

# Schedule at a Glance

(Schedule subject to change.)

## **TUESDAY, APRIL 18**

2:00 – 7:00 PM .....Registration

## **WEDNESDAY, APRIL 19**

7:00 AM – 8:00 PM .....Registration

9:00 AM – 4:00 PM .....Convention Workshops

### CONCURRENT SESSIONS:

1:00 – 2:00 PM

2:15 – 3:15 PM

3:30 – 4:30 PM

5:00 – 6:30 PM .....Opening General Session

6:30 – 8:30 PM .....Welcome Reception in the Expo Hall

## **THURSDAY, APRIL 20**

7:00 AM – 5:30 PM .....Registration

8:00 – 9:00 AM .....Second General Session

### CONCURRENT SESSIONS AND POSTER SESSIONS:

9:45 – 10:45 AM

11:00 AM – 12:00 PM

1:00 – 2:00 PM

2:15 – 3:15 PM

3:30 – 4:30 PM

8:30 AM – 5:00 PM .....Expo Hall Open

9:00 AM – 9:45 AM and 12:00 – 1:00 PM .....Exclusive Expo Time + Lunch + Prize Drawings  
(Immediately Following Second General Session)

4:30 – 5:00 PM .....Prize Drawing (Must Be Present To Win)

## **FRIDAY, APRIL 21**

7:00 AM – 5:30 PM .....Registration

8:00 – 9:00 AM .....Third General Session

### CONCURRENT SESSIONS AND POSTER SESSIONS:

9:45 – 10:45 AM

11:00 AM – 12:00 PM

1:30 – 2:30 PM

2:45 – 3:45 PM

4:00 – 5:00 PM

8:30 AM – 2:00 PM .....Expo Hall Open

12:00 – 1:30 PM .....Exclusive Expo Hours, Lunch + Prize Drawing (1:00 PM)

12:30 – 4:00 PM .....Representative Assembly

## **SATURDAY, APRIL 22**

7:00 AM – 4:00 PM .....Registration

9:00 AM – 12:00 PM .....Convention Workshops (Half Day)

### CONCURRENT SESSIONS AND POSTER SESSIONS:

8:00 – 9:00 AM

9:15 – 10:15 AM

10:30 – 11:30 AM

1:00 – 2:00 PM

2:15 – 3:15 PM

11:30 AM – 1:00 PM .....Lunch + Prize Drawings (CEC Registration Area)



# ONLINE PROGRAMS IN SPECIAL EDUCATION

---

**Offering advanced certificates and degrees for special education professionals for more than 30 years**

- M.Ed. in Special Education with ASD Concentration\* (44 credits)
- M.Ed. in Special Education with EI/EBD Concentration\* (40 credits)
- Graduate Certificate in ASD\* (19-27 credits)
- Graduate Certificate in EI/EBD (16-32 credits)
- Variety of individual online courses addressing special needs (for Professional Development)

*\*Options for teachers and non-teachers alike*

**[oakland.edu/ops](http://oakland.edu/ops)  
[martino@oakland.edu](mailto:martino@oakland.edu)**

Oakland University  
School of Education and Human Services  
Rochester, Michigan 48309



SEH-14631\_7/16\_JS

# Contents

## GENERAL

Convention Information . . . . .	5
Hynes Convention Center Floor Plan . . . . .	7
Sheraton Boston Hotel Floor Plan . . . . .	11
CEC 2017 Official Hotels . . . . .	12

<b>MEETINGS AND SOCIAL EVENTS . . . . .</b>	<b>13</b>
---	-----------

## PROFESSIONAL PROGRAM INFORMATION

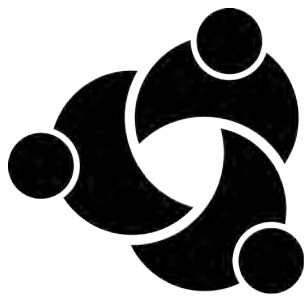
Professional Development Hours . . . . .	20
Program Chair Featured Sessions . . . . .	21
Strands . . . . .	28
<b>Wednesday, April 19 . . . . .</b>	<b>34</b>
Opening General Session . . . . .	35
Convention Workshops . . . . .	36
Wednesday Sessions . . . . .	43
<b>Thursday, April 20 . . . . .</b>	<b>57</b>
Second General Session . . . . .	58
Thursday Sessions . . . . .	59
<b>Friday, April 21 . . . . .</b>	<b>119</b>
Third General Session . . . . .	121
Friday Sessions . . . . .	122
<b>Saturday, April 22 . . . . .</b>	<b>182</b>
Saturday Workshops and Sessions . . . . .	183

## WHO'S WHO

Program Advisory Committee . . . . .	221
2017 Proposal Reviewers . . . . .	222
Local Arrangements Committee . . . . .	226
Convention Cities and CEC Presidents . . . . .	227
Index of Speakers . . . . .	228

## EXPO

CEC 2017 Expo Floor Plan . . . . .	236
Meet the Exhibitors . . . . .	237
2017 Exhibitor Listing . . . . .	238



## NYC Special Education **COLLABORATIVE**

[www.NYCsped.org](http://www.NYCsped.org)

The NYC Special Education Collaborative assists over 190 NYC charter schools with operating successful special education and ELL programs. The Collaborative offers their members technical assistance, advocacy, on-the-ground supports, a comprehensive array of workshops, and recruitment opportunities.

Stop by our booth (1502) for information on our work, our CEC session, and our Teacher Recruitment Happy Hour (for teachers interested in working in NYC).



## Convention Information

### ■ ACCESSIBILITY ASSISTANCE

Accessibility Booth, immediately inside the Convention Center, Level 1

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, Level 2, Convention Center.

### ■ CEC CENTRAL

*Expo Hall D, Convention Center*

**Visit CEC Central!** Meet CEC authors, purchase books, renew your membership, send a message to your Congressional representatives at our Legislative Action Center. Watch for updates on CEC Central activities on the Convention app!

**CEC Central and Membership Area Hours:**  
(in the Expo)

Wednesday, April 19:  
President's Welcome Reception . . . 6:30–8:30 p.m.  
Thursday, April 20 . . . . . 8:30 a.m.–5:00 p.m.  
Friday, April 21 . . . . . 8:30 a.m.–2:00 p.m.

#### **CEC Central Moves to CEC Registration**

Friday, April 21 . . . . . 2:00–5:00 p.m.  
Saturday, April 22 . . . . . 7:00 a.m.–4:00 p.m.

### ■ CEC 2018 CONVENTION & EXPO – TAMPA

Visit the TAMPA counter in the CEC Registration area, level 2, Convention Center.

**Stop by and learn more about why you don't want to miss CEC 2018 Convention & Expo in Tampa, February 7-10!**

### ■ CONVENTION LANGUAGE

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

### ■ EXPO

*Expo Hall C/D, Level 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 19

**President's Welcome Reception: 6:30–8:30 p.m.**  
(immediately following the Opening General Session in the Expo Hall)

### THURSDAY, APRIL 20

**Exhibit Hours: 8:30 a.m.–5:00 p.m.**

**FREE TIME TO EXPLORE and LUNCH**  
**12:00–1:00 p.m.**

**Visit the Expo and Prize Drawings**  
**4:30–5:00 p.m.**

### FRIDAY, APRIL 21

**Exhibit Hours: 8:30 a.m.–2:00 p.m.**

**FREE TIME TO EXPLORE and LUNCH**  
**12:00–1:30 p.m.**

### ■ MESSAGE BOARDS

*Outside the CEC Headquarters Office, Located in CEC registration area, outside of Halls C/D, 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 21.

### ■ REGISTRATION

*CEC Registration Area, outside Expo Halls C/D, Level 2, Convention Center*

Full registration is available at the Registration Counters. Attendees who preregistered may pick up their programs 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 18 . . . . . 2:00–7:00 p.m.  
Wednesday, April 19 . . . . . 7:00 a.m.–8:00 p.m.  
Thursday, April 20 . . . . . 7:00 a.m.–5:30 p.m.  
Friday, April 21 . . . . . 7:00 a.m.–5:30 p.m.  
Saturday, April 22 . . . . . 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—THE CEC FLOCK



**FOLLOW US!** CEC 2017 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Be sure to include #CEC17 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.

## Council for Exceptional Children Event Rules & Conditions

All attendees for workshops, conventions, or other events of the Council for Exceptional Children ("CEC") agree to comply with all rules and conditions of the Event, including all rules in the event program, all future correspondence, and as may be posted at the event.

Attendees of any Convention activity must wear the official event name badge. Name badges are required for admission to all events.

Event registration may not be used for advertising, promotions, giveaways, sweepstakes, or other trade purposes without express written consent of CEC.

Event attendees must behave responsibly at all events. Threatening physical actions and disorderly or disruptive conduct will not be tolerated and may result in removal from the event, denial of access to event facilities and other penalties.

Event attendees voluntarily assume all risk and danger of personal injury (including death) and all hazards arising from, or related in any way to the event, whether occurring prior to, during, or after the event, howsoever caused and whether by negligence and or otherwise. Rules and conditions are subject to change without notice.

Event attendees may not under any circumstances conduct any live or recorded audio, video, or photographic activities without the express permission of the CEC Executive Director or Director of Marketing & Communications.

Event attendees grant permission to CEC (and its designees and agents) to utilize the attendee's image, likeness, actions, and statements in any live or recorded audio, video, or photographic display or the transmission, exhibition, publication, or reproduction made of, or at, CEC events in any medium or context for commercial or promotional purposes without further authorization or compensation.

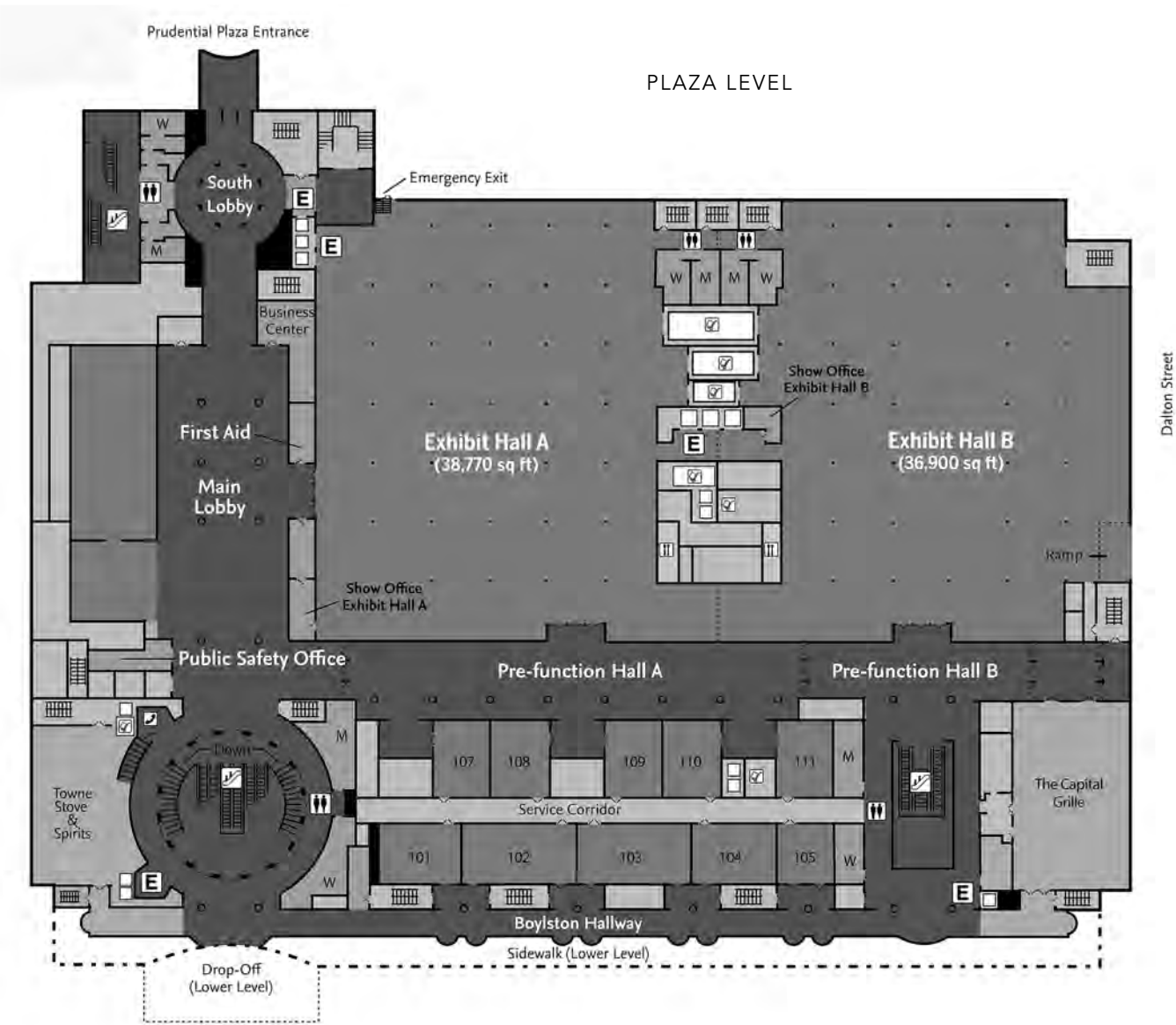
HYNES CONVENTION CENTER FLOOR PLAN



Hynes Convention Center  
900 Boylston Street  
Boston, MA 02115



Exhibit & Meeting	Lobby & Pre-function	Food Services
Public Use	Non-Public Access	Restaurants
Restrooms	Elevator	Escalator
Permanent Concessions	Freight	Pay Phone



# Lead Your Professional Association

## Apply for the CEC Board of Directors



**Mikki Garcia**  
2017 CEC President

Collaborative, engaged leaders are essential to fulfilling CEC's strategic goals and advancing our profession.

### Apply for:

- › President Elect
- › Member-at-Large, Classroom Ranks  
(1 position)
- › Member-at-Large, Diverse Ethnic and Multicultural Groups  
(1 position; 2018 preference: Asian/Pacific Islander)
- › Member-at-Large, Non-Designated  
(3 positions)

Application  
Deadline:

**May 15, 2017**

3:00 pm EDT

Serving as a member of the CEC Board of Directors has been a unique learning experience, one that has enriched me professionally and personally. The Board works on a variety of complex issues of major importance to CEC, including strategic planning, budgetary and financial oversight, professional standards, research, and policy. Being on the board means learning and practicing leadership skills, such as collaboration and critical analysis—skills that have meant a lot to me in my own professional setting. It has been a pleasure to work with such a dedicated group of staff and fellow Board members who devote their time and expertise to advocate for children and youth with exceptionalities and the educators who serve them.”

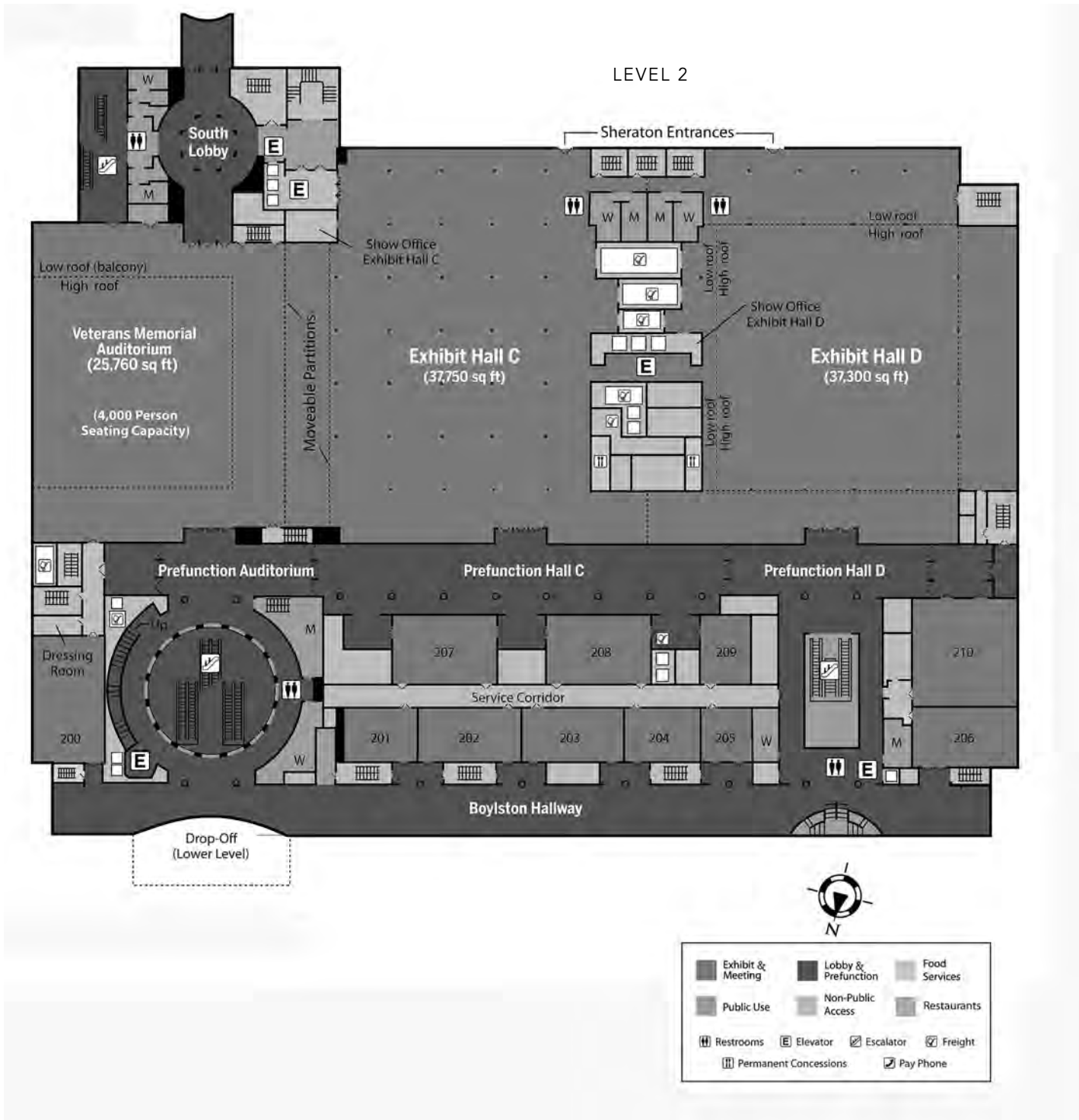
—Yvonne Bui, CEC Board Member

**To apply,** go to [www.cec.sped.org](http://www.cec.sped.org) and search for Board of Directors Applications or contact Sharon Rodriguez at [sharonr@cec.sped.org](mailto:sharonr@cec.sped.org).

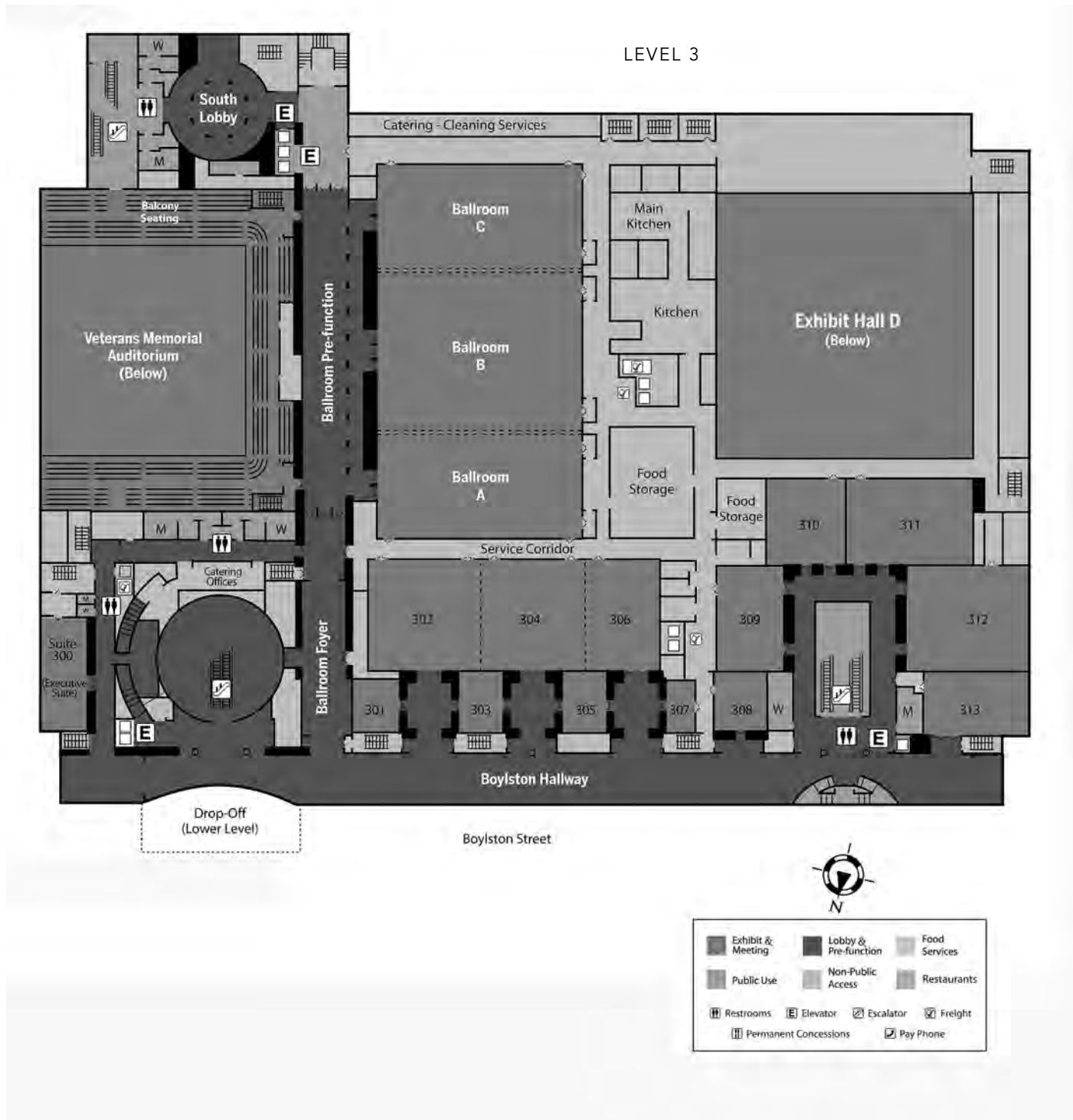
**Questions?** Contact Antonis Katsiyannis at [antonis@clemson.edu](mailto:antonis@clemson.edu).



HYNES CONVENTION CENTER FLOOR PLAN



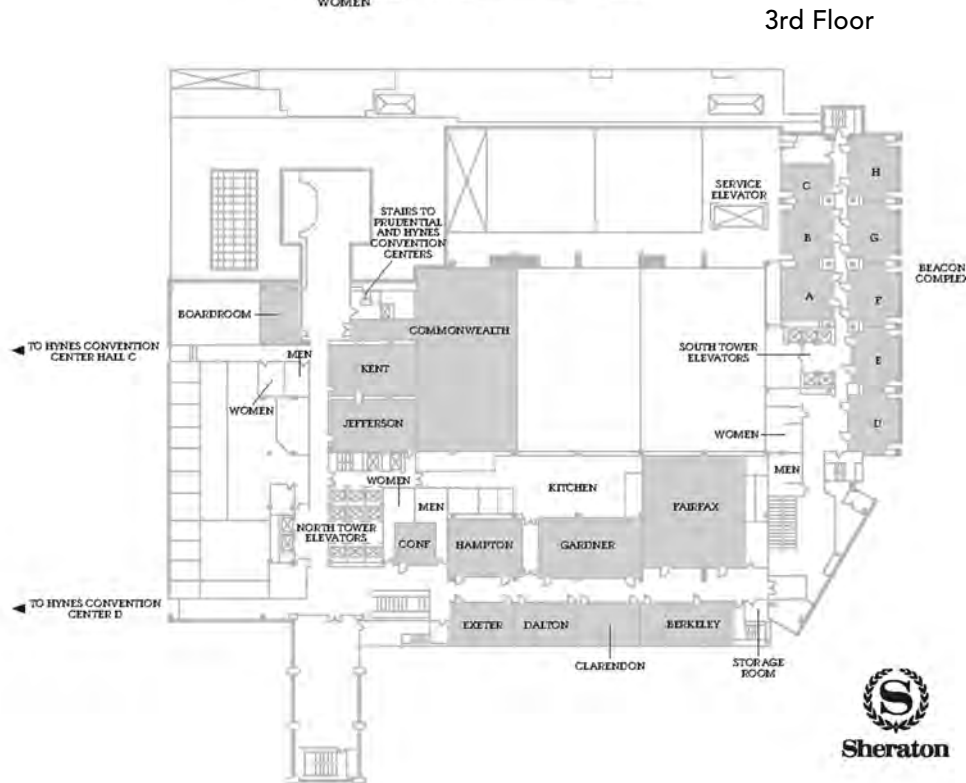
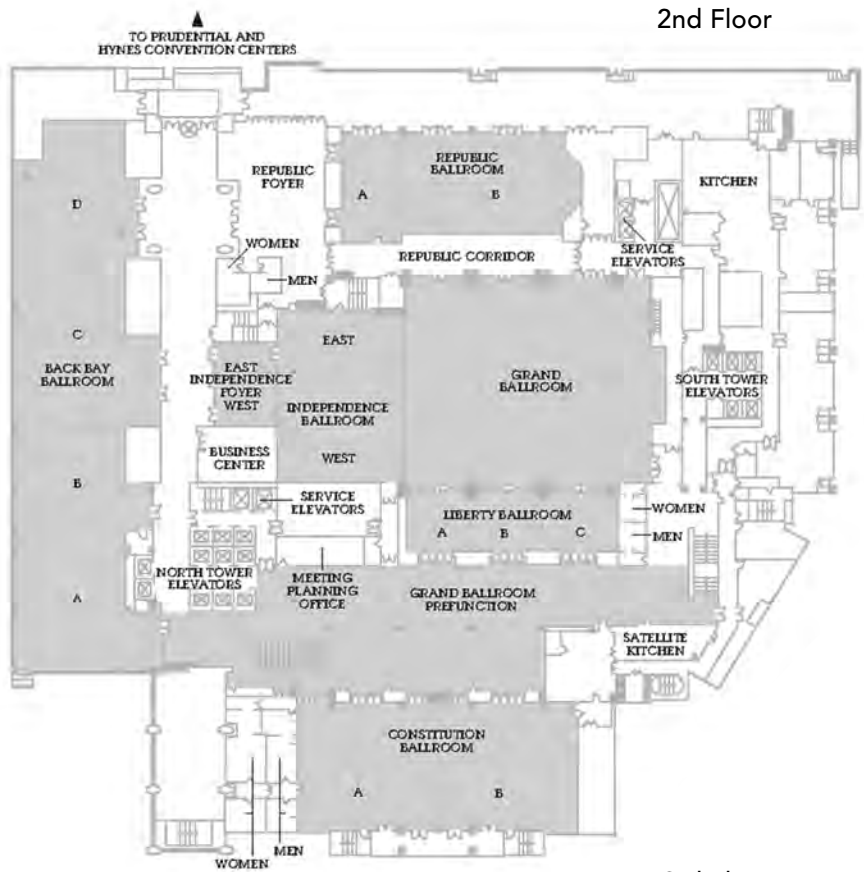
## HYNES CONVENTION CENTER FLOOR PLAN



SHERATON BOSTON HOTEL FLOOR PLAN



Sheraton Boston Hotel  
39 Dalton Street  
Boston, MA 02199





## CEC 2017 Official Hotels

HOTEL	ADDRESS	TELEPHONE	RATE
[1] Sheraton Boston Hotel (headquarters)	39 Dalton Street	617-236-2000	\$237
[2] Boston Marriott Copley Place	Copley Place, 110 Huntington Avenue	617-236-5800	\$225
[3] Boston Park Plaza	50 Park Plaza	617-426-2000	\$269
[4] Colonnade Boston	120 Huntington Avenue	617-424-7000	\$239
[5] Courtyard Boston Downtown	275 Tremont Street	617-426-1400	\$195
[6] DoubleTree by Hilton Downtown Boston	821 Washington Street	617-956-7900	\$259
[7] Hilton Boston Back Bay	40 Dalton Street	617-236-1100	\$259
[8] Hyatt Regency Boston	One Ave de Lafayette	617-912-1234	\$264
[9] Omni Parker House	60 School Street	617-227-8600	\$250
[10] Revere Hotel Boston Common	200 Stuart Street	617-482-1800	\$259
[11] The Midtown Hotel	220 Huntington Ave	617-262-1000	\$169



# Meetings and Social Events

## CEC MEETINGS

- **BOARD OF DIRECTORS**  
Tuesday, April 18  
12:30–4:00 p.m.  
Independence East, Level 2  
Sheraton Boston Hotel

## REPRESENTATIVE ASSEMBLY

- **REPRESENTATIVE ASSEMBLY**  
Friday, April 21  
12:30–4:00 p.m.  
Ballroom B, Level 3  
Hynes Convention Center

## COMMITTEES AND WORK GROUPS

- **DIVERSITY COMMITTEE**  
Friday, April 21  
9:15–10:15 a.m.  
Boardroom, Level 3  
Sheraton Boston Hotel
- **ELECTIONS STANDING COMMITTEE**  
Thursday, April 20  
4:45–5:30 p.m.  
Boardroom, Level 3  
Sheraton Boston Hotel
- **FINANCE AND AUDIT STANDING COMMITTEE**  
Wednesday, April 19  
11:30 a.m.–1:00 p.m.  
Beacon B, Level 3  
Sheraton Boston Hotel
- **GOVERNANCE ASSESSMENT WORKGROUP**  
Wednesday, April 19  
9:15–10:45 a.m.  
Boardroom, Level 3  
Sheraton Boston Hotel
- **IDEA REAUTHORIZATION WORKGROUP**  
Saturday, April 22  
1:00–4:00 p.m.  
Room 205, Level 2  
Hynes Convention Center
- **KNOWLEDGE AND SKILLS WORK SESSION**  
THURSDAY, APRIL 20  
4:30–6:30 p.m.  
Beacon G, Level 3  
Sheraton Boston Hotel

- **KNOWLEDGE AND SKILLS QUARTERLY MEETING**  
Friday, April 21

9:00 a.m.–1:00 p.m.  
Beacon G, Level 3  
Sheraton Boston Hotel

- **NOMINATIONS STANDING COMMITTEE**

Thursday, April 20  
11:15–1:45 p.m.  
Boardroom, Level 3  
Sheraton Boston Hotel

- **PROFESSIONAL STANDARDS AND PRACTICE COMMITTEE**

Thursday, April 20  
12:00–2:00 p.m.  
Conference Room, Level 3  
Sheraton Boston Hotel

- **REPRESENTATIVE ASSEMBLY COMMITTEE**

Thursday, April 20  
9:15–10:30 a.m.  
Boardroom, Level 3  
Sheraton Boston Hotel

- **STATE OF THE PROFESSION WORK GROUP**

Wednesday, April 19  
2:00–4:00 p.m.  
Beacon G, Level 3  
Sheraton Boston Hotel

- **STUDENT COMMITTEE**

Wednesday, April 19  
3:00–4:00 p.m.  
Conference Room, Level 3  
Sheraton Boston Hotel

- **STUDENT FORUM 2017**  
Thursday, April 20

9:45–11:30 a.m.  
Ballroom B, Level 3  
Hynes Convention Center

- **STUDENT HAPPY HOUR**  
Friday, April 21

5:00–6:30 p.m.  
Independence Ballroom, Level 2  
Sheraton Boston Hotel

## OTHER CEC MEETINGS AND EVENTS

- **CEC DIVISION TREASURER'S MEETING**  
Thursday, April 20  
11:00 a.m.–12:00 p.m.  
Gardner, Level 3  
Sheraton Boston Hotel
- **MENA CAUCUS MEET AND GREET 2017**  
Thursday, April 20  
12:00–1:00 p.m.  
Room 304, Level 3  
Hynes Convention Center
- **CEC DIVISION MEMBERSHIP CHAIRS MEETING**  
Thursday, April 20  
1:00–2:00 p.m.  
Beacon D, Level 3  
Sheraton Boston Hotel
- **CEC CHILDREN AND YOUTH ACTION NETWORK**  
Thursday, April 20  
5:00–6:00 p.m.  
Room 304, Level 3  
Hynes Convention Center
- **YES I CAN AWARDS CEREMONY**  
Friday, April 21  
8:00–9:00 a.m.  
Veteran's Memorial Auditorium, Level 2  
Hynes Convention Center
- **CEC UNIT LEADERS BREAKFAST (RSVP REQUIRED)**  
Saturday, April 22  
7:30–9:00 a.m.  
Independence West, Level 2  
Sheraton Boston Hotel
- **2018 CONVENTION PROGRAM ADVISORY COMMITTEE**  
Saturday, April 22  
10:00 a.m.–12:00 p.m.  
Liberty A, Level 2  
Sheraton Boston Hotel

### CAUCUS MEETINGS

#### ● INTERNATIONAL BLACK CAUCUS OF SPECIAL EDUCATORS

##### EXECUTIVE BOARD MEETINGS

**Thursday, April 20**

2:00–4:00 p.m.

Beacon C, Level 3

Sheraton Boston Hotel

**Saturday, April 22**

9:30 a.m.–12:00 p.m.

Conference Room, Level 3

Sheraton Boston Hotel

##### POSTER SESSION AND STRAND

**Friday, April 21**

9:30 a.m.–4:00 p.m.

Fairfax, Level 3

Sheraton Boston Hotel

#### INTERNATIONAL BLACK CAUCUS OF SPECIAL EDUCATOR'S ANNUAL SOCIAL

**Friday, April 21**

5:00–8:00 p.m.

Beacon A, Level 3

Sheraton Boston Hotel

#### ● EDUCATORS WITH DISABILITIES CAUCUS GENERAL MEETING

**Thursday, April 20**

10:00–11:00 a.m.

Beacon H, Level 3

Sheraton Boston Hotel

#### ● FAITH-BASED SCHOOLS AND ORGANIZATIONS CAUCUS

**Friday, April 21**

3:00–4:00 p.m.

Beacon F, Level 3

Sheraton Boston Hotel

#### ● GAY, LESBIAN, BISEXUAL AND TRANSGENDER CAUCUS

**Friday, April 21**

1:00–2:00 p.m.

Beacon F, Level 3

Sheraton Boston Hotel

#### ● HISPANIC CAUCUS

**Friday, April 21**

4:00–5:00 p.m.

Beacon F, Level 3

Sheraton Boston Hotel

### DIVISION MEETINGS AND SOCIAL EVENTS

#### ● INTERDIVISIONAL CAUCUS (IDC)

**Tuesday, April 18**

7:00–9:00 p.m.

Independence West, Level 2

Sheraton Boston Hotel

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

#### ● EXECUTIVE COMMITTEE MEETING (PART 1)

**Tuesday, April 18**

8:00–11:30 a.m.

Kent, Level 2

Sheraton Boston Hotel

#### ● EXECUTIVE COMMITTEE MEETING (PART 2)

**Tuesday, April 18**

4:30–6:30 p.m.

Kent, Level 2

Sheraton Boston Hotel

#### ● JOINT MEMBER-BOARD MEETING

**Wednesday, April 19**

7:30 a.m.–4:15 p.m.

Commonwealth

Sheraton Boston Hotel

#### ● PUBLICATIONS AND PRODUCT REVIEW MEETING

**Thursday, April 20**

8:00 a.m.–3:30 p.m.

Kent, Level 3

Sheraton Boston Hotel

#### ● CASE NIGHT–NEW ENGLAND AQUARIUM

**Thursday, April 20, 2017**

5:30–10:00 p.m.

#### ● PUBLICATIONS AND PRODUCT REVIEW MEETING

**Friday, April 21**

7:30 a.m.–3:30 p.m.

Kent, Level 3

Sheraton Boston Hotel

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

#### ● EXECUTIVE COMMITTEE

**Wednesday, April 19**

12:00–4:00 p.m.

Beacon A, Level 3

Sheraton Boston Hotel

#### ● GENERAL BUSINESS MEETING

**Thursday, April 20**

5:15–6:30 p.m.

Back Bay D, Level 2

Sheraton Boston Hotel

#### ● MEMBERS SOCIAL–FLAT TOP JOHNNY'S (OFF-SITE)

**Thursday, April 20**

7:30–10:30 p.m.

Flat Top Johnny's, 1 Kendall Square

#### ● REGIONAL SERVICES AND MEMBERSHIP MEETING

**Friday, April 21**

9:30–11:30 a.m.

Beacon C, Level 3

Sheraton Boston Hotel

### COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS)

#### ● EXECUTIVE BOARD MEETING

**Thursday, April 20**

8:30–10:30 a.m.

Beacon G, Level 3

Sheraton Boston Hotel

#### ● BUSINESS MEETING

**Thursday, April 20**

4:30–6:00 p.m.

Dalton, Level 3

Sheraton Boston Hotel

#### ● CEDS DESSERT RECEPTION

**Thursday, April 20**

6:00–7:30 p.m.

Beacon H, Level 3

Sheraton Boston Hotel

#### ● NCED EXAM FOR EDUCATIONAL DIAGNOSTICIANS

**Friday, April 21**

8:30 a.m.–12:15 p.m.

Republic A, Level 2

Sheraton Boston Hotel

### DIVISION FOR RESEARCH (CEC–DR)

#### ● EXECUTIVE BOARD MEETING

**Wednesday, April 19**

9:00 a.m.–5:00 p.m.

Beacon F, Level 3

Sheraton Boston Hotel

#### ● INTERDIVISIONAL RESEARCH GROUP MEETING

**Friday, April 21**

8:30–10:00 a.m.

Beacon F, Level 3

Sheraton Boston Hotel

#### ● BUSINESS MEETING

**Friday, April 21**

5:00–6:00 p.m.

Fairfax B, Level 3

Sheraton Boston Hotel

#### ● DONALD D. HAMMILL FOUNDATION RECEPTION

**Friday, April 21**

6:30–8:30 p.m.

Fairfax A, Level 3

Sheraton Boston Hotel

### **PIONEERS DIVISION (CEC-PD)**

- **EXECUTIVE BOARD MEETING**  
Thursday, April 20  
11:00 a.m.–4:30 p.m.  
Beacon F, Level 3  
Sheraton Boston Hotel
- **BUSINESS & AWARDS MEETING FOLLOWED BY SOCIAL**  
Thursday, April 20  
5:00–6:30 p.m.  
Beacon G, Level 3  
Sheraton Boston Hotel

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

- **EXECUTIVE BOARD MEETING**  
Thursday, April 20  
9:00 a.m.–12:00 p.m.  
Beacon C, Level 3  
Sheraton Boston Hotel
- **MEMBERS MEETING**  
Thursday, April 20  
3:00–4:00 p.m.  
Beacon B, Level 3  
Sheraton Boston Hotel

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

- **EXECUTIVE COMMITTEE**  
Wednesday, April 19  
8:00–9:00 a.m.  
DADD President's Suite  
Sheraton Boston Hotel
- **BOARD OF DIRECTORS**  
Wednesday, April 19  
9:00 a.m.–3:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel
- **EARLY CAREER BREAKFAST**  
Thursday, April 20  
8:00–9:00 a.m.  
DADD President's Suite  
Sheraton Boston Hotel
- **CONFERENCE COMMITTEE**  
Thursday, April 20  
11:45 a.m.–12:45 p.m.  
DADD President's Suite  
Sheraton Boston Hotel
- **PAST PRESIDENTS' MEETING**  
Thursday, April 20  
12:45–1:30 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **AWARDS COMMITTEE MEETING**  
Thursday, April 20  
1:30–2:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **CRITICAL ISSUES COMMITTEE**  
Thursday, April 20  
2:00–3:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **COMMUNICATION COMMITTEE MEETING**  
Thursday, April 20  
3:00–4:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **FINANCE COMMITTEE MEETING**  
Thursday, April 20  
4:00–4:30 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **GENERAL BUSINESS MEETING**  
Thursday, April 20  
5:00–6:00 p.m.  
Back Bay C, Level 2  
Sheraton Boston Hotel

- **PRESIDENT'S RECEPTION**  
Thursday, April 20  
6:30–9:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **MEMBERSHIP COMMITTEE**  
Friday, April 21  
9:00–10:00 a.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **DIVERSITY COMMITTEE MEETING**  
Friday, April 21  
10:00–11:00 a.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **PUBLICATIONS COMMITTEE**  
Friday, April 21  
11:00 a.m.–Noon  
DADD President's Suite  
Sheraton Boston Hotel

- **STUDENT LUNCHEON**  
Friday, April 21  
Noon–1:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

- **SUBDIVISIONS MEETING**  
Friday, April 21  
3:00–4:00 p.m.  
DADD President's Suite  
Sheraton Boston Hotel

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

- **BOARD MEETING**  
Wednesday, April 19  
8:00 a.m.–5:00 p.m.  
Beacon D, Level 3  
Sheraton Boston Hotel
- **MEMBERFEST!**  
Thursday, April 20  
4:00–7:00 p.m.  
Beacon D, Level 3  
Sheraton Boston Hotel

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

- **EXECUTIVE BOARD MEETING**  
Tuesday, April 18  
5:30–9:00 p.m.  
Clarendon, Level 3  
Sheraton Boston Hotel
- **FULL BOARD MEETING**  
Wednesday, April 19  
10:00 a.m.–2:00 p.m.  
Public Garden Room, Level 5  
Sheraton Boston Hotel
- **CDTEI EDITORIAL BOARD**  
Thursday, April 20  
8:30–9:30 a.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **SECONDARY TRANSITION FIDELITY GROUP**  
Thursday, April 20  
9:30–10:30 a.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **RESEARCH COMMITTEE**  
Thursday, April 20  
10:30–11:30 a.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **PUBLICATIONS COMMITTEE**  
Thursday, April 20  
11:30 a.m.–12:30 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **PARENT & FAMILY COMMITTEE**  
Thursday, April 20  
1:30–2:30 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel

- **MARKETING COMMITTEE MEETING**  
Thursday, April 20  
2:30–3:30 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **POLICY & ADVOCACY COMMITTEE**  
Thursday, April 20  
3:30–4:30 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **PAST PRESIDENTS MEETING**  
Thursday, April 20  
4:30–5:30 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **BUSINESS MEETING**  
Thursday, April 20  
6:00–7:00 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **MEMBER RECEPTION**  
Thursday, April 20  
7:00–9:00 p.m.  
Gardner, Level 3  
Sheraton Boston Hotel
- **MEMBERSHIP COMMITTEE**  
Friday, April 21  
9:00–10:00 a.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **HUMAN RIGHTS AND DIVERSITY COMMITTEE**  
Friday, April 21  
10:00–11:00 a.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **NATIONAL CERTIFICATION COMMITTEE**  
Friday, April 21  
11:00 a.m.–12:00 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel
- **STUDENT COMMITTEE**  
Friday, April 21  
1:00–2:00 p.m.  
Hampton, Level 3  
Sheraton Boston Hotel

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

- **SUBCOMMITTEES MEETING**  
Thursday, April 20  
9:30–11:30 a.m.  
Berkley, Level 2  
Sheraton Boston Hotel
- **EXECUTIVE BOARD**  
Thursday, April 20  
1:30–4:30 p.m.  
Berkley, Level 3  
Sheraton Boston Hotel
- **DDEL SOCIAL**  
Thursday, April 20  
7:00–9:00 p.m.  
Clarendon, Level 3  
Sheraton Boston Hotel
- **WRITING FOR MULTIPLE VOICES**  
Friday, April 21  
10:00–11:00 a.m.  
Berkley, Level 3  
Sheraton Boston Hotel
- **BUSINESS MEETING**  
Friday, April 21  
3:30–5:30 p.m.  
Berkley, Level 3  
Sheraton Boston Hotel
- **STUDENT RESEARCH SHOWCASE**  
Saturday, April 22  
10:00 a.m.–Noon  
Berkley A, Level 3  
Sheraton Boston Hotel

#### **DIVISION FOR EARLY CHILDHOOD (DEC)**

- **DEC MEMBER RECEPTION**  
Thursday, April 20  
4:00–6:00 p.m.  
Gardner B, Level 3  
Sheraton Boston Hotel

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

- **BOARD OF DIRECTOR'S MEETING**  
Wednesday, April 19  
8:30 a.m.–4:30 p.m.  
Exeter, Level 3  
Sheraton Boston Hotel
- **PUBLICATIONS MEETING**  
Thursday, April 20  
2:00–3:00 p.m.  
Exeter, Level 3  
Sheraton Boston Hotel

- **LEARN ABOUT LEADERSHIP OPPORTUNITIES IN DISES**  
Thursday, April 20  
2:15–3:15 p.m.  
Dalton, Level 3  
Sheraton Boston Hotel

- **BUSINESS MEETING**  
Friday, April 21  
5:00–6:30 p.m.  
Gardner, Level 3  
Sheraton Boston Hotel

- **DISES SOCIAL**  
Friday, April 21  
7:00–9:00 p.m.  
Berkley, Level 3  
Sheraton Boston Hotel

#### **DIVISION FOR LEARNING DISABILITIES (DLD)**

- **EXECUTIVE BOARD MEETINGS**  
Wednesday, April 19  
8:00 a.m.–5:00 p.m.  
Beacon E, Level 3  
Sheraton Boston Hotel

- Friday, April 21  
9:00 a.m.–Noon  
Beacon A, Level 3  
Sheraton Boston Hotel

- **CULTURAL AND LINGUISTIC DIVERSITY COMMITTEE**  
Thursday, April 20  
10:30–11:30 a.m.  
Beacon E, Level 3  
Sheraton Boston Hotel

- **PROFESSIONAL DEVELOPMENT & STANDARDS**  
Thursday, April 20  
11:00 a.m.–12:00 p.m.  
Beacon D, Level 3  
Sheraton Boston Hotel

- **MEMBERSHIP COMMITTEE**  
Thursday, April 20  
1:00–3:00 p.m.  
Beacon E, Level 3  
Sheraton Boston Hotel

- **BUSINESS MEETING**  
Thursday, April 20  
5:00–6:00 p.m.  
Back Bay A, Level 2  
Sheraton Boston Hotel

- **DLD RECEPTION AND STUDENT POSTER SESSION**  
Thursday, April 20  
6:00–8:00 p.m.  
Back Bay B, Level 2  
Sheraton Boston Hotel

● **DR KNOWLEDGE ALERTS & UTILIZATION GROUPS MEETING**  
**Friday, April 21**

9:00–11:00 a.m.  
Beacon E, Level 3  
Sheraton Boston Hotel

● **PUBLICATIONS COMMITTEE**  
**Friday, April 21**

1:00–3:00 p.m.  
Beacon E, Level 3  
Sheraton Boston Hotel

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

● **EXECUTIVE BOARD MEETING**  
**Wednesday, April 19**

2:00–4:00 p.m.  
Beacon B, Level 3  
Sheraton Boston Hotel

● **GENERAL BUSINESS MEETING**  
**Thursday, April 20**

10:00 a.m.–12:00 p.m.  
Beacon B, Level 3  
Sheraton Boston Hotel

● **DIVISION PLANNING – WORKING GROUP**  
**Friday, April 21**

9:00–11:00 a.m.  
Beacon B, Level 3  
Sheraton Boston Hotel

● **SPECIAL INTEREST TOPICS – WORKING GROUP**  
**Friday, April 21**

1:00–3:00 p.m.  
Beacon B, Level 3  
Sheraton Boston Hotel

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

● **BUSINESS MEETING AND SOCIAL**  
**Thursday, April 20**

6:30–10:30 p.m.  
LIR Restaurant  
903 Boylston Street, Boston

● **TEACHERS AND INTERVENERS SHARING MEETING**  
**Friday, April 21**

9:00–10:30 a.m.  
Constitution Ballroom, Level 2  
Sheraton Boston Hotel

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

● **TAG BOARD MEETINGS**  
**Tuesday, April 18**

4:00–8:00 p.m.  
Berkley B, Level 3  
Sheraton Boston Hotel

**Wednesday, April 19 (Part 2)**

8:00 a.m.–12:00 p.m.  
Berkley B, Level 3  
Sheraton Boston Hotel

● **BUSINESS MEETING**  
**Thursday, April 20**

5:00–6:00 p.m.  
Clarendon, Level 3  
Sheraton Boston Hotel

● **TAG SOCIAL**  
**Thursday, April 20**

6:00–7:00 p.m.  
Exeter, Level 3  
Sheraton Boston Hotel

**TECHNOLOGY AND MEDIA DIVISION (TAM)**

● **EXECUTIVE BOARD MEETING**  
**Wednesday, April 19**

9:00 a.m.–4:00 p.m.  
Beacon C, Level 3  
Sheraton Boston Hotel

● **BUSINESS MEETING AND TECHNOLOGY INNOVATION SHOWCASE**  
**Thursday, April 20**

5:00–6:00 p.m.  
Beacon B, Level 3  
Sheraton Boston Hotel

**TEACHER EDUCATION DIVISION (TED)**

● **EXECUTIVE COMMITTEE/EXECUTIVE BOARD**  
**Wednesday, April 19**

9:00 a.m.–5:00 p.m.  
Fairfax, Level 3  
Sheraton Boston Hotel

● **KALEIDOSCOPE BOARD**  
**Thursday, April 20**

8:00–9:00 a.m.  
Fairfax B, Level 3  
Sheraton Boston Hotel

● **TED/HECSE**  
**Thursday, April 20**

8:00–10:00 a.m.  
Commonwealth, Level 3  
Sheraton Boston Hotel

● **EARLY CAREER FACULTY SIG**  
**Thursday, April 20**

9:00–10:00 a.m.  
Back Bay B, Level 2  
Sheraton Boston Hotel

● **KNOWLEDGE AND SKILLS COMMITTEE**  
**Thursday, April 20**

9:00–10:00 a.m.  
Fairfax A, Level 3  
Sheraton Boston Hotel

● **CONFERENCE ADVISORY COMMITTEE**  
**Thursday, April 20**

10:00–11:00 a.m.  
Fairfax B, Level 3  
Sheraton Boston Hotel

● **DIVERSITY CAUCUS EXECUTIVE BOARD**  
**Thursday, April 20**

10:00–11:00 a.m.  
Fairfax A, Level 3  
Sheraton Boston Hotel

● **EARLY CHILDHOOD FACULTY SIG (TEDEC)**  
**Thursday, April 20**

10:00–11:00 a.m.  
Commonwealth, Level 3  
Sheraton Boston Hotel

● **BUDGET AND FINANCE COMMITTEE**  
**Thursday, April 20**

1:00–2:00 p.m.  
Fairfax A, Level 3  
Sheraton Boston Hotel

● **DIVERSITY CAUCUS GENERAL BUSINESS MEETING**  
**Thursday, April 20**

1:00–2:00 p.m.  
Commonwealth, Level 3  
Sheraton Boston Hotel

● **GENERAL BUSINESS MEETING**  
**Thursday, April 20**

3:30–4:30 p.m.  
Back Bay C, Level 2  
Sheraton Boston Hotel

● **TED/PEARSON AWARD RECEPTION**  
**Thursday, April 20**

5:00–6:30 p.m.  
Commonwealth, Level 3  
Sheraton Boston Hotel

● **RESEARCH COMMITTEE**  
**Friday, April 21**

8:00–9:00 a.m.  
Fairfax B, Level 3  
Sheraton Boston Hotel

● **SSEPC PAST PRESIDENTS**

**Friday, April 21**  
8:00–9:00 a.m.  
Fairfax A, Level 3  
Sheraton Boston Hotel

● **MEMBERSHIP COMMITTEE**

**Friday, April 21**  
8:00–9:00 a.m.  
Commonwealth, Level 3  
Sheraton Boston Hotel

● **AD HOC LEGISLATIVE ADVOCACY COMMITTEE**

**Friday, April 21**  
10:30 a.m.–12:30 p.m.  
Fairfax B, Level 3  
Sheraton Boston Hotel

● **PROFESSIONAL DEVELOPMENT COMMITTEE**

**Friday, April 21**  
11:30 a.m.–12:30 p.m.  
Commonwealth, Level 3  
Sheraton Boston Hotel

● **SSEPC EXECUTIVE BOARD**

**Friday, April 21**  
11:30 a.m.–12:30 p.m.  
Fairfax A, Level 3  
Sheraton Boston Hotel

● **STATE SUBDIVISIONS**

**Friday, April 21**  
11:30–12:30 p.m.  
Back Bay B, Level 2  
Sheraton Boston Hotel

● **TED/TESE EDITORIAL BOARD**

**Friday, April 21**  
11:30 a.m.–12:30 p.m.  
Gardner B, Level 3  
Sheraton Boston Hotel

● **PARAEDUCATOR SIG**

**Friday, April 21**  
12:30–1:30 p.m.  
Fairfax A, Level 3  
Sheraton Boston Hotel

● **PUBLICATIONS AND COMMUNICATIONS COMMITTEE**

**Friday, April 21**  
12:30–1:30 p.m.  
Fairfax B, Level 3  
Sheraton Boston Hotel

● **KALEIDOSCOPE SESSION**

**Friday, April 21**  
12:30–4:30 p.m.  
Back Bay C, Level 2  
Sheraton Boston Hotel

● **SSEPC GENERAL BUSINESS MEETING**

**Friday, April 21**  
3:30–4:30 p.m.  
Exeter, Level 3  
Sheraton Boston Hotel

● **TED PRESIDENTIAL LINE**

**Friday, April 21**  
4:30–5:30 p.m.  
Conference Room, Level 2  
Sheraton Boston Hotel

**OTHER MEETINGS AND SOCIAL EVENTS**

● **BOSTON UNIVERSITY SCHOOL OF EDUCATION: ALUMNI & FRIENDS RECEPTION**

**Thursday, April 20**  
5:30–7:30 p.m.  
Republic A, Level 2  
Sheraton Boston Hotel

● **CONNECTICUT CEC CHAPTER MEETING/SOCIAL**

**Thursday, April 20**  
5:00–6:00 p.m.  
Gardner, Level 3  
Sheraton Boston Hotel

● **GEORGIA CEC RECEPTION**

**Thursday, April 20**  
6:30–7:30 p.m.  
Beacon E, Level 3  
Sheraton Boston Hotel

● **HAMMILL INSTITUTE ON DISABILITIES JOURNAL EDITORS' MEETING**

**Friday, April 21**  
9:00–10:30 a.m.  
Gardner, Level 3  
Sheraton Boston Hotel

● **KU LEADERSHIP TO THE SPECIAL EDUCATION FIELD AWARD**

**Friday, April 21**  
6:00–8:30 p.m.  
Independence East, Level 2  
Sheraton Boston Hotel

● **MA COUNCIL FOR EXCEPTIONAL CHILDREN SOCIAL!**

**Thursday, April 20**  
5:00–7:00 p.m.  
Liberty Ballroom, Level 2  
Sheraton Boston Hotel

● **NCED EXAM FOR EDUCATIONAL DIAGNOSTICIANS**

**Friday, April 21**  
8:30 a.m.–12:15 p.m.  
Republic A, Level 3  
Sheraton Boston Hotel

● **NATIONAL CENTER FOR LEADERSHIP IN INTENSIVE INTERVENTION (NCLII) ALL SCHOLAR MEETING**

**Wednesday, April 19**  
8:15 a.m.–5:00 p.m.  
Liberty A, Level 2  
Sheraton Boston Hotel

● **SAUDI ARABIA STUDENT INTEREST MEETING**

**Thursday, April 20**  
5:00–6:00 p.m.  
Jefferson, Level 3  
Sheraton Boston Hotel

● **VANDERBILT UNIVERSITY'S PEABODY COLLEGE DEPARTMENT OF SPECIAL EDUCATION RECEPTION**

**Thursday, April 20**  
5:00–7:00 p.m.  
Berkley, Level 3  
Sheraton Boston Hotel



Pearson

# A better school climate, one student at a time.

Students succeed in a positive, supportive learning environment. Finding the right tools to assess and intervene while monitoring progress is critical to helping students be their best. Pearson's accurate, comprehensive digital solutions make it easy to measure and address student behavioral issues—and when behavior improves, all students benefit.



*A web-based solution to help your staff reduce suspensions, establish anti-bullying initiatives, implement PBIS/RTI for behavior, and generally improve school climate.*



*Identify and manage behavioral and emotional strengths and weaknesses.*



Coming Soon!

*A social-emotional learning system that also assesses key academic skills and integrates the different components with an aligned, multi-tiered intervention.*



Q-interactive®

An interactive, portable, web- and iPad®-based system designed for clinical assessments that are administered by an examiner in one-on-one settings.



Q-global®

A web-based scoring and reporting system that also allows you to deliver select, self-administered tests on any device connected to the Internet.

Stop by **Pearson's CEC booth 1003** and visit **PearsonClinical.com** to review our digital solutions.

800.627.7271 |  **PsychCorp** | [PearsonClinical.com](http://PearsonClinical.com)

Copyright © 2017 Pearson Education. All rights reserved. BASC, Review360, SSIS, Q-interactive, Q-global, Pearson, design for Psi, and PsychCorp are trademarks, in the U.S. and/or other countries, of Pearson Education, Inc. or its affiliate(s). iPad is a registered trademark of Apple, Inc. CLINA15775 37621 EL 03/2017

# Professional Development Hours

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

## ■ WHAT ARE CEC PROFESSIONAL DEVELOPMENT HOURS (PDHS)?

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

## ■ WHY HAS CEC SWITCHED FROM CEUs TO PDHS?

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

## ■ WHAT CONVENTION ACTIVITIES CARRY CEC PDHS?

You can earn CEC PDHs for all convention education sessions, including pre-convention workshops, presentations with Q&A, panels, posters, strands, and town hall meetings. Activities that are not eligible for PDHs include meetings, exhibits and exhibit showcase sessions, social events, and awards ceremonies. You may earn up to 23 hours by attending eligible sessions.

## ■ WHAT ARE THE REQUIREMENTS TO RECEIVE CEC PDHS?

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

## ■ 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.

## ■ 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, 2017, 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.

## ■ 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? YOU CAN EARN ISBE HOURS AT CEC 2017 IN BOSTON.

Please stop by the Professional Development Hour (PDHs) information booth in CEC registration area to get information on Illinois State Board of Education PDHs available at CEC 2017.

## ■ NEED TO EARN ACADEMY FOR CERTIFICATION OF VISION REHABILITATION AND EDUCATION PROFESSIONAL (ACVREP) CE CREDITS?

CEC's Division on Visual Impairments and Deafblindness who will be sponsoring Academy for Certification of Vision Rehabilitation and Education Professional (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.



## Program Chair Featured Sessions

Program co-chairs Claudia Rinaldi and Laura Receveur have compiled an array of fantastic sessions to serve every learner's needs. These are the best of the best in special education! Join the dialogue and keep the conversations going with some of the biggest names in the field.

### WEDNESDAY, APRIL 19

1:00-2:00 P.M. SESSION #12 ROOM 311

#### Culturally and Linguistically Responsive Referral and Assessment Practices

LEADER(S): **Julie Esparza Brown**, *Portland State University, OR*

PRESENTER(S): **Samuel Ortiz**, *St. Johns University, Jamaica, NY*

Culture, language, and access to learning are critical factors in effectively supporting English learners. This session will provide participants a fundamental understanding of the impact of culture and language on academic success. Additionally, participants will examine assessment frameworks designed to cultivate least-biased assessment practices within a strength-based, multi-tiered support system.

After attending this session, you will be able to:

1. Identify the power of cultural and linguistic experiences in mediating learning.
2. Identify implications and considerations for referring and evaluating English learners.
3. Link assessment outcomes to culturally and linguistically responsive instructional practices within an MTSS framework.

1:00-2:00 P.M. SESSION #13 ROOM 309

#### How Do I Ensure FAPE in LRE With English Learners? Does One Service Trump the Other?

LEADER(S): **Maria de Lourdes Serpa**, *Lesley University, Cambridge, MA*

This session will provide participants with an understanding of the connection among language learning laws, to civil rights laws and IDEA 2004. We will directly address appropriate eligibility procedures as well as writing of IEP goals and objectives for English learners English proficiency needs.

After attending this session, you will be able to:

1. Understand how language learning laws impact services for English learners with disabilities.
2. Describe a framework for English learners to receive specially designed support services in ESL and special education.
3. Discuss how the IEP goals and objectives need to address English proficiency levels in English learners with disabilities.

1:00-2:00 P.M. SESSION #14 ROOM 306

#### SEL and PBIS: Promoting School Programs Based on Compassion and Social Justice for All Students

LEADER(S): **Kristine Melloy**, *Santa Clara University, CA*

Learn how to create inclusive learning environments that promote social justice. We will share evidenced-based interventions in Social Emotional Learning and Positive Behavior Intervention and Supports to promote compassion and love for and among students, positive learning environments, and students' access to their opportunity and right to an education with multi-tiered systems of support.

After attending this session, you will be able to:

1. Understand SEL interventions focused on teaching self-discipline.
2. Understand PBIS multi-tiered systems of support designed to promote positive learning environments.
3. Create inclusive learning environments that promote social justice.

2:15-3:15 P.M. SESSION #30 ROOM 306

#### Transforming Schools and Classrooms for the Future: Infusion of inclusive Practices and Technology

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

This session will focus on practice ideas to transform schools and classroom in three areas: technology, inclusion, and high learning outcomes. Come ready to laugh and learn ideas from schools across the country.

After attending this session, you will be able to:

1. Demonstrate an understanding of the importance of students with disabilities using technology in inclusive settings to be college and career ready.
2. Gain two new ideas in either inclusion or technology to implement in their school or classroom.

## THURSDAY, APRIL 20

3:30-4:30 P.M. SESSION #50 ROOM 306

**Technology Integration in Literacy**

**LEADER(S):** Leah Wood, *Cal Poly State University, San Luis Obispo*  
**PRESENTER(S):** Jenny Root, *Florida State University, Tallahassee*;  
 Caryn Allison, *Arkansas Department of Special Education, Little Rock*

This presentation will describe multiple ways educators can integrate technology in literacy instruction to promote academic access and understanding for students with autism or intellectual disability. Specific topics include research-based technology interventions and supports for (a) early reading, (b) comprehension instruction, and (c) access to literacy across content areas.

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

1. Describe a technology-based approach for teaching phonics to students with ASD/ID.
2. Describe how to use technology to teach text comprehension of grade-aligned literature.
3. Describe how to use technology to teach expository texts and content-specific vocabulary.

3:30-4:30 P.M. SESSION #51 ROOM 309

**The State of LD, Personalized Learning, and Student Voices: From Research to Action**

**LEADER(S):** Sheldon Horowitz, *National Center for Learning Disabilities, New York, NY*

**PRESENTER(S):** Lindsay Jones, *National Center for Learning Disabilities, Washington, DC*

Discover NCLD's new State of LD report, test your understanding of current data, trends, challenges and opportunities for individuals with learning and attention issues, learn about the power of personalized learning for this population, and learn about drivers of success from Student Voices research.

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

1. Gain knowledge and confidence about LD and related learning and attention issues through data.
2. Become an effective advocate for personalized learning as a key to ensuring high quality instruction for all students and protecting the rights of students with identified disabilities.
3. Learn about the most critical and impactful drivers of success for teens and young adults with and without identified learning and attention issues.

9:45-10:45 A.M. SESSION #80 ROOM 210

**CEC: Why We Join and Why We Stay**

**LEADER(S):** Jannis Floyd, *Mansfield University, PA*;  
 Vicki McGinley, *West Chester University, PA*; Cheryl Zaccagnini, *Shippensburg University, PA*

We will discuss survey research of professional membership of two distinct groups, students with 1-5 years of membership, and those professionals with at least 15 years of active and continuous service within The Council for Exceptional Children. We will share the results of a survey that investigated why individuals join and why they may maintain their continued involvement in that organization.

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

1. Cite reasons why students and professionals joined CEC and why they stayed.
2. Brainstorm best practices for engaging and keeping members active.
3. Share their own stories and those of members in their state to support best models for engaging and keeping members active.

9:45-10:45 A.M. SESSION #81 ROOM 300

**Executive Function, Persistence, and Resilience: The Keystones of Academic Success**

**LEADER(S):** Lynn Meltzer, *Institutes for Learning and Development, Lexington, MA*

This session will address the cyclical relationship that connects executive function strategies with academic performance, effort, and resilience and the implications for teaching students with learning disabilities and ADHD. Discussion will emphasize strategies for promoting metacognitive awareness, cognitive flexibility, and executive function across the content areas and grades.

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

1. Develop a deeper understanding of the impact of executive function weaknesses on the academic performance of students with learning disabilities and ADHD.
2. Develop an understanding of ways of teaching specific strategies in a number of key executive function areas that include organization, cognitive flexibility, and self-regulation.

11:00 A.M.-12:00 P.M. SESSION #146 ROOM 304

**Highlights from a Decade of Special Education Research****LEADER(S):** *Deborah Ziegler, Council for Exceptional Children, Arlington, VA***PRESENTER(S):** *Joan McLaughlin, Commissioner of the National Center for Special Education, Institute of Education Sciences, U.S. Department of Education, Washington, DC*

Since 2006, NCSER has funded research on infants, toddlers, children, and youth with and at risk for disabilities through advancing the understanding of and practices for teaching, learning, and organizing education systems. This session will describe highlights from research on multiple topics in NCSER's wide portfolio of research. It will also provide information on funding and training opportunities at the Institute of Education Sciences (IES) and recent products and activities of interest to the field.

11:00 A.M.-12:00 P.M. SESSION #137 ROOM 108

**The Positive Effects of Behavior Specific Praise****LEADER(S):** *Robert Gable, Old Dominion University, Norfolk, VA***PRESENTER(S):** *Lauren Collins, University of Hawaii, Honolulu*

The positive effects of behavior-specific praise is one of the most widely researched strategies, yet it is underutilized in most classrooms. This session will highlight the importance of praise and its usefulness as an integral part of 'bundling' of multiple evidence-based strategies.

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

1. Discuss critically the use of precise praise and its impact on both academic and nonacademic behavior.
2. Discuss ways to increase the impact of praise and when it may be counterproductive.
3. Discuss critically strategies that can be 'bundled' with precise praise to increase the probability of positive student outcomes.

1:00-3:00 P.M. SESSION #177 ROOM 104

**Stress: The Missing Piece of the LD/ADHD Puzzle. Strategies for Success****LEADER(S):** *Jerome Schultz, Harvard Medical School, Boston, MA*

Students with ADHD and LD who don't understand their learning challenges are under chronic stress that changes brains and impairs learning. Learn about the brain systems involved in the stress response, and come away with many practical strategies that can stop this self-defeating cycle in its tracks.

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

1. Understand the impact of chronic stress on brain architecture and function.
2. Understand the relationship between stress and negative behaviors.
3. Learn practical strategies for turning stress into the fuel for success.

1:00-2:00 P.M. SESSION #205 ROOM 304

**ESSA and IDEA: Working Together to Improve Outcomes for All Students****LEADER(S):** *Deborah Ziegler, Council for Exceptional Children, Arlington, VA***PRESENTER(S):** *Ruth Ryder, OSEP Acting Director, U.S. Department of Education, Washington, DC*

School systems across the nation are working to prepare diverse learners for success both in the classroom and after graduation. Leveraging resources and coordinating support across programs at the state, district, and school levels is a key strategy to effectively improve outcomes to meet the needs of all students. For those implementing the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), passage of ESSA creates new opportunities to implement such coordinated efforts between the two laws.

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

1. Gain knowledge of provisions in the ESSA and the IDEA that support the needs of all students.
2. State examples of system alignment efforts across federal programs.

2:15-3:15 P.M. SESSION #251 ROOM 306

### Measuring Progress in Science Using Curriculum or State Standards

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

PRESENTER(S): **Tufan Adiguzel**, *Texas A&M University, College Station*

Progress monitoring academic content areas is challenging because difficulty levels of concepts and units are unequal across time. Progress monitoring content area vocabulary is a strategy helpful for measuring learning and for making instructional decisions. This session will broadly review content area vocabulary in science, discuss critical measurement issues, and review validated online tools for progress monitoring science vocabulary.

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

1. Broaden awareness of issues related to content area vocabulary in Science.
2. Increase abilities to develop valid progress monitoring assessments.
3. Gain exposure to online progress monitoring systems for science.

3:30-4:30 P.M. SESSION #303 ROOM 311

### An Introduction to the Foundational Reading and English Learner Practice Guides

LEADER(S): **Joseph Dimino**, *Instructional Research Group, Los Alamitos, CA*

PRESENTER(S): **Carolyn Denton**, *University of Texas Health Science Center, Houston*

During this session, participants will be introduced to the research-based Recommendations and Action Steps addressed in two practice guides: Effective Literacy and English Language Instruction for English Learners in the Elementary Grades and Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.

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

1. Understand the purpose of the Practice Guides.
  2. Understand Recommendations and Action Steps.
- Evaluate the research upon which the Recommendations and Action Steps are based.
3. Identify instructional activities addressed in the guides.

3:30-4:30 P.M. SESSION #304 ROOM 105

### Voices From the Field: Educators With Disabilities

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

PRESENTER(S): **Mary Ruth Coleman**, *University of North Carolina, Chapel Hill*; **Kathryn Haselden**, *Francis Marion University, Florence, SC*

This session will provide an opportunity for educators with disabilities to share their unique perspective of working with individuals with disabilities while managing their own challenges related to their disability. The 1-hour session will include an overview of research surrounding educators with disabilities, a Q&A session with the facilitators, and an open Q&A session at the end for questions from the audience. The panel participants will share strategies that make them a successful educator. Additionally, panelists will discuss how their disability supports their working with individuals with disabilities.

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

1. Generate ideas to support individuals with disabilities in overcoming the challenges they face in school and professional lives.
2. Identify strategies to strengthen the capacity of their school, professional development, and/or program to support educators with disabilities.

## FRIDAY, APRIL 21

9:45-10:45 A.M. SESSION #353 BALLROOM C

### What's Happening in Washington – Session I: Updates from OSEP

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

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

Office of Special Education Programs (OSEP) Acting Director Ruth Ryder will discuss current OSEP initiatives including Results Driven Accountability and the Equity in IDEA final rule, as they relate to equity and opportunity for all students, but especially children with disabilities. She will also discuss recent charter schools guidance and critical work to expand high quality early learning programs. Ms. Ryder will also provide updates on the Department's work to implement the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act.

9:45-11:45 A.M. SESSION #355 ROOM 104

### Exceptional Lives, Exceptional Stories

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

PRESENTER(S): **Mary Ruth Coleman**, *University of North Carolina, Chapel Hill*; **Kathryn Haselden**, *Francis Marion University, Florence, SC*

This session will provide an opportunity for individuals with disabilities and their families to share insights regarding life with a disability. The 2-hour panel includes individuals with various disabilities and their family. We will recruit participants from MO and YIC recipients. Session leaders will facilitate a discussion in question-and-answer format. The facilitators will ask structured questions and allow time for questions from the audience. We will summarize insights gained from panel discussions and conclude with time for informal conversations with families.

After attending this session, you will be able to:

1. Be aware of ways a disability affects an individual's daily life.
2. Identify strategies for working with parents of individuals with disabilities.

9:45-10:45 A.M. SESSION #373 ROOM 311

### Building on Strengths: MTSS for ELs as a Schoolwide System

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

PRESENTER(S): **John Hoover**, *University of Colorado, Boulder*; **Leticia Grimaldo**, *The Meadows Center for Preventing Educational Risk, UT at Austin*; **Lucinda Soltero-Gonzalez**, *University of Colorado, Boulder*; **Sylvia Linan-Thompson**, *University of Oregon, Eugene*

Educators may struggle to appropriately meet the needs of ELs and overlook the resources ELs bring to the classroom. Three model demonstration projects, funded by Office of Special Education Programs at the U.S. Department of Education, will highlight lessons learned using schoolwide MTSS and present student and teacher outcomes.

After attending this session, you will be able to:

1. Understand about implementing and sustaining schoolwide MTSS for ELs.
2. Understand the importance of high quality core instruction, language and literacy skills, data-based decision making, leadership, and partnerships to best serve ELs.

11:00 A.M.-12:00 P.M. SESSION #431 ROOM 311

### RTI's Second Decade: Evidence-Based Directions for Grades 1-12

LEADER(S): **Russell Gersten**, *Instructional Research Group, Los Alamitos, CA*

PRESENTER(S): **Sharon Vaughn**, *The Meadows Center for Preventing Educational Risk/UT, Austin*; **Jade Wexler**, *University of Maryland, College Park*

Trends in findings from rigorous research on RTI (including the national evaluation) will be used to provide guidelines that you can use in your school or classroom. New approaches to screening, importance of vocabulary and comprehension in interventions and directions for RTI in secondary schools emphasized.

After attending this session, you will be able to:

1. Understand problems with current screening procedures.
2. Identify suggestions for using RTI in secondary schools.
3. Understand the most recent reviews of the rigorous research on RTI.

1:30-2:30 P.M. SESSION #488 ROOM 202

### How Can We Do Both Inclusion and Special Education?

LEADER(S): **David Scanlon**, *Boston College, Chestnut Hill, MA*

PRESENTER(S): **Sheri Berkeley**, *George Mason University, Fairfax, VA*; **Mary Beth Calhoon**, *University of Miami, Coral Gables, FL*; **Anna-Maria Hintz**, *University of Siegen, Germany*; **Michael Paal**, *University of Siegen, Germany*

How are IEP goals and FAPE meaningfully addressed in inclusion? Lessons from a system where inclusion has emerged over time (USA) and one more recently begun (Germany) reveal both how inclusion challenges providing individualized instruction and what to do about it. Panelists will discuss best practices with the audience.

After attending this session, you will be able to:

1. Compare and contrast the missions of special education (FAPE) and inclusion.
2. Identify best practices for inclusion and special education.

4:00-5:00 P.M. SESSION #605 ROOM 201

**Legal and Ethical Dilemmas: Tips for Avoiding Personal and Professional Liability**

LEADER(S): **Constance Lyttle**, *Urban Special Leaders of Tomorrow (USELT) Project at Drexel University, Philadelphia, PA*

PRESENTER(S): **LaTwyne Wise**, *USELT at Drexel University/Philadelphia School District, PA*; **Guy Desjardins**, *School District of Philadelphia/Edison High School, Levittown*; **Mauria Uhlik**, *Drexel University, Philadelphia, PA/District of Columbia Public School, Washington, DC*

Special educators are unwittingly placed in a position of trust and their actions are subject to constant scrutiny in a profession fraught with practical dilemmas. In this interactive session, participants will apply IDEA mandates and CEC's Ethical Principles to every-day special education predicaments and learn tips to avoid professional liability.

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

1. Review the nature of ethical dilemmas that special education leaders encounter in urban school settings.
2. Demonstrate skills required to effectively transcend ethical dilemmas to better serve the needs of diverse students with disabilities and their families, by applying IDEA Mandates and CEC's Ethical Standards to ethical dilemmas and practicing legally compliant decision making.

4:00-5:00 P.M. SESSION #606 ROOM 312

**The VIP Experience: Global Inspiration and Opportunity**

LEADER(S): **M. Christopher Tabakin**, *iHi International, Inc., Exton, PA*

What is the VIP Experience? Participants will take an international journey to explore the experiences of Vulnerable International People (VIPs). Eyes will be opened to the experiences of others in different countries and cultures. We will explore opportunities and discuss how international exposure can develop skills in special education services and beyond.

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

1. Identify at least three benefits to expanded worldview for international/cultural exposure or work.
2. Articulate at least one VIP experience that impacted them and what feeling it elicited.
3. Identify one opportunity they have to apply their skills in a new or unique way at home or abroad.

4:00-5:00 P.M. SESSION #607 ROOM 210

**Using Think Alouds and Read Alouds to Support English Learners With Disabilities**

LEADER(S): **Amy Maynard**, *Lasell College, Newton, MA*

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

This session will provide participants with a model using Think Alouds and Read Alouds to increase reading comprehension skills in inclusive settings for English learners with disabilities. Strategies for preservice course integration and professional development for teachers in the field will be presented.

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

1. Identify the steps for a think aloud in an inclusive or special education self-contained class with English learners.
2. Identify the steps for a read aloud in an inclusive or self-contained class with English learners.
3. Take ideas for adaptation and accommodations for both strategies for students with moderate disabilities.

**SATURDAY, APRIL 22**

8:00-9:00 A.M. SESSION #667 ROOM 312

**Increasing Interactions in the Collaborative Classroom: Easy Steps for Raising Achievement**

LEADER(S): **Rebecca Hines**, *University of Central Florida, Orlando*

Looking for new simple ways to maximize your partnerships? Experiencing a lack of overall engagement by students? If either of these are on your radar, increasing interactions may be the solution. Physical space, interaction patterns, and evidence-based strategies will be examined in this session.

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

1. Gain two strategies for conferencing with students in collaborative classrooms.
2. Gain two strategies for promoting student-to-student interaction.
3. Understand need for increased interactions for raising achievement.

9:15-10:15 A.M. SESSION #718 ROOM 312

## Effectively Integrating Technology Across the Curriculum

**LEADER(S):** Diana Rogers-Adkinson, Southeast Missouri State University, Cape Girardeau

This session will provide participants with a model for infusing educational technology across the academic curriculum. Strategies for professional development of both student and faculty as well as tools for measuring student outcomes will be included.

After attending this session, you will be able to:

1. Identify the key components of an infused model for preparing educator candidates with technology skills.
2. Learn the 4 pillars of an effective educational technology model based on the EDConnect federal initiative.
3. Learn tools for effective out of class professional development for faculty and staff.
4. Develop systems of measurement of student outcomes for accreditation purposes.

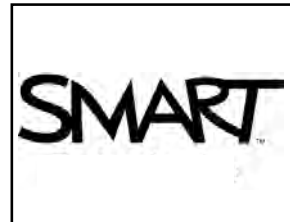
## CEC thanks the following sponsors whose partnership contributed to the success of CEC 2017



Yes I Can Ceremony



CEC 2017 Mobile App



CEC Student Happy Hour



CEC 2017 Tote Bag



Since 1977, Landmark School Outreach has been providing relevant, evidence-based professional development programs for educators, helping them to more effectively support the 15 - 20% of students who struggle with language-based learning disabilities, such as dyslexia.

Learn more about our programs and how our proven teaching strategies can help you better serve your students with reading, writing, and executive function challenges.

Online courses and our on-site Summer Institute start July 10th.



[LandmarkOutreach.org](http://LandmarkOutreach.org)

**Landmark Outreach Offers:**

  
School Consultation

  
Summer Institute

  
Digital and Print Publications

  
Online Courses

## Strands

**WEDNESDAY, APRIL 19 • 1:00 P.M.-4:30 P.M. • ROOM 302**

### **STRAND A: Setting the Stage for Learning: Research-Based Strategies for Preparing Young Children With ASD to Access Instruction**

**LEADER(S):** Mandy Rispoli, *Purdue University, West Lafayette, IN*; Wendy Machalicek, *University of Oregon, Eugene*; Sarah Hansen, *University of Georgia, Atlanta*; Tonya Davis, *Baylor University, Waco, TX*

The prevalence of young children diagnosed with autism spectrum disorder (ASD) is increasing at astonishing rates. These youngsters are in need of high equality, intensive early intervention. This strand session will present current research and best practice for preparing young children with ASD to access and benefit from instruction. Topics include: (a) understanding parent-implemented interventions, (b) teaching joint attention skills, (c) implementing multi-tiered systems of support in early childhood classrooms, and (d) providing systematic instruction to maximize child learning. Within each of these topic areas, we will summarize the literature to date, highlight recent research, present guidelines for implementing these practices, and provide opportunities for applying the concepts to case studies. This strand will focus on diversity with respect to disability, cultural, and linguistic diversity within the population of children with ASD, and children with ASD living in poverty. The interventions we will present are cost and time effective on a pivotal early social communication skill that may be completed by natural change agents in everyday settings. Portable and effective interventions show promise for increasing the dosage of services received by children living in poverty or experiencing other risk factors.

**Strand A Sessions:** 15, 33, 52

**THURSDAY, APRIL 20 • 9:45 A.M.-2:00 P.M. • ROOM 109**

### **STRAND B: Because the School Bus Comes Everyday: Why Implementation Matters for Teachers and Leaders**

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

This strand will provide a practitioner-friendly overview of concepts from Implementation Science. Presenters will help practitioners apply these concepts to their work to improve learning outcomes for all students, including those from diverse backgrounds and historically marginalized groups. This strand is important, as implementation has been referred to as a problem that resists permanent resolution (Churchman, 1967, as cited by Cook and Odom, 2013, p. 138) and research indicates that even the most effective practices or programs will not achieve their intended outcomes if they are not implemented effectively (Fixsen, Naoom, Blase, Friedman, & Wallace, 2005). Despite this complexity, practitioners are rarely taught what constitutes effective implementation (Cook & Odom, 2013).

Throughout strand sessions, staff from national technical assistance centers, institutions of higher education, and state and local teams will draw explicit connections between implementation science concepts and their collective efforts to put practices into place. If teachers and leaders are expected implement effective practices to improve learner outcomes, they should understand what effective implementation entails and how to engage in successful implementation efforts.

**Strand B Sessions:** 86, 140, 196



**THURSDAY, APRIL 20 • 1:00 P.M.-4:30 P.M. • BALLROOM C****STRAND C: Differentiated Instruction in Action: Classroom Strategies for Student Success**

**LEADER(S):** Darlene Perner, *Bloomsburg University of Pennsylvania*; Jordan Shurr, *Central Michigan University, Mount Pleasant*

Individual learners can vary greatly from one another. They each have unique learning profiles that consist of various cultural and learning backgrounds, as well as different strengths, needs, and interests. This strand will examine how professionals in both general and special education can use differentiated instruction (DI) to meet the various learning needs in today's diverse classrooms. Each session will build on the who, what, when, where, why, and how of DI by addressing topics such as who can benefit from DI, what it is, when and where it should occur, why it should be used, and how it should be used. The first session within this strand will include an overview of DI by the authors of the recently published, CEC-DADD Prism book, *Differentiating Instruction in the Inclusive Classroom: Strategies for Success*. Evidence-based strategies with examples that have been used to include students with complex learning needs in classroom instruction will be presented in the second session. The third session will focus on describing specific techniques for implementing professional development on DI for preservice and inservice general and special education teachers.

**Strand C Sessions:** 197, 258, 310

**THURSDAY, APRIL 20 • 9:45 A.M.-2:00 P.M. • ROOM 309****STRAND D: Disproportionality in School Discipline**

**LEADER(S):** Russell Skiba, *Indiana University Bloomington*; Denise Whitford, *Purdue University, West Lafayette, IN*

Discipline disproportionality has been occurring in schools across the nation at unacceptable rates, most predominantly impacting students in special education, students of color, and students from economically disadvantaged backgrounds. We will highlight recent findings and discuss the implications, current policies, and evidence-based practices in the field. Audience members will be encouraged to engage in dialogue and further the discussion about disproportionality long after they have left the strand sessions.

Five leaders in the disproportionality field from across the U.S. will focus on in-depth content coverage regarding disproportionality in school discipline as it relates to students in special education, students who are culturally and linguistically diverse, students from economically disadvantaged backgrounds, and student gender.

The four sessions will be sequentially linked and useful for practitioners, researchers, and policy advocates. Presentations include an overview of the topic area, as well as discussions on access to education and implications of educational inequality, discipline and disproportionality policy, and evidence-based interventions and practices for improving outcomes for students, to include restorative practices and My Teaching Partner.

**Strand D Sessions:** 87, 141, 198

**THURSDAY, APRIL 20 • 9:45 A.M.-3:15 P.M. • ROOM 311****STRAND E: Providing Special Education and Related Services in the Urban Environment**

**LEADER(S):** Constance F. Lyttle, *Drexel University, Philadelphia, PA*

Over 40 years ago, Congress passed PL 94-142 to, among other things, encourage families and educators to work together to afford positive outcomes for all students, including those with disabilities and in all environments, including in urban settings. Progress has been steady, but slow. To compound efforts, all too often the advantages and benefits of living and learning in an urban environment and attending urban schools are overshadowed by the media's fascination with negative sensational incidents. Rather, urban settings are brimming with persons of rich and diverse cultures, abilities, gender, race/ethnicity, religion, sexual orientation, and socio-economic status. In this strand, presenters will share initiatives and practical strategies; and discuss the challenges and solutions that encourage administrators', teachers' and families' efforts to celebrate, discern, and meet the distinct individualism of students in the contemporary urban schoolhouse.

**Strand E Sessions:** 88, 142, 199, 259

**THURSDAY, APRIL 20 • 1:00 P.M.-4:30 P.M. • ROOM 313****STRAND F: UDL Policy and Practice in 2017****LEADER(S):** Jose Blackorby, *CAST, Inc., Wakefield, MA*

Universal Design for Learning (UDL) has grown to become a widely recognized framework for designing instructional experiences to address the wide variability in learner needs and characteristics. It is cited in the new Every Student Succeeds Act (ESSA), the Individuals With Disabilities Education Act (IDEA), the Higher Education Opportunity Act as well as the National Education Technology Plan and the Education Technology Developers Guide. In the United States and internationally, interest in developing UDL education and implementation solutions is rapidly growing among policymakers, educators, parents, curriculum developers, and technology developers. The framework, based on educational and neuroscience research, is increasingly applied across the P-16 age range, for both general and special education students, in schools, universities, museums, and media, and in wide ranging content areas from socio-emotional learning (SEL), literacy, and STEM. This strand will provide participants with a broad overview of current developments in UDL including (1) the latest information on policies at the international, national, state, and local levels; (2) current status and future needs of UDL research; (3) new populations (e.g., early childhood); contexts (e.g., international), tools and applications of UDL; and (4) new implementation approaches, strategies, and challenges in a variety of settings.

Strand F Sessions: 200, 260, 311

**FRIDAY, APRIL 21 • 9:45 A.M.-2:30 P.M. • ROOM 109****STRAND G: IDEAs That Work: U.S. Office of Special Education Programs****LEADER(S):** Larry Wexler and Renee Bradley, *Office of Special Education Programs, U.S. Department of Education, Washington, DC*

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

Strand G Sessions: 375, 433, 491

**FRIDAY, APRIL 21 • 9:45 A.M.-2:30 P.M. • ROOM 300****Strand H: Creating Reciprocal Family Professional Partnerships: Researching Innovative Practice to Increase Student, Teacher, and Family Outcomes****LEADER(S):** Shana J. Haines, *University of Vermont, Burlington*; Tracy Gershwin Mueller, *University of Northern Colorado, Greeley*

This strand will consist of three sessions related to increasing family professional partnerships across the child's school-age years. Each session will showcase cutting edge, research based practice while also highlighting innovative programs that are currently implemented by Parent Training and Information Centers (PTIs), Community Parent Resource Centers (CPRCs), school personnel, and families. Each strand will include opportunities for families, agencies who work with families, school personnel who work with families, and researchers to form powerful collaborations for future practice and research.

Strand H Sessions: 376, 434, 492

**FRIDAY, APRIL 21 • 1:30 P.M.-5:00 P.M. • ROOM 311****STRAND I: Quality Indicators for Mixed Methods Research in Special Education: Current and Future Directions****LEADER(S):** David E. Houchins, *Georgia State University, Atlanta*; John Hitchcock, *Indiana University, Bloomington*

Since 2005, special education researchers have promoted the use of quality indicators for group experimental/quasi-experimental, single-case, qualitative research designs, and correlational research. This promoted an increase in the quality of special education research. Despite these advances, researchers acknowledge a need for mixed methods research (M-MR) to address the diverse needs of students with disabilities and their teachers that are not met by a singular methodological approach. The need for special education M-MR was therefore highlighted in a Council for Exceptional Children/Institute of Education Sciences feedback document based on the input of national special education researchers. In response to the need for an expanded understanding of special education M-MR, a consortium of researchers met to develop preliminary special education M-MR quality indicators for the purpose of designing and evaluating M-MR special education research studies and grant proposals. Presenters in this strand will provide an examination of M-MR research related to the visual disabilities, secondary transition, emotional behavioral disorders, and teacher professional development needs in special education. The status and future directions of M-MR research in special education will be discussed.

Strand I Sessions: 493, 557, 613

**FRIDAY, APRIL 21 • 9:45 A.M.-2:30 P.M. • ROOM 312****STRAND J: Child Maltreatment: Understanding, Recognizing, Responding, and Preventing in Home, School, and Community Settings****LEADER(S):** Harold A. Johnson, *Kent State University, OH*

Educators know that they are mandated to report when they suspect that a student is experiencing maltreatment (i.e., neglect or abuse). Most educators lack sufficient understanding of the incidence, causes, indicators, and impact of maltreatment to effectively recognize, respond, report, and support maltreated students. Unfortunately, the presence of a disability serves to both substantially increase the maltreatment risks, incidence, and impact, while simultaneously reducing the likelihood that their maltreatment will be recognized and reported. As the duration and impact of the maltreatment experience increases, student's health, emotional wellbeing, cognitive performance, interactional skills, and academic achievements are diminished, and school failure, emotional instability, and risky behaviors (e.g., sexual promiscuity, drug abuse, delinquency, suicide attempts, etc.) increase. Therefore, there is a need to not only enhance educators' ability to recognize and report, but more important, to plan for the maltreatment safety of their students.

Strand 1 focuses upon establishing an awareness and understanding of child maltreatment as it occurs in home, school, and community settings. Strand 2 focuses upon the knowledge and skills needed to observe, report, and respond to child maltreatment on both a national and international level. Strand 3 focuses upon identifying and demonstrating strategies that can be used to prevent child maltreatment.

Strand J Sessions: 377, 435, 494

**SATURDAY, APRIL 22 • 8:00 A.M.-11:30 A.M. • ROOM 200****STRAND K: Northeast PBIS – Positive Behavioral Interventions and Supports for All****LEADER(S):** Brandi Simonsen, Jennifer Freeman, and George Sugai, *University of Connecticut, Storrs*

The NorthEast Positive Behavioral Interventions and Supports (NEPBIS) strand has two primary purposes: (a) promoting key research-supported content related to multi-tiered systems of support (MTSS) implementation in schools (session 1) and classrooms (session 2) and (b) describing capacity development efforts at the district, state, and regional levels (session 3). In each session, presenters share examples from NEPBIS Network implementation efforts.

The NEPBIS Network represents leaders in PBIS from 10 northeast states who collaborate to improve the efficiency and effectiveness of PBIS implementation in northeast schools and districts by enabling communications, information exchange, political visibility, and technical assistance. Although the NEPBIS network is focused on PBIS implementation, lessons described within these sessions will be relevant to other MTSS implementation efforts (e.g., school climate, academic supports).

Strand K Sessions: 668, 720, 763

**SATURDAY, APRIL 22 • 8:00 A.M.-11:30 A.M. • ROOM 210**

**STRAND L: Using Universal Design for Learning in Teacher Preparation**

**LEADER(S):** Richard Jackson, *Boston College and CAST, Chestnut Hill, MA*

In recent years, UDL theory, principles and guidelines have been infused in teacher education programs at universities receiving federal financial assistance (Higher Education Opportunity Act of 2008). State Education Agencies (SEAs) through the processes of program approval and federal compliance reporting monitor how universities specifically address the three principles of UDL. Several State Personnel Development Grants (SPDGs) have also included UDL training as part of their targeted technical assistance to underperforming schools and school districts. Additionally, many SEAs have adopted tiered systems capable of supporting all students through the implementation of RTI, PBIS, and UDL. On the national scene, the CEEDAR Center, a support for teachers and leaders, presents UDL as a tool for school reform.

In this strand, national experts in teacher development will describe how each has responded to the demand for UDL program incorporation. Experts will discuss approaches for collaborating with general education colleagues, modeling of UDL practices, and designing coursework and practicum experiences aimed at enabling all learners to engage and achieve in inclusive learning environments by confronting barriers inherent in traditional “one size fits all” curricula.

**Strand L Sessions: 669, 721, 764**

**SATURDAY, APRIL 22 • 8:00 A.M.-11:30 A.M. • ROOM 302**

**STRAND M: Winning the Trifecta of Education While Using Fun, Free, Factual, and Functional Information**

**LEADER(S):** Candace Moore, *Shallowater ISD, TX*

As curriculum stringencies and budget deficits continue to increase in the school system, there appears to be a rapid decline in direct instruction in social skills paired with decreased opportunities for positive communication exchanges. This decline creates even more difficulties for students with social, intellectual, and financial challenges and leaves parents, teachers, and administrators seeking answers. For example,

- What can I do to improve my student’s ability to functionally communicate with peers across all settings?
- How can we increase collaboration with teachers, educate parents, and increase student participation while making the biggest difference in the shortest amount of time with a small budget?
- What’s the one thing I should do to help my students with autism spectrum disorders?
- What’s the one thing I should do to help my students with intellectual challenges?
- What’s the one thing I should do to help my students who are in poverty?
- How do I use technology in the classroom?
- What is executive function?
- What? How? Where? Why? When? Who?

Participants will learn how to respond to these rigorous questions with a simple, memorable acronym. After attending this session, participants will be able to answer hard questions with fun, factual, free, and functional information.

**Strand M Sessions: 670, 722, 765**

**SATURDAY, APRIL 22 • 8:00 A.M.-11:30 A.M. • ROOM 311****STRAND N: Cultivating a “College Going” Culture for Students With Intellectual Disability From Middle School Through High School****LEADER(S):** Meg Grigal and Debra Hart, *Institute for Community Inclusion, University of Massachusetts, Boston*

Although college and career readiness is the north star of transition services, too often students with intellectual disabilities (ID) are systematically excluded from practices that support access to higher education. This exclusion results in fewer effective pathways to quality career outcomes. The economic benefits of attending any amount of college have long been documented for students without and with other disabilities, but few policy leaders and practitioners are aware that recent studies are beginning to reveal similar benefits for people with ID. This strand will bring together researchers involved in OSEP, Investing in Innovation i3, and Office of Postsecondary Education funded initiatives along with practitioners and state legislative and policy leaders who have created and implemented innovative practices that cultivate college knowledge in special education and transition personnel—all with the ultimate outcome of increasing access and attainment of higher education for students with ID. The sessions will highlight existing practices implemented in a culturally and racially diverse New England state in middle schools, high schools, and colleges/universities in a range of socio-economic climates. Participants will learn about (a) a universally designed college and career game-based curricula for middle school students, (b) evidence-based practices that support college readiness skills, and (c) a statewide model of dual enrollment that supports inclusive access to college coursework and employment during students' final 2 to 3 years of transition education.

**Strand N Sessions: 671, 723, 766**

# WEDNESDAY, APRIL 19

Opening General Session (5:00–6:30 PM) | 35

Convention Workshops | 36

Wednesday Sessions (1:00–4:30 PM) | 43

## OPENING GENERAL SESSION

**WEDNESDAY • 5:00–6:30 P.M.**

Veteran's Memorial Auditorium, Hynes Convention Center, Level 2

### Change How You See, See How You Change.



**Rick Guidotti**  
CEC 2017 Keynote Speaker

**Rick Guidotti**, an award-winning photographer who uses the visual arts to change people's *perception* of beauty, will join the CEC community as the Opening General Session Keynote Speaker at the Hynes Convention Center in Boston.

What is beauty? As a fashion photographer, Guidotti was constantly being told what to think was beautiful, but one day he realized that beauty was all around him—in every person in different ways. This realization led him to *create* the nonprofit organization, Positive Exposure.

Through Positive Exposure, Guidotti works to change the way that society sees people living with genetic, physical, intellectual, and behavioral differences through photography. Rather than capturing a victimizing image, Guidotti captures images that empower the subjects. With these *photographs*, the organization works to promote and advocate for a more inclusive, compassionate world where diversities are celebrated. Learn more about Guidotti and his work with Positive Exposure.

# Convention Workshops

WEDNESDAY, APRIL 19 AND SATURDAY, APRIL 22

## WEDNESDAY, APRIL 19 FULL DAY • 9:00 A.M. – 4:00 P.M.

### ● Workshop #1 Administrators: What You Need to Know About Special Education

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 206

This workshop is designed for administrators and focuses upon the main issues of special education: The rise in EBD, disproportionality, how to identify other health impaired, 504, accountability, discipline, preventing litigation, word choice, and least restrictive environment. The more an administrator knows for both general and special education—the better the 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 #2 - Bring It On: Applying UDL to Collaborative Planning

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 200

Learn how the Universal Design for Learning (UDL) framework can guide all educators in taking collaborative planning to the next level. Related service providers and special educators bring skills, strategies, and scaffolds into general education settings to support specific students but their engagement in lesson planning may be limited. Educators need a common lens for viewing instruction and learning that UDL provides. Utilizing a case-based collaborative planning format, we focus on how general education, related service providers, and special educators can collaboratively apply the UDL lens to effectively co-design the general education learning environment.

**After completing this workshop, you will be able to:**

- Articulate the key aspects of the UDL framework to fellow educators.
- Apply the UDL principles to design all learning environments.
- Define a meaningful assessment plan for their environment.
- Identify and collaboratively apply UDL lesson design to meaningful case scenarios.

**LEADER(S):** Loui Lord Nelson, *RAISE, Inc., Indianapolis*; Patty Kelly Ralabate, *George Washington University, Washington, D.C.*



### ● Workshop #3 - Program Developer Workshop: How to Prepare the Program Recognition Report

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 204

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 #4 - Program Reviewer Workshop: How to Review CEC Program Recognition Reports

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 205

*Note: This workshop is offered at no cost for approved applicants.* 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 #5 - Developing Legally Defensible IEPs

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 207

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 #6 - Must-Know

#### Legal and Ethical Issues Involving Paraeducator Employment, Supervision, and Training

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 201

This workshop session will provide an overview of the most current legal and ethical issues involving the employment, training, supervision, and evaluation of paraeducators. In addition the prevention will prove practical information and activities to enhance the knowledge and skills of administrators and teachers to effectively supervise paraeducators. Criteria for developing appropriate job descriptions will be shared. Recent legal and ethical cases involving paraeducator training and supervision will be discussed. An update on IDEA and ESSA reauthorization will be addressed.

**After completing this workshop, you will be able to:**

- Understand the professional and ethical guidelines for the appropriate utilization of paraeducators in instruction, including the overreliance of paraeducators as one-to-one supports.
- Understand the quality indicators of effective staff development for paraeducators and their supervisors.

- Understand the legal and ethical issues in order to clarify the roles of teachers, paraeducators, and principals.
- Receive CEC knowledge and skill bases for paraeducators and ECEC social Education Professional Ethical Principles and practice standards.

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

### ● Workshop #7 - Preparing Students With Disabilities for Successful Transition to College

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 202

Research shows that preparing students with disabilities for success at college involves educating them about changes they will find in the postsecondary environment and making sure that they develop certain skills. But many educators, related professionals, and families don't know about the legal and systematic differences in disability services that affect these students, so students may not get the preparation they need. This workshop will review the shift in laws at college, how the disability services system works, accommodations that will likely be available to students there, and what skills and knowledge the research shows are correlated with students' success.

**After completing this workshop, you will be able to:**

- Describe how the disability accommodations system works at college.
- Identify what accommodations may or may not be available at the college level.
- Identify what documentation students will need in order to apply for accommodations at college.
- Identify what skills and areas of knowledge have been linked with postsecondary success for students with disabilities.

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

### ● Workshop #8 - THINK DEVELOPMENTALLY! Linking Classroom Practice to Assessment, Achievement, and Accountability

WEDNESDAY, APRIL 19, 9:00 A.M.-4:00 P.M.

ROOM: 203

This hands-on workshop introduces proven classroom practices from Developmental Therapy-Developmental Teaching (DT-DT) to foster social-emotional, and behavioral competencies needed by all students Pre-K to grade 12. You will use case material to assess students for IEP objectives, prepare behavior management plans, group students, select developmentally appropriate teaching practices, and document teacher effectiveness. We will demonstrate how DT-DT enhances instructional continuity and accountability across multi-tiered placements with MTSS, PBIS, social skills programs, and academic curricula. Workshop materials are applicable to, and used by, teachers, support teachers, psychologists, social workers, and parents.

**After completing this workshop, you will be able to:**

- Successfully use a developmentally based assessment with actual student cases to obtain IEP objectives for students' social-emotional and behavioral development.
- Use assessment results to design one elementary and one secondary developmentally based behavior management plan with corresponding recommended teacher practice.
- Apply metrics from assessment results to document individual and group progress and to compare student progress with age peers.
- Assess your own effectiveness in using developmentally appropriate classroom practices.

**LEADER(S):** Mary M. Wood, *Developmental Therapy Institute, Athens, Ga.*; Constance Quirk, *Developmental Therapy Institute, Athens, Ga.*

## WEDNESDAY, APRIL 19 HALF DAY • 9:00 A.M. – 12:00 P.M.

### ● Workshop #9 - Administrators & Mentors: You Can Help New Special Education Teachers Thrive in the Classroom!

WEDNESDAY, APRIL 19, 9:00 A.M.-12:00 P.M.

ROOM: 301

This session is designed for administrators and mentors of new special education teachers. Materials to support them will be discussed and include clearly defined roles and responsibilities, creating a culture of collaboration and the development of skills to create and schedule time and build relationships with your new teachers. 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:

- Utilize resources and information regarding building relationships to support new special education teachers throughout their first year and beyond.
- Share evidence based practices and help new teachers build a toolbox of strategies for the classroom.
- Create and develop effective planning and supports for new teacher evaluations.
- Develop and implement effective collaboration supports for new special education teachers with co-teachers, paraprofessionals, general educators, families, and staff.

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

### ● Workshop #10 - Co-Teaching: Putting All the Pieces Together for Student Success

WEDNESDAY, APRIL 19, 9:00 A.M.-12:00 P.M.

ROOM: 210

Co-teaching has become an increasingly utilized service delivery option that affects many students, including those from diverse groups. However, merely placing students with disabilities in general education classrooms and encouraging their teachers to work together is not sufficient for achieving improved results. In this overview session we will explore three major dimensions essential to contemporary, outcomes-driven co-teaching: (a) the updated roles and responsibilities of both general and special educators in the co-taught class (let's get past the marriage metaphor); (b) specially designed

instruction (SDI) in co-teaching (otherwise, why are we doing this?); and (c) co-teaching structures, including creative and effective variations of them (going beyond the traditional six approaches).

After completing this workshop, you will be able to:

- Analyze the differences between co-teaching of the past and co-teaching in the present, focusing on the importance of specially designed instruction, the distinction from inclusion, and the rationale for contemporary co-teaching.
- Apply six co-teaching approaches and variations of them to relevant subject matter and grade levels.
- Identify at least three logistical problems that affect co-teaching quality and employ realistic strategies to resolve them (e.g., class composition, scheduling, planning time).
- Evaluate your current co-teaching practices against the evidence base provided by policy, the professional research literature, and practitioner evidence, articulating at least two changes to improve implementation and outcomes.

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

### ● Workshop #11 - Understanding Students With Mental Health Needs: Strategies and Supports for Educators and Families

WEDNESDAY, APRIL 19, 9:00 A.M.-12:00 P.M.

ROOM: 208

In this workshop, the presenter will introduce and define specific mental health diagnoses and what these diagnoses entail with a focus on anxiety disorders, mood disorders, OCD, PTSD/trauma, and tic disorders. For each disorder, you will engage in activities to help you understand what the student is experiencing and what strategies and supports have been found effective in school and in the student's life. You'll explore resources for more information and join in a time for Q&A at the end.

After completing this workshop, you will be able to:

- Define or describe mental health disabilities (anxiety disorders, mood disorders, OCD, PTSD/trauma, and tic disorders).
- Identify strategies to address issues related to these disabilities.
- Identify strategies that are commonly used in schools but that are not helpful for children and youth who are experiencing mental illness.

**LEADER(S):** Mickey Vanderwerker, *Virginia Department of Education Training and Technical Assistance Center at Virginia Tech, Blacksburg*

### ● Workshop #12 - A New President and Congress: Implications for Federal Education Policy

WEDNESDAY, APRIL 19, 9:00 A.M.-12:00 P.M.

ROOM: 300

In this wide-ranging session, CEC's Policy and Advocacy Director and panel will introduce you to the new policy players, present pending federal education policies supported by the new Administration and Congress and examine their impact on children and youth with exceptionalities and the professionals who work on their behalf. Participants will learn about CEC's positions on IDEA, HEA, Perkins, and ESRA Reauthorization, the federal budget, early childhood, supreme court opinions, choice, charters and vouchers, and new and pending guidance/regulations from the U.S. Department of Education. Join us to find out how the outcome of the 2016 election may impact special and gifted education and early intervention and about CEC's advocacy initiatives.

**After completing this workshop, you will be able to:**

- Identify and discuss key special/gifted education policy issues under consideration by the new Administration and Congress.
- Discuss CEC's positions and advocacy initiatives on key policy issues.

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

**PRESENTER(S):** Sharon Walsh, *Burke, Va.*; Mitchell Yell, *University of South Carolina*

**WEDNESDAY, APRIL 19  
HALF DAY • 1:00 P.M. – 4:00 P.M**

### ● Workshop #13 - Co-Teaching: We Know the Basics...What's Next?

WEDNESDAY, APRIL 19, 1:00 P.M.-4:00 P.M.

ROOM: 208

Many teachers, administrators, and other professionals are well schooled on the basics of co-teaching, but they still find that achieving the outcomes it promises can be a daunting task. Based on the assumption that participants understand foundational knowledge about co-teaching, this workshop instead will be on topics that are more complex, more subtle, and especially critical for success. Domains that will be included are these: instructional approaches and strategies that constitute specially designed instruction in co-teaching (including examples observed in co-taught classes), the use of data in co-teaching (for instructional planning as well as delivery of services related to IEP goals), program evaluation

(what outcomes are being achieved), and issues related to administrative responsibilities and accountability.

**After completing this workshop, you will be able to:**

- Analyze the quality of instruction in your co-taught classes and prioritize how that instruction could be refined in order to better meet the needs of students with disabilities and improve their outcomes.
- Identify strategies for gathering co-teaching data at the classroom, school, district, and community levels and select at least one option to implement.
- Evaluate rigor in their co-teaching programs against criteria such as curriculum standards, class membership, and the relationship between student need and amount of co-teaching promised; Compare local practices to those recommended regarding personnel assigned to co-teaching, planning time for co-teachers, and fidelity of implementation.
- Apply a checklist related to professional roles and responsibilities to examine whether co-teachers' are appropriately distinguishing between their classroom practices and are addressing simultaneously the general curriculum and specially designed instruction.

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

### ● Workshop #14 - Resilience-Based Interaction Model (RIM): Supporting Children's Behavioral and Mental Health

WEDNESDAY, APRIL 19, 1:00 P.M.-4:00 P.M.

ROOM: 210

This workshop is designed for professionals who work with children, particularly in early childhood and elementary years, in or outside of classrooms. You'll learn about Resilience-Based Interaction Model (RIM) and how it supports the child's mental and behavioral health by reducing inappropriate behaviors, setting limits and boundaries for behavior, enhancing child's understanding of self and others' emotions, promoting problem solving and expression of emotions, and enhancing child's capabilities for self-discipline. The presenters will provide background information and basic skills for educators to move in the direction of understanding and promoting children's behavioral and mental health and wellbeing.

**After completing this workshop, you will be able to:**

- Understand the theoretical background and framework of RIM.
- Understand general causes of mental health issues in children.
- Learn basic components and principles and the key techniques and methods in RIM.
- Understand when and how to use Techniques involved in RIM.

**LEADER(S):** Mojdeh Bayat, *DePaul University, Chicago*;  
Heather Little, *DePaul University, Chicago*

● **Workshop #15 - Taking Charge! How to Promote Self-Regulated Learning Every Day**

WEDNESDAY, APRIL 19, 1:00 P.M.-4:00 P.M.

ROOM: 300

How do we help our students self-regulate so they can take charge of directing their own learning? Although there is a tremendous amount of research on self-regulated learning, we will share real examples from dozens of schools working to translate this research into actual practice and into the fabric of their school culture. Hear practical steps that teachers use to weave formative assessment, supports for executive function, explicit instruction, goal setting, mindfulness, and self-monitoring into their daily teaching. Learn about the significant growth their students made in self-regulating and on standardized assessments. You will leave with many practical tools and ideas you can use immediately.

After completing this workshop, you will be able to:

- Understand practical steps you can take to integrate self-regulated learning into the fabric of their daily teaching.
- Receive broken-down sets of explicit steps students must take to be able to self-regulate (what are the steps in solving a word problem or writing a paragraph).
- Receive tools, and guidance on how to use these, to help students self-regulate - such as how to make and use a self-regulation plan.
- Identify the stages learners go through in learning how to self-regulate and how teachers can scaffold to help move students through these stages.

**LEADER(S):** Leslie Laud, *thinkSRSD, Wellesley, Mass.*

● **Workshop #16 - What's the Deal With Assistive Technology? A Dynamic Conversation**

WEDNESDAY, APRIL 19, 1:00 P.M.-4:00 P.M.

ROOM: 301

This dynamic workshop will support teachers, parents, school administrators, and assistive technology specialists as they consider AT devices for communication and academics. Learn the secrets and best practices of an organized AT Department, and about available tools and technology. Get all your AT questions answered in a Q&A session at the session's close.

After completing this workshop, you will be able to:

- Know when to check "yes" on the Assistive Devices section of the IEP and who on the IEP team is qualified to consider assistive technology accommodations.

- Describe the best practices of an organized AT Department, including acquiring devices, team organization and assessments.
- Identify various AT/AAC tools.

**LEADER(S):** Jamie Nichols, *Long Beach Unified School District, Calif.*; Erik Larson, *Long Beach Unified School District, Calif.*; Katie Field, *Long Beach Unified School District, Calif.*

**SATURDAY, APRIL 22  
HALF DAY • 9:00 A.M. – 12:00 P.M.**

● **Workshop #17 - Charting the Course: Special Education & Charter Schools**

SATURDAY, APRIL 22, 9:00 A.M.-12:00 P.M.

ROOM: 109

Are there promising special education practices emerging in charter schools? What can we learn about special education from these new educational settings? Join us as we discuss multiple perspectives and innovative practices emerging in special education from the charter school sector and provide an overview of the current state of special education in charter schools.

After completing this workshop, you will be able to:

- Gain an in-depth and current understanding of the trends, issues, and topics impacting special education services and practices in the charter school sector.
- Engage in idea sharing and see examples of emerging innovative practices taking place specific to special education in charter school contexts.

**LEADER(S):** Azure D.S. Angelov, *University of Indianapolis*; David Bateman, *Shippensburg University, Penn.*

● **Workshop #18 - Creating Culturally Responsive Education to Address Disproportionality: Seeking Equity**

SATURDAY, APRIL 22, 9:00 A.M.-12:00 P.M.

ROOM: 208

The overrepresentation of Black students, especially males, in special education has a long history. Annually, the Office for Civil Rights presents data indicating these students are over-represented in high incidence categories (e.g., emotional and behavioral disorders). These data, juxtaposed with the lack of diversity among educators, have been viewed as a significant part of the problem. We will address teacher biases and

stereotypes, including becoming culturally competent. Models and strategies are shared in this session, along with resources.

**After completing this workshop, you will be able to:**

- Identify two models of cultural competence.
- Identify five areas of cultural competence.
- Identify at least five factors that contribute to over-representation.

**LEADER(S):** Donna Ford, *Vanderbilt University, Nashville, Tenn.*

● **Workshop #19 - Differentiation Made Simple: Change Your Favorite Lessons Into Differentiated Ones**

SATURDAY, APRIL 22, 9:00 A.M.-12:00 P.M.

ROOM: 309

Teachers mistakenly believe that differentiating the curriculum means creating completely differentiated lessons for each topic. Not so! Join us and learn how to tweak your favorite lessons by focusing on content, process, and product and students' distinct learning needs, interests, and levels of readiness.

**After completing this workshop, you will be able to:**

- Create a tiered lesson appropriate for a variety of learners using Venn.
- Identify high-level, challenging learning experiences.
- Create a tiered lesson appropriate for a variety of learners using Bloom's Taxonomy and a Bloom Chart

**LEADER(S):** Tracy Inman, *Western Kentucky University, Bowling Green*; Julia Roberts, *Western Kentucky University, Bowling Green*

● **Workshop #20 - Innovative Practices in Classroom and Behavior Management**

SATURDAY, APRIL 22, 9:00 A.M.-12:00 P.M.

ROOM: 306

Learn how you can improve classroom behavior in general and special education classroom settings while addressing social emotional learning in K-12 students. These lessons use examples of respect, problem solving, self-advocacy, and citizenship. Characteristics of adaptability, leadership, and self-control are described using interesting and unusual animal illustrations. The presenter share strategies that are grounded in evidence-based practices and effective instruction and that also corresponds with social emotional learning of self-awareness, self-management, social awareness, relationship skills, and responsible decision making.

**After completing this workshop, you will be able to:**

- Implement lesson plans, examples, strategies, and action plans for class-wide prevention and intervention upon returning to a classroom, campus, or district.
- Develop knowledge and practices in 9 unit areas of classroom and behavior management.
- Identify common barriers in implementation.

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

● **Workshop #21 - Seamless Transition: Why and How**

SATURDAY, APRIL 22, 9:00 A.M.-12:00 P.M.

ROOM: 111

A prominent transition expert will discuss the most recent legislative developments affecting transition services mandated by IDEA, and suggest curricular resources to address LEA challenges in providing transition services. Following this discussion, an experienced classroom practitioner will present the functionalities of CEC's Internet-based transition curriculum (LCE) and the ways the LCE curriculum tracks student progress, amenable to IEP updates.

**After completing this workshop, you will be able to:**

- Understand the legalities of providing transition services within the school experience.
- Refresh your knowledge about IDEA and Indicator 13 transition service requirements.
- Recognize the need for data-based decision making concerning postsecondary plans.
- Replicate steps that measure student progress; transfer LCE data to IEP goals

**LEADER(S):** Nancy Fones, *Council for Exceptional Children, Arlington, Va.*

**PRESENTER(S):** Donna Wandry, *West Chester University, Pa.*; Jill Kulwicki, *Flagler County Schools, Bunnell, Fla.*

**WEDNESDAY SESSIONS • APRIL 19****1:00 PM-2:00 PM      SESSION: 1      ROOM: 110****A Brief History of Public Alternative Education:  
Looking Back to Look Ahead****TOPIC:** Pioneers/Historical Perspectives**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We will explore a brief history of public alternative education and address major supportive components of public alternative education in order to provide insight into innovative ways to support vulnerable student populations in the public school setting.

**LEADER(S):** Adam Jordan, University of North Georgia, Dahlonega

**1:00 PM-2:00 PM      SESSION: 2      ROOM: 101****A Multi-Component Program to Develop Poor  
Readers' Comprehension of Informational Text****TOPIC:** Research**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We will describe the process by which a reading comprehension tutoring program for informational texts was improved through 4 years of randomized controlled trials. Results demonstrated growth in content knowledge and reading comprehension for poor comprehenders. Implications for further research and practice will be discussed.

**LEADER(S):** Sam Patton, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Meagan Walsh, Vanderbilt University, Nashville, TN; Emma Hendricks, Vanderbilt University, Nashville, TN

**1:00 PM-2:00 PM      SESSION: 3      ROOM: 104****A Professional Development Model Addressing  
Differentiating Mathematics Instruction in Inclusive  
Elementary Classrooms****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** STEM**FORMAT:** Panel

We will provide an in-depth description of a multi-faceted, long-term PD approach for improving mathematics abilities of elementary students in inclusive classroom settings. We outline the framework for developing and implementing the PD model and provide practical considerations and outcomes from the longitudinal project.

**LEADER(S):** Kristin Harbour, University of Alabama, Tuscaloosa

**PRESENTER(S):** Sara McDaniel, University of Alabama, Tuscaloosa; Stefanie Livers, University of Alabama, Tuscaloosa

**1:00 PM-2:00 PM      SESSION: 4      ROOM: 103****Addressing Tier 3 Needs for Students****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

Addressing Tier 3 student behavior can be frustrating and challenging. Lincoln Public Schools implemented the Success Schools model along with PBIS within the district to address students who are displaying very challenging behaviors. We will share strategies for you to implement in your own district or school.

**LEADER(S):** Jenny Fundus, Lincoln Public Schools, NE

**PRESENTER(S):** Scott Eckman, Lincoln Public Schools, NE



1:00 PM-2:00 PM • SESSION: 5 • ROOM: 303

### Developing Educationally Relevant, Legally Compliant, and Inclusive IEPs

**TOPIC:** Public Policy

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Tiffany Fisher, University of Florida, Gainesville

#### ■ The Utility of IEPs Within Secondary Inclusive Settings

We present findings from a study examining the utility of IEPs in two high schools with different models of providing inclusive education. We analyzed IEPs, and held observations and interviews with educators. Findings indicate that the school's approach to providing inclusive education influenced how IEPs were implemented.

**LEADER(S):** Laura Bray, University of Pittsburgh, PA

#### ■ Writing Educationally Relevant and Legally Compliant IEPs

We will provide participants strategies for developing educationally relevant and legally compliant IEPs while ensuring meaningful parental participation. Techniques for writing an IEP that is jargon free and facilitates student participation in the general education curriculum will be discussed.

**LEADER(S):** Keith Hyatt, Western Washington University, Bellingham

**PRESENTER(S):** Aaron Perzigian, Michael Lambert, Gail Coulter, Western Washington University, Bellingham

1:00 PM-2:00 PM

SESSION: 6

ROOM: 305

### Evaluating Quantitative Mathematical Reasoning: Using a Validated Framework to Categorize Types of Student Reasoning

**TOPIC:** STEM

**SECONDARY TOPIC:** Assessment

**FORMAT:** Demonstration

In this session we present a validated framework for categorizing different types of quantitative reasoning displayed by students when solving simple math problems. After this session, participants will know how to label these and other responses using a reliable formative assessment tool.

**LEADER(S):** Lindy Crawford, Texas Christian University, Fort Worth

**PRESENTER(S):** Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln

1:00 PM-2:00 PM

SESSION: 7

ROOM: 105

### Implementing a Culture of High Expectations to Increase Academic Achievement for Students who are Deaf, Hard of Hearing, Blind, or Visually Impaired

**TOPIC:** Accountability Systems for Students with Disabilities

**SECONDARY TOPIC:** Communicative Disabilities and Deafness

**FORMAT:** Presentation with Q&A

Learn how Arizona State Schools of the Deaf and the Blind increased student achievement through a culture of high expectations. We will share how our research-based system can change the culture by implementing innovative forms of interaction and professionalism inserted in job-embedded activities.

**LEADER(S):** Melissa DeVries, Arizona School for the Deaf and Blind, Camp Verde

**PRESENTER(S):** Oran Tkatchov, Arizona State Schools for the Deaf and Blind, Tucson



1:00 PM-2:00 PM      SESSION: 8      ROOM: 102

**Improving Social Conversations of Adolescents With Autism: The Role of Peers in Peer-Mediated Intervention****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

This session addresses the what, why, and how of peer training in a peer-mediated intervention for improving the conversational skills of high school students with autism. We share training materials, outcome data for peers and focus students, and peer perspectives on their experiences to enhance implementation in your school.

**LEADER(S):** Linda Bambara, Lehigh University, Bethlehem, PA**PRESENTER(S):** Jacquelyn Chovanes and Amanda Thomas, Lehigh University, Bethlehem, PA

1:00 PM-2:00 PM      SESSION: 9      ROOM: 313

**Listen to the Students With Disabilities in Inclusive Settings: Are They Actually Happier in Inclusive Settings Than Segregated Settings?****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Many believe that students with disabilities must be happier in inclusive settings than segregated settings. But what if they feel happier in segregated settings? Are we really listening the students' voices? Those voices will be heard through this research creating a meaningful chance to rethink the practice of inclusion.

**LEADER(S):** Donghyun Seo, University of Calgary, Alberta, Canada

1:00 PM-2:00 PM • SESSION: 10 • ROOM: 107

**Literacy and Deafblindness****TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Susan Bruce, Boston College, Chestnut Hill, MA
**■ How Literacy Can Support Communication Development for Students With Deafblindness**

This session will discuss the connection between literacy and communication development for individuals with deafblindness. We explain how research data, implications for practice, and instructional strategies, specifically read alouds, can support communication development for these students.

**LEADER(S):** Christopher Brum, Boston College, Chestnut Hill, MA
**■ Communication and Literacy in Deafblindness: Evidence-Based Practices**

We will share the state of evidence-based practices in communication and literacy for students who are deafblind. These practices were identified through a systematic review of peer-reviewed journal articles published in 1990-2015. Examples of these practices will be shared to support implementation.

**LEADER(S):** Susan Bruce, Boston College, Chestnut Hill, MA**PRESENTER(S):** Cathy Nelson, University of Utah, Salt Lake City; Brent Stutzman, Boston College, Chestnut Hill, MA

1:00 PM-2:00 PM SESSION: 11 ROOM: 109

**Making Observations Count: An Observation Protocol for Special Education Beginning Teachers****TOPIC:** Research**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Valid observation protocols are critical to teacher preparation and can help us evaluate and inform preservice teachers on their progress towards instructional effectiveness. We will demonstrate POISE, a tool to assess the instruction of teacher candidates as well as beginning special education teachers.

**LEADER(S):** Mary Brownell, CEEDAR Center, University of Florida, Gainesville**PRESENTER(S):** Daisy Pua and David Peyton, University of Florida, Gainesville; Nathan Jones, Boston University, MA

1:00 PM-2:00 PM SESSION: 12 ROOM: 311

**Program Chair Featured: Culturally and Linguistically Responsive Referral and Assessment Practices****TOPIC:** Assessment**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

This session will provide participants a fundamental understanding of the impact of culture and language on academic success. Additionally, participants will examine assessment frameworks designed to cultivate least-biased assessment practices within a strength-based, multi-tiered support system.

**LEADER(S):** Julie Esparza Brown, Portland State University, OR**PRESENTER(S):** Samuel Ortiz, St. Johns University, Jamaica, NY

1:00 PM-2:00 PM SESSION: 13 ROOM: 309

**Program Chair Featured: How Do I Ensure FAPE in LRE With English Learners? Does One Service Trump the Other?****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

This session will provide participants with an understanding of the connection among language learning laws, to civil rights laws and IDEA 2004. We will directly address appropriate eligibility procedures as well as writing of IEP goals and objectives for English learners English proficiency needs.

**LEADER(S):** Maria de Lourdes Serpa, Lesley University, Cambridge, MA

1:00 PM-2:00 PM SESSION: 14 ROOM: 306

**Program Chair Featured: SEL and PBIS: Promoting School Programs Based on Compassion and Social Justice for All Students****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

Learn how to create inclusive learning environments that promote social justice. We will share evidenced-based interventions in SEL and PBIS to promote compassion and love for and among students, positive learning environments, and students' access to their right to an education with multi-tiered systems of support.

**LEADER(S):** Kristine Melloy, Santa Clara University, CA

1:00 PM-2:00 PM SESSION: 15 ROOM: 302

**Strand A, Session 1: Family-Guided Early Intervention for Children With Autism: Leverage Research-Based Strategies to Improve Family and Child Outcomes****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

The literature suggests mostly positive effects from training parents to implement interventions to address the symptoms of their child's autism. We introduce research-based methods to address the core symptoms of ASD during one-to-one parent education and coaching sessions, and a telehealth model of parent training.

**LEADER(S):** Wendy Machalicek, University of Oregon, Eugene

1:00 PM-2:00 PM SESSION: 16 ROOM: 108

**Taking a Stand: DEC's Position Statement on Child Abuse, Neglect, and Trauma****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

In 2016 the Council for Exceptional Children's Division for Early Childhood wrote and disseminated the first DEC position statement on child abuse, neglect, and trauma. Join us as we explore the dynamics of supporting young abused children with disabilities and their families.

**LEADER(S):** Catherine Corr, Vanderbilt University, Nashville, TN**PRESENTER(S):** Rosa Milagros Santos, University of Illinois, Urbana-Champaign

1:00 PM-2:00 PM SESSION: 17 ROOM: 310

**Teacher2Teacher Session: You Have the Data, Now What? Making Data Decision Teaching Effective****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Demonstration

Learn how to create curriculum instruction and assessments that are aligned with national and state standards to allow students to receive effective instruction. I will discuss simple ways to track data and make changes by using a case-study example. Handouts and resources are provided to use in your own schools.

**LEADER(S):** Lisa Rose Johnson, Egg Harbor Township Public Schools, NJ

1:00 PM-2:00 PM SESSION: 18 ROOM: 308

**Transforming Leadership to Support Policy and Systems Change in the Public Schools****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We explore the different types of approaches to leadership and how they affect systems change within special education. Leadership approaches that promote collaboration between general and special education teachers and administrators will be discussed in the context of strategies creating overarching thematic goals for the organization.

**LEADER(S):** Mary Lynn Boscardin, University of Massachusetts, Amherst**PRESENTER(S):** Rob Schulze, Johnson State College, VT; Patrick Tudryn, East Windsor Public Schools, CT

1:00 PM-2:00 PM SESSION: 19 ROOM: 111

**UDL, AT and AEM: Complementary Supports for Students With Intensive Support Needs****TOPIC:** Technology and Media**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Presentation with Q&A

When goals, assessment, methods, materials, and methods are proactively designed and implemented according to the principles of UDL, barriers to learning are lowered for most learners, but what about those with intensive support needs? We identify barriers and consider how we can extend the benefits of UDL to every student.

**LEADER(S):** Joy Zabala, CAST, Inc., Wakefield, MA**PRESENTER(S):** Margaret (Peggy) Coyne, CAST, Inc., Wakefield, MA

2:15 PM-3:15 PM SESSION: 20 ROOM: 107

**Addressing the Unique Career Readiness Needs of High School Girls With Disabilities****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Young women with disabilities confront unique challenges setting and meeting postsecondary goals. We present findings from a gender specific career development curriculum study designed for young women with disabilities. The curriculum will be discussed and several lessons and activities from the will be shared.

**LEADER(S):** Elizabeth Jankowski, University of Oregon, Eugene**PRESENTER(S):** Kara Hirano, University of Oregon, Eugene

2:15 PM-3:15 PM SESSION: 21 ROOM: 308

**Building Bridges and Breaking Down Silos: Leveraging Assistive and Instructional Technologies****TOPIC:** Technology and Media**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

As technology tools have advanced to include many supports for students with disabilities, educators will be charged with maximizing the potential of these tools to serve the needs of all students. We highlight success stories in breaking down silos between assistive and instructional technology and provide strategies to improve outcomes.

**LEADER(S):** Alise Crossland, American Institutes for Research, Washington, DC**PRESENTER(S):** Jean Tower, Needham Public Schools, MA

2:15 PM-3:15 PM SESSION: 22 ROOM: 303

**Co-Teaching in Higher Education: Special Education Teacher Practicum Courses****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

Although there is currently minimal research looking at the effects of co-teaching in higher education, it is considered best practice. We will discuss the evidence base for co-teaching, data collected to date, and our experiences with the co-teaching model in higher education for preservice special educators.

**LEADER(S):** Emily Shamash, Teachers College, Columbia University, New York, NY**PRESENTER(S):** Alyson Martin, Fairfield University, CT

2:15 PM-3:15 PM  
SESSION: 23 • ROOM: 111

★ DDEL SHOWCASE ★

**Disproportionality in Student Discipline: Identifying Root Causes and Potential Strategies for Reducing Disparities**

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

Disproportionality in special education and discipline are a significant concern and appear to be increasing. We focus on vulnerable decision points, culturally responsive classroom management strategies, and frameworks for schoolwide approaches for improving teachers' cultural proficiency in an effort to reduce disproportionality.

**LEADER(S):** Kristine Larson, Johns Hopkins University, Baltimore, MD

**PRESENTER(S):** Cody Gion, University of Oregon, Eugene; Catherine Bradshaw, University of Virginia, Charlottesville

2:15 PM-3:15 PM      SESSION: 24      ROOM: 101

**Effects of Class Wide Function-Related Intervention Teams on Students At Risk for EBD**

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

We will describe components of the CW-FIT Program designed for elementary students at risk for EBD in general education classrooms. Results include improved student on-task behavior, decreased disruptive behaviors, and improved teacher ratings of students' social skills and academic competence. Video examples of the intervention are shared.

**LEADER(S):** Paul Caldarella, Brigham Young University, Provo, UT

**PRESENTER(S):** Joseph Wehby, Vanderbilt University, Nashville, TN; Debra Kamps, Juniper Gardens Children's Project, University of Kansas, Kansas City; Ross Larsen, Brigham Young University, Provo, UT



2:15 PM-3:15 PM • SESSION: 25 • ROOM: 108

**Engaging Advanced Learners in STEM Content**

**TOPIC:** Gifted and Talented  
**FORMAT:** Multi-Presentation Session  
**MODERATOR(S):** Alicia Cotabish, University of Central Arkansas, Conway

■ **A Protocol for Products: Replacement for Multiple Rubrics**

The DAP Tool (Developing and Assessing Product Tool) is a protocol to guide students in developing products and to assist teachers in assessing student products. We will examine the DAP Tool, use it as a protocol to assess products, and discuss using products to engage students in high-level learning.

**LEADER(S):** Julia Roberts, The Center for Gifted Studies/ Western Kentucky University, Bowling Green

**PRESENTER(S):** Tracy Inman, The Center for Gifted Studies/ Western Kentucky University, Bowling Green

■ **Engaging Advanced Learners in STEM Content Areas: Increasing Innovation and Creativity**

In this session, participants will explore critical and creative problem-solving activities to increase STEM's "wow aspect." Participants will learn how to utilize innovative and accessible technologies to increase classroom engagement and interest in STEM.

**LEADER(S):** Debbie Dailey, University of Central Arkansas, Conway

**PRESENTER(S):** Michelle Buchanan, University of Central Arkansas, Conway

■ **The Concept of 1+1 = 3. A Solution-Focused Approach in Guiding Twice Exceptional Students in Primary Schools**

Twice exceptional students may experience problems as a result of the combination of their giftedness and a learning, emotional, or behavioral disability. In this session, participants will explore a solutions-focused approach, based on the concept of RTI, for teachers to use when coaching twice exceptional students.

**LEADER(S):** Eleonoor Van Gerven, Slim! Educatief, Netherlands

2:15 PM-3:15 PM    SESSION: 26    ROOM: 103

**I Am Not My Disability: Professional Identity Development of Six Preservice Teachers With Disabilities****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

This study examined ways 6 preservice teachers (PSTs) with disabilities constructed professional identities. Results indicated that self-advocacy, desire to be change agents, and resisting a deficit view of disability were central to teachers' professional identities.

**LEADER(S):** Adam Moore, University of Rhode Island, Providence

**PRESENTER(S):** Victoria Kern and Alexis Carlson, University of Rhode Island, Kingston; Ezekiel Kimball, University of Massachusetts, Amherst



2:15 PM-3:15 PM • SESSION: 27 • ROOM: 110

**Improving Family Partnership During the Transition to Post-Secondary Education****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Grace Francis, George Mason University, Fairfax, VA

■ **Facilitating Youth and Family Involvement in Transition Planning for Youth With Disabilities**

This project explored malleable factors in school-based practice that facilitates student and family involvement in educational planning. We discuss recommendations on school practices to support student and parent involvement in the development of authentic IEPs and transition plans with ALL stakeholder input.

**LEADER(S):** Wendy Cavendish, University of Miami, FL

■ **Transition-Skills Based College Immersion Program for Youth With Intellectual and Developmental Disabilities**

Through an school-college partnership, youth with IDD participate in a semester long, college immersion program. The program provides opportunities to have a college campus experience, participate in structured classes, interact within an inclusive community, and attend social and sports events, as a model of learning.

**LEADER(S):** Lina Gilic, St. John's University, New York City, NY

**PRESENTER(S):** Francis Tabone, Cooke Center for Learning and Development, New York, NY

■ **Validating a Scale to Determine Parent Readiness for Students Entering Postsecondary Programs**

Postsecondary placement for students with ID is on the rise. Our survey was designed to determine the readiness of parents of these students to embrace the increased independence of their child in these settings. We discuss the findings as well as how to facilitate communication between parents and staff.

**LEADER(S):** Robert LeSueur, George Mason University, Fairfax, VA

**PRESENTER(S):** Heidi Graff and Rick Brigham, George Mason University, Fairfax, VA

**2:15 PM-3:15 PM      SESSION: 28      ROOM: 104****Life After High School – Toward a Smooth Transition****TOPIC:** Career Development/Transition**FORMAT:** Panel

Join a panel of transition curriculum users, including representatives from school systems, non-profit organizations, and businesses. These users will discuss implementation issues, challenges and outcomes, and proven practices to curriculum usage. The panel will share their success stories, 'tricks of the trade,' and little-known resources.

**MODERATOR(S):** Nancy Fones, Council for Exceptional Children, Arlington, VA

**PRESENTER(S):** Heidi Burns, Laurent Clerc National Deaf Education Center, Washington, DC; Annette Anderson Fields, St. Louis Public Schools at Harris-Stowe State University, MO; Scott Miller and Colleen McGhee, Maplebrook School's Postsecondary Program, Institute for Collegiate & Career Studies, Amenia, NY; Kelly Pavich, Marriott Foundation, Chicago, IL

**2:15 PM-3:15 PM      SESSION: 29      ROOM: 105****Preventing the Teacher Failure Cycle****TOPIC:** Strategies for Entry to the Special Education Career**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Join us as we identify and discuss the variables that lead to teacher burnout and diminished job satisfaction for special educators. Empirical data on the Teacher Failure Cycle will be presented, and implications for future research will be discussed.

**LEADER(S):** Olivia Robinson, University of Alabama, Tuscaloosa

**PRESENTER(S):** Shannon Bridges and Lauren Rollins, University of Alabama, Tuscaloosa

**2:15 PM-3:15 PM      SESSION: 30      ROOM: 306****Program Chair Featured: Transforming Schools and Classrooms for the Future: Infusion of inclusive Practices and Technology****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

This session will focus on practice ideas to transform schools and classroom in three areas: technology, inclusion, and high learning outcomes. Come ready to laugh and learn ideas from schools across the country.

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

**2:15 PM-3:15 PM      SESSION: 31      ROOM: 305****Reaching Out: Engaging Paraprofessionals in Rural Communities****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Paraprofessionals support students at-risk of and with disabilities yet they lack appropriate training. Our study explored the effects of a PD model for paraprofessionals in rural general and special education classrooms. We discuss our findings which indicate a need for training on EBP's, understanding the curriculum, and collaboration.

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

**PRESENTER(S):** Brenda Barrio, Washington State University, Pullman

**2:15 PM-3:15 PM      SESSION: 32      ROOM: 102****Reconsidering Reading Instructional Needs of Students With Intellectual Disabilities****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

An informal reading diagnosis was administered to school-aged children with Down syndrome. Word identification performance did not predict reading comprehension, and language comprehension was identified as a significant area of instructional need. Implications for reading instruction will be detailed.

**LEADER(S):** David Koppenhaver, Appalachian State University, Boone, NC

**2:15 PM-3:15 PM      SESSION: 33      ROOM: 302****Strand A, Session 2: Shared Moments: Joint Attention Intervention in Natural Settings****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

Joint attention is critical to the development of language, social, and play skills. We will review joint attention, examine this skill for children with ASD, discuss a strategy for teaching response to joint attention in children with ASD, and review strategies to parent-mediated intervention and the preschool classroom.

**LEADER(S):** Sarah Hansen, Georgia State University, Atlanta

2:15 PM-3:15 PM SESSION: 34 ROOM: 311

**Teacher2Teacher Session: Brain-Based Social Pragmatics Instruction for Middle and High School Students****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities  
**FORMAT:** Demonstration

At the Tremont School, social pragmatics skill-building happens everywhere, all of the time! Learn how universally and engagingly designed lessons will provide real-life opportunities to witness and practice skill building in as natural a setting and context as possible.

**LEADER(S):** Nina Tobin, Tremont School, Lexington, MA

2:15 PM-3:15 PM SESSION: 37 ROOM: 309

**Teacher2Teacher Session: Using Technology to Meet the Needs of Students With Learning Disabilities in the Classroom****TOPIC:** Technology and Media  
**FORMAT:** Demonstration

AT helps students with dyslexia and other learning disabilities to save time and overcome some of their weaknesses in both the general and special education setting. Technology for supporting reading, learning, note taking, spelling, and writing, which have been used successfully will be shared.

**LEADER(S):** Nancy Osterberg, Learning Consultant, Whiting, NJ

2:15 PM-3:15 PM SESSION: 35 ROOM: 313

**Teacher2Teacher Session: Postgraduate Programming in the 21st Century: Community-Based Instruction for 18-21 Year Olds****TOPIC:** Career Development/Transition  
**FORMAT:** Demonstration

We will provide considerations for transition program evaluation and expansion into the community for postgraduate students. Work, recreation, relationships, and life-long learning are just a few aspects of the postgraduate's curriculum; community inclusion and integration is the way to access the general curriculum.

**LEADER(S):** Jill Curry, Newton Public Schools, MA**PRESENTER(S):** Yaelle Nisinzweig, Newton Public Schools, MA

2:15 PM-3:15 PM SESSION: 38 ROOM: 109

**Transition Programming: Implementation and Results From Perkins School for the Blind****TOPIC:** Visual Impairments  
**SECONDARY TOPIC:** Career Development/Transition  
**FORMAT:** Presentation with Q&A

Perkins School for the Blind has expanded its on-campus offerings to meet the transition needs of students with its Pre-Employment Program. We will provide information about this innovative programming and share results from their pilot effort offered spring semester 2016 to New England students.

**LEADER(S):** Karen Wolffe, Career Counseling & Consultation, LLC, Austin, TX**PRESENTER(S):** Teri Turgeon, Jessica Brown, and Kate Katulak, Perkins School for the Blind, Watertown, MA

2:15 PM-3:15 PM SESSION: 36 ROOM: 310

**Teacher2Teacher Session: Practical Application of Visuals for Students With Autism in the Classroom****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities  
**FORMAT:** Demonstration

We will discuss creating, teaching the use of, and utilizing visual supports for students in the classroom. Learn about visual schedules, independent work stations, and visually structured work tasks to teach and practice IEP goals and/or state standards. We will include visual examples of the supports.

**LEADER(S):** Keara Sharman, Burleson ISD, TX**PRESENTER(S):** Erin Bates, Burleson ISD, TX

3:30 PM-4:30 PM SESSION: 40 ROOM: 103

**An Examination of Faculty Co-Teaching in a Merged Elementary and Special Education Program.****TOPIC:** Personnel Preparation  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

This study of a merged Elementary and Special Education Program for undergraduate teacher preparation presents lessons learned. Data sources include faculty self-reporting of co-teaching models used, teacher candidate survey, faculty interviews and candidate focus groups. Implications for program development, training, and support are presented.

**LEADER(S):** Lysandra Cook, University of Hawaii at Manoa, Honolulu**PRESENTER(S):** Jamie Simpson Steele, University of Hawaii, Honolulu

3:30 PM-4:30 PM SESSION: 41 ROOM: 308

**Belonging to School: Examining Views From Students With Special Educational Needs in the Republic of Ireland****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Learn about the challenges of undertaking fair analysis that ensures that the researchers' interpretation of pupil voices can be seen as trustworthy and informed. We discuss the ways researchers can work with children to ensure them fair representation in research that investigates critical aspects of their lives.

**LEADER(S):** Michael Shevlin, Trinity College, Dublin, Ireland

3:30 PM-4:30 PM SESSION: 42 ROOM: 303

**Communication and Literacy for Every Student: A District's Journey****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Presentation with Q&A

Learn the results of a project that focused on providing communication supports and comprehensive literacy instruction to every student, including those with complex communication needs and significant intellectual disabilities. Student, classroom, and schoolwide successes and lessons learned will be shared.

**LEADER(S):** Kathy Howery, University of Alberta, Edmonton, Canada**PRESENTER(S):** Dianne Butler, Black Gold Regional School Division, Alberta, Canada

3:30 PM-4:30 PM SESSION: 43 ROOM: 102

**Comprehension of Informational Text for Struggling Readers: Strategies and Technology****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We will model three easily implemented steps to ensure effective teaching of informational text for struggling readers. Participants will have an opportunity to link modeled literacy strategies in these areas to their teaching practices. Varied technologies (e.g., apps, electronic texts) will be shared.

**LEADER(S):** Barbara Govendo, Lesley University, Cambridge, MA**PRESENTER(S):** Gail Cahill, Lesley University, Cambridge, MA

3:30 PM-4:30 PM • SESSION: 44 • ROOM: 108

**Considerations for Teaching Gifted Learners****TOPIC:** Gifted and Talented**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Alicia Cotabish, University of Central Arkansas, Conway

### ■ Preassessment: An Essential Component of Defensible Differentiation

It's impossible to overemphasize the importance of preassessment. The step that must follow planning is to assess who already knows, understands, or is already able to do what is expected. We will examine a variety of preassessment types, discuss the benefits, and its role in defensible differentiation.

**LEADER(S):** Julia Roberts, The Center for Gifted Studies/ Western Kentucky University, Bowling Green**PRESENTER(S):** Tracy Inman, The Center for Gifted Studies/ Western Kentucky University, Bowling Green

### ■ Using Gifted and Talented Education Strategies to Effectively Reach All Learners

This session provides an overview of several gifted education methods that can be used in the general education classrooms to help educators respond to students' differences in instructional readiness, interests, learning preferences, and special needs. Considerations for special populations, e.g. low-income, learning differences, twice exceptional (gifted and learning disabled and others) will be discussed.

**LEADER(S):** Wendy Behrens, Minnesota Department of Education, St. Paul**PRESENTER(S):** Christine Weber, University of North Florida, Jacksonville

### ■ Teachers' Beliefs and Implementation of Best Practices in Gifted Education

We share the findings of a survey that examined teachers' beliefs about best practices in gifted education, the frequency in using these practices, and perceptions related to implementation. Results may be used to plan PD opportunities, organize advocacy efforts, and identify needed changes in policies at all levels.

**LEADER(S):** Susan Johnsen, Baylor University, Waco, TX



3:30 PM-4:30 PM    SESSION: 45    ROOM: 104

**Creating Mentally Healthy School Environments:  
Alternative School Teacher, Administrator, and  
School Nurse Perspectives****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

What are the factors considered important to alternative school teachers, administrators, and school nurses in regards to establishing mentally healthy school environments as well as interdisciplinary partnerships? We discuss common themes recognized by professionals as important characteristics of a mentally healthy school environment.

**LEADER(S):** Adam Jordan, University of North Georgia, Dahlonega**PRESENTER(S):** Kasey Jordan, University of North Georgia, Dahlonega

3:30 PM-4:30 PM • SESSION: 46 • ROOM: 110

**ESSA and Success for Students with  
Disabilities and Incarcerated Youth****TOPIC:** Public Policy**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Kristin Murphy, University of Massachusetts, Boston**■ The Impact of the Every Student Succeeds Act on  
Incarcerated Youth With Disabilities**

Incarcerated youth with disabilities face many education barriers and can lag behind their peers academically. We examine the recent reauthorization of ESSA to evaluate what policy changes will mean for administrators and education professionals who deliver services to incarcerated youth with disabilities.

**LEADER(S):** Natasha Strassfeld, New York University, NY**PRESENTER(S):** Rachel Wannarka, Boys Totem Town/St. Paul Public School, MN**■ The Implications of the Every Student Succeeds Act  
for Students With Disabilities**

Under ESSA, states possess more flexibility when serving students with disabilities. We will focus on the Act's impact on these students and discuss comments about the proposed regulations. We will discuss how some States propose to implement components of the Act affecting students with disabilities.

**LEADER(S):** Phillip Weishaar, Southern Illinois University Edwardsville

3:30 PM-4:30 PM SESSION: 47 ROOM: 111

**How Can We Ensure RTI Works? Lessons Learned From Research and Recommendations for Practice****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

We will focus on two key lessons learned about RTI implementation based on findings from a recent study and our work with states and districts. We will show how seemingly small decisions related to fidelity of implementation can have a powerful impact on student outcomes. Learn how to implement RTI to achieve improved student learning outcomes.

**LEADER(S):** Jennifer Pierce, American Institutes for Research, Washington, DC**PRESENTER(S):** Dia Jackson, American Institutes for Research, Washington, DC

3:30 PM-4:30 PM SESSION: 48 ROOM: 305

**Impacting Instruction for Students With Significant Cognitive Disabilities Using Grade Level Alternate Achievement Standards****TOPIC:** Physical/Health/Multiple Disabilities**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Panel

This panel discussion will highlight efforts of Project SUCCESS Resource Center, the Indiana Department of Education, and local districts working collaboratively to support students with significant cognitive disabilities to increase academic instruction and prepare students for the new alternate achievement standards and higher academic expectations. Join us!

**LEADER(S):** Meredith Keedy-Merk, Public Consulting Group, Indianapolis, IN**PRESENTER(S):** Amy Howie, Public Consulting Group, Indianapolis, IN; Karen Stein, Indiana Department of Education, Office of Special Education, Indianapolis

3:30 PM-4:30 PM SESSION: 49 ROOM: 107

**Making All Students College and Career Ready Through 21st-Century Literacy Skills****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Technology and Media**FORMAT:** Demonstration

Teaching 21st-Century skills is essential for school and employment success. Learn about the online EnvisionIT curriculum, an evidence-based, standards-aligned intervention that teaches ELA, technology, and financial literacy skills in the context of college and career readiness to students in Grades 8-12.

**LEADER(S):** Allison Lombardi, University of Connecticut, Storrs**PRESENTER(S):** Margo Izzo, Ohio State University, Columbus; Jessica Monahan and Keith McLaren, University of Connecticut, Storrs

3:30 PM-4:30 PM SESSION: 50 ROOM: 306

**Program Chair Featured: Technology Integration in Literacy****TOPIC:** Technology and Media**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

We describe ways to integrate technology into literacy instruction to promote academic access and understanding for students with autism or ID. Specific topics include research-based technology interventions and supports for early reading, comprehension instruction, and access to literacy across content areas.

**LEADER(S):** Leah Wood, Cal Poly State University, San Luis Obispo**PRESENTER(S):** Jenny Root, Florida State University, Tallahassee; Caryn Allison, Arkansas Department of Special Education, Little Rock

3:30 PM-4:30 PM SESSION: 51 ROOM: 309

**Program Chair Featured: The State of LD, Personalized Learning, and Student Voices: From Research to Action****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Discover NCLD's new State of LD report. Test your understanding of current data, trends, challenges, and opportunities for individuals with learning and attention issues. Learn about the power of personalized learning for this population and about drivers of success from Student Voices research.

**LEADER(S):** Sheldon Horowitz, National Center for Learning Disabilities, New York, NY**PRESENTER(S):** Lindsay Jones, National Center for Learning Disabilities, Washington, DC

3:30 PM-4:30 PM SESSION: 52 ROOM: 302

**Strand A, Session 3: Designing a Successful Early Learning Environment for Young Children With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

Arranging an engaging and structured environment is key to promoting positive outcomes for young children with disabilities in inclusive settings. We will present recommended practices for designing an inclusive classroom environment coupled with tiered systems and supports to promote engagement and learning with young children with ASD.

**LEADER(S):** Mandy Rispoli, Purdue University, West Lafayette, IN**PRESENTER(S):** Tonya Davis, Baylor University, Waco, TX

3:30 PM-4:30 PM • SESSION: 53 • ROOM: 101

**Supporting Twice Exceptional Students****TOPIC:** International Programs/Services**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Jugnu Agrawal, Fairfax County Public Schools/George Mason University, Fairfax, VA
**■ A Problem-Solving School Team Model for Supporting Twice-Exceptional Students in Learning in the Elementary School: A Case Study**

We describe a problem-solving team model that was funded by the Taipei City Government in 2014-2016 in an elementary school for supporting twice-exceptional students in learning. We discuss the effectiveness of the model, student's learning outcome, and parents' feedback.

**LEADER(S):** Hui-Ching Ko, National Taiwan Normal University, Taipei
**■ Incorporating Outdoor Activities Into the General Curriculum for Elementary Students With Twice Exceptionality**

We highlight a collaborative teaching model in Taipei City, Taiwan that incorporated outdoor activities in which general, gifted, and special education teachers worked together with twice-exceptional students. We share students' outcomes and effectiveness of the outdoor teaching activities.

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

3:30 PM-4:30 PM SESSION: 54 ROOM: 311

**Teacher2Teacher Session: Interactive Algebra Activities for the High School Special Education Math Classroom****TOPIC:** STEM**FORMAT:** Demonstration

We will provide high school special education math educators with tools for success to help their struggling learners be successful with the Common Core standards and standards of mathematical practice.

**LEADER(S):** Melanie Lovisa, Hillsborough High School, NJ

3:30 PM-4:30 PM SESSION: 55 ROOM: 310

**Teacher2Teacher Session: Mr. Luhman Told Us to SLuR Our Words! A Powerful Strategy for Secondary-Level Vocabulary Learning****TOPIC:** Learning Disabilities**FORMAT:** Demonstration

The SLR or SLuR strategy that teachers will learn in this session takes this EBP a step further by providing students with a memory aid to help them create their own personalized mnemonic devices for new vocabulary in any class. We also provide learning activities to apply the strategy to learning new vocabulary.

**LEADER(S):** David Luhman, NY State Office of Special Education, Regional Special Education Technical Assistance Support Center

3:30 PM-4:30 PM SESSION: 58 ROOM: 105

**With Relevancy Comes Challenges: Fluidity in Art Teacher Education Emphasizing Diverse Learners****TOPIC:** Arts in Special Education**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

An art education program in an urban art college shares its successes and challenges for preparing art educators to work with students with disabilities across many educational settings. Learn effective ways of working in partnership to strengthen curriculum and instruction for students with special needs.

**LEADER(S):** Amanda Newman-Godfrey, Moore College of Art and Design, Philadelphia, PA

3:30 PM-4:30 PM SESSION: 56 ROOM: 313

**Teacher2Teacher Session: Related Services and Secondary Transition: A Perfect Fit****TOPIC:** Career Development/Transition**FORMAT:** Demonstration

Learn how teachers and others can improve secondary transition services by exploring and developing the role of related service providers. Participants will identify current practices in their own program, discuss barriers and misconceptions, and develop an action plan to take back to their schools.

**LEADER(S):** Jan Hollenbeck, Medford Public Schools, MA

3:30 PM-4:30 PM SESSION: 57 ROOM: 109

**Teachers as Interventionists: SRSD With Teachers at the Wheel****TOPIC:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

The evidence base is growing for SRSD to improve reading and writing among students with disabilities. However, the majority of studies have been conducted with researchers as interventionists. What happens when teachers deliver the intervention? We explore the challenges and successes of teacher as interventionist in SRSD research.

**LEADER(S):** Erin Washburn, Binghamton University, NY

**PRESENTER(S):** Candace Mulcahy, Binghamton University, NY

# THURSDAY, APRIL 20

Second General Session (8:00–9:00 PM) | 58

Thursday Sessions (9:45 AM–4:30 PM) | 59

## SECOND GENERAL SESSION

**THURSDAY • 8:00–9:00 A.M.**

Veteran's Memorial Auditorium, Hynes Convention Center, Level 2

### Addressing Disproportionality in Special Education: Culturally Responsive and Equitable Education for All Students



**Donna Ford**  
Vanderbilt University,  
Nashville, Tenn.



**Ivory Toldson**  
Howard University,  
Washington, DC



**Nonie Lesaux**  
Harvard University,  
Cambridge, Mass.

The representation of students of color in special education, especially Black and Hispanic students, has been studied for decades. Depending on the specific special education category, such students are two to three times more likely than White students to be identified. A great deal of tension and debate have focused on this issue, and recommendations and solutions have been offered. Yet, disproportionality persists. The panelists for this session will focus on research-, policy-, and practice-based solutions to address this challenging problem, supporting schools and districts in ensuring equity for all students throughout the process of identification for and delivery of special education services.

## THURSDAY SESSIONS • APRIL 20

9:45 AM-11:45 AM  
SESSION: 60 • ROOM: BALLROOM C

## ★ 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 participants with 90 practical tips on all things legal, from A to Z, in the field of special education. Topics covered will include child-find/identification, evaluation, eligibility, IEP/placement, procedural safeguards, discipline, extended school year, and Section 504.

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

9:45 AM-11:45 AM  
SESSION: 61 • ROOM: 102

## ★ DADD SHOWCASE ★

Celebrating Autism:  
Expressions of Neurodiversity in Art

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**SECONDARY TOPIC:** Arts in Special Education

**FORMAT:** Panel

Embracing neurodiversity provides a unique opportunity for repositioning education/transition support for students with autism. This shift in thinking can support special educators to design authentic academic experiences, driven by student voices and interests. Our panel includes 3 accomplished artists with autism who will detail their experiences.

**LEADER(S):** Elizabeth Stringer Keefe, Lesley University, Cambridge, MA

**PRESENTER(S):** Jarry Bissonnette, Kimberly Gerry-Tucker, John M. Williams, Vito Bonnano, Autistic Self-Advocates

9:45 AM-11:45 AM  
SESSION: 62 • ROOM: 202

## ★ DLD SHOWCASE ★

Intensive Instruction in Reading, Writing, and  
Mathematics: Who Should Teach and Where?

**TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

Our Showcase session consists of multiple presentations concerning research efforts to develop intensive instruction in reading, mathematics, and writing for intermediate grade and middle school for students with serious learning problems. Implications for teacher preparation and professional development will be discussed.

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

**PRESENTER(S):** Lynn Fuchs, Vanderbilt University, Nashville, TN; Margo Mastropieri and Tom Scruggs, George Mason University, Fairfax, VA

9:45 AM-10:45 AM SESSION: 64 ROOM: 303

## 10 Classroom Practices to Reduce the Discipline Gap

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

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

Most recommendations to address the disproportionate discipline of black males have targeted the building, district, state, and/or the federal level. We will help teachers and administrators learn and implement 10 practices they can use to reduce the discipline gap in their classroom and schools.

**LEADER(S):** Megan Wilson, University of Washington, Seattle

9:45 AM-10:45 AM SESSION: 65 ROOM: 201

A Comparison of Adolescents With Emotional and  
Behavioral Needs Across Label Categories

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

We investigated academic and behavioral functioning among secondary students with behavior difficulties who had special education labels (ED, SLD, OHI) and those who did not. Results indicated that there were no significant differences in behavioral functioning between groups, yet services and rates of discipline varied. Implications will be discussed.

**LEADER(S):** Allyse Hetrick, Lehigh University, Bethlehem, PA

**PRESENTER(S):** Lee Kern, Lehigh University, Bethlehem, PA

9:45 AM-10:45 AM SESSION: 66 ROOM: 207

**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&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, OR

9:45 AM-10:45 AM • SESSION: 67 • ROOM: 105

**Addressing Underserved Populations in Gifted Education: Systems of Support****TOPIC:** Gifted and Talented**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Christine Weber, University of North Florida, Jacksonville**■ Identifying Underserved Gifted Learners Through Multi-Tiered Systems of Support**

Students of diversity are underrepresented for gifted programs which indicates a need for advocacy in gifted identification. Using MTSS is the perfect solution. Discussion topics include existing gifted assessment practices, factors perpetuating the underidentification problem, and best practices for using MTSS.

**LEADER(S):** Nanda Mitra-Itle, Ephrata Area School District, PA**PRESENTER(S):** Jessica Dirsmith, State College Area School District, PA**■ Principals' Perceptions on Educating Elementary Students Who Are Gifted**

One reason that students who are gifted underachieve is due lack of instructional resources and teachers who are unprepared to teach them. We discuss perceptions and experiences of school principals on the implementation of practices, programs, and instructional methods that support the gifted and their teachers.

**LEADER(S):** Ingrid Cumming, University of Central Florida/Orange County Public Schools, Orlando

9:45 AM-10:45 AM SESSION: 68 ROOM: 312

**Analysis of Blended Learning Instruction and Planning for Students With Disabilities****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Demonstration

Little research exists that describes how teachers plan blended learning courses so all students, including students with disabilities, learn successfully. We discuss how teachers blend courses and include or don't include students with disabilities in planning. We also share an online Blended Instructional Design course for teachers.

**LEADER(S):** Irma Brasseur-Hock, University of Kansas, Lawrence**PRESENTER(S):** Michael Hock, University of Kansas, Lawrence

9:45 AM-10:45 AM SESSION: 69 ROOM: 302

**Apps and AT Across the Curriculum: Engaging and Including Diverse Learners in a UDL Environment****TOPIC:** Technology and Media**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Demonstration

Many schools are implementing BYOD (Bring Your Own Device) programs and some are Going Google with Chromebooks. How do you support diverse learners on all devices? These free and low-cost AT solutions support personalizing education for students, as well as engaging and including all students in a UDL environment.

**LEADER(S):** Diana Petschauer, Consultant, Wolfeboro Falls, NH**PRESENTER(S):** Stacy Driscoll, AT for Education and LifeLong Assistive Technology, Pembroke, NH

9:45 AM-10:45 AM SESSION: 70 ROOM: 304

**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 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



9:45 AM-10:45 AM SESSION: 71 ROOM: 107

**Closing the Math Achievement Gap With High Leverage Practices****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Do you want to narrow the math achievement gap in Tier 1 settings? We examine how students, including those with disabilities, increased math achievement in general education classes. Featured is an instructional delivery system that integrates High Leverage Practices-UDL principles, structured cooperative learning, and formative assessment.

**LEADER(S):** Melanie Upright, Charles County Public Schools, LaPlata, MD**PRESENTER(S):** Andrea Schanbacher, Johns Hopkins University Center for Technology in Education, Columbia, MD

9:45 AM-10:45 AM SESSION: 72 ROOM: 110

**Creating an Evidence-Based Dual Enrollment Transition Model: The Think College Transition Project****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Think College at the Institute for Community Inclusion is developing and implementing a transition model for students with ID and autism. This Model provides students access to college-based inclusive dual enrollment transition services between the ages of 18-21. We will review the research and PD model being implemented in this project.

**LEADER(S):** Maria Paiewonsky, University of Massachusetts, Boston**PRESENTER(S):** Meg Grigal, Debra Hart, and Carole Carlson, University of Massachusetts, Boston

9:45 AM-10:45 AM SESSION: 73 ROOM: 206

**Data-Based Instruction in Early Writing: Student and Teacher Outcomes From a Pilot Study****TOPIC:** Research**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We present the results from a pilot study to develop a PD system to support teachers' use of DBI with students at risk for or identified with disabilities that affect early writing development. You will leave with an idea of what results one may expect if you were to adopt this model in your school.

**LEADER(S):** Erica Lembke, University of Missouri, Columbia**PRESENTER(S):** Kristen McMaster, University of Minnesota, Minneapolis

9:45 AM-10:45 AM SESSION: 74 ROOM: 101

**Determining SLD Eligibility for Students Who Are English Language Learners****TOPIC:** Assessment**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

By using a more in-depth assessment process and case management approach to delivering services to students with specific learning disabilities, we have decreased the number of ELLs identified as having a disability. We will discuss how this has resulted in better educational programs for students of Hispanic origin.

**LEADER(S):** Shauna Raby, Provo School District, UT**PRESENTER(S):** Morgan Anderson and Scott McCauley, Provo School District, UT

9:45 AM-10:45 AM SESSION: 75 ROOM: 103

**Doing It Right: Sexuality Education and Self-Determination****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Presentation with Q&A

Self-determination skills can help people with IDD make decisions about personal safety, avoid high-risk social/sexual situations, and increase personal independence. A difficult balance exists between sexual self-determination and guarding against sexual abuse. We outline research on sexual self-determination for individuals with IDD.

**LEADER(S):** Victoria Slocum, University of Kentucky, Lexington**PRESENTER(S):** Ruth Eyres, Easter Seals Arkansas, Little Rock/University of Memphis, TN; Christine Scholma, Trinity Christian College, Palos Heights, IL; Gloria Niles, University of Hawaii, West Oahu; Anna Treacy, University of Nevada, Reno; Elizabeth Harkins Monaco, University of Pittsburgh, Johnstown

9:45 AM-10:45 AM SESSION: 76 ROOM: 305

**Effective Instructional Strategies for Teaching Students With Intellectual Disability AND Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Demonstration

Learn how to motivate and challenge learners' needs of students with ID AND ASD in the areas of motor skills, academics, social skills, communication skills, and activities of daily living. Observe learning activities and learn how to differentiate each activity to meet earlier or later learners' needs.

**LEADER(S):** Sue MacVicar-Stewart, Toronto District School Board, Ontario, Canada

**9:45 AM-10:45 AM    SESSION: 77    ROOM: 203****Effects of College Entrance Essay Exam Instruction for High School Struggling Writers****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI); Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

We share the results of a study that examined the effectiveness of argumentative writing instruction for the ACT writing exam using SRSD. Students increased the quality of their plans, the number of argumentative elements, overall ACT essay score, number of words, and number of transition words in their ACT essays.

**LEADER(S):** Amber Ray, Arizona State University, Tempe**9:45 AM-10:45 AM    SESSION: 78    ROOM: 313****Get Ready for the Real Deal: Effective and Meaningful Strategies for IEP Meeting Practice****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We offer an exciting approach to prepare educators for effective IEP meetings. Learn a variety of strategies used to prepare novice, and even expert educators, with collaborative team-based approaches. Tools and techniques are presented for use in practice, PD, and even teacher preparation programs.

**LEADER(S):** Tracy Gershwin Mueller, University of Northern Colorado, Greeley**PRESENTER(S):** Aimee Massafra, Thornton, CO; Anna Moriarty Vick, University of Northern Colorado, Greeley**9:45 AM-10:45 AM    SESSION: 79    ROOM: 308****Litigation and Students With Disabilities: An Overview of Cases From 2015****TOPIC:** Public Policy**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Join us as we highlight trends and cases (court decisions, OCR rulings, and state educational agency hearings) involving students with disabilities in 2015. We will summarize practice implications of the litigation and describe practices to be compliant with current legislation.

**LEADER(S):** Jennifer Counts, Clemson University, SC**PRESENTER(S):** Antonis Katsiyannis and Michelle Popham, Clemson University, SC**9:45 AM-10:45 AM    SESSION: 80    ROOM: 210****Program Chair Featured: CEC: Why We Join and Why We Stay****TOPIC:** Research**SECONDARY TOPIC:** Pioneers/Historical Perspectives**FORMAT:** Presentation with Q&A

We will discuss survey research of professional membership of two distinct groups: students with 1-5 years of membership and professionals with at least 15 years of active and continuous service within CEC. Join us and learn why individuals join and why they may maintain their continued involvement in that organization.

**LEADER(S):** Jannis Floyd, Mansfield University, PA; Vicki McGinley, West Chester University, PA; Cheryl Zaccagnini, Shippensburg University, PA**9:45 AM-10:45 AM    SESSION: 81    ROOM: 300****Program Chair Featured: Executive Function, Persistence, and Resilience: The Keystones of Academic Success****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We will address the cyclical relationship that connects executive function strategies with academic performance, effort, and resilience and the implications for teaching students with LD and ADHD. Leave with strategies for promoting metacognitive awareness, cognitive flexibility, and executive function across content areas and grades.

**LEADER(S):** Lynn Meltzer, Institutes for Learning and Development, Lexington, MA**9:45 AM-10:45 AM    SESSION: 82    ROOM: 205****Publication Bias in Special Education Meta-Analyses****TOPIC:** Research**FORMAT:** Presentation with Q&A

We will discuss the results of our study that examined reporting of publication bias in meta-analyses published in special education journals. Among the 109 meta-analyses, we found that only a third examined publication bias and that a third of the group design meta-analyses had evidence of publication bias.

**LEADER(S):** Nicholas Gage, University of Florida, Gainesville**PRESENTER(S):** Bryan Cook, University of Hawaii at Manoa, Honolulu

9:45 AM-10:45 AM SESSION: 83 ROOM: 108

**Re-Imagining Inclusive Special Education Service Delivery****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Inclusive service delivery models for schools are presented within a MTSS framework, based on data from 69 schools. Nine conceptual/programmatic shifts are described to facilitate inclusive schooling for the full range of students with disabilities. We explore model development suited to local contexts.

**LEADER(S):** Michael Giangreco, University of Vermont, Burlington

9:45 AM-10:45 AM SESSION: 84 ROOM: 204

**Review of Practices to Prevent or Reduce the Use of Crisis Procedures****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We will present findings, recommendations, and implications of a systematic literature review on the use of seclusion and restraint of students with disabilities. We will also share tools that give guidance to schools on responding to crisis procedures.

**LEADER(S):** Kate Dooley, University of Connecticut, Storrs

**PRESENTER(S):** Laura Kern, Jennifer Freeman, and Brandi Simonsen, University of Connecticut, Storrs

9:45 AM-10:45 AM SESSION: 85 ROOM: 310

**Special Education Teacher Licensure: Impact on Teacher Shortages and Student Outcomes****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

We updated and supplemented Geiger et al.'s (2003) analysis of special education licensure to ascertain whether trends had been sustained and to identify new practices. We will discuss how states are licensing teachers to work with students with ASD and also add a consideration of licensure tiers.

**LEADER(S):** Paul Sindelar, University of Florida, Gainesville

**PRESENTER(S):** Jonte Myers and Tiffany Fisher, University of Florida, Gainesville

9:45 AM-10:45 AM SESSION: 86 ROOM: 109

**Strand B, Session 1: When Do We Get to Later? The Critical Role of Leadership Expanding Multi-Tiered Systems to Include Intensive Intervention****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We will describe the critical components of implementation science that educators and leaders should know and will discuss the development and implementation of a coherent, districtwide system of support using the DBI approach to providing intensive intervention in mathematics for elementary students with disabilities.

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

**PRESENTER(S):** William Rasplika, Franklin Pierce Schools, Tacoma, WA; Sarah Arden, American Institutes for Research, Washington, DC

9:45 AM-10:45 AM SESSION: 87 ROOM: 309

**Strand D, Session 1: Disproportionality in School Discipline and Directions for Equity-Oriented Reform****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

We will share the findings of the Discipline Disparities Collaborative, a 3-year national initiative weaving together research, practice, and policy on disproportionality in discipline and the school-to-prison pipeline. We present new findings on the status of disparities and highlight principles for reducing discipline disparities.

**LEADER(S):** Anne Gregory, Rutgers University, New Brunswick, NJ

**PRESENTER(S):** Russell Skiba, Indiana University, Bloomington

9:45 AM-10:45 AM SESSION: 88 ROOM: 311

**Strand E, Session 1: Practical Evidence-Based Skills Training for Rising Urban Special Education Leaders****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

USELT Scholars will share their model doctoral program's strategies that contributed to their mastery of urban special education leadership skills, as evidenced by their responses on the Special Education Leadership Appraisal Scale (SELAS). Ideas for program replication will be explored.

**LEADER(S):** Constance Lyttle, Urban Special Leaders for Tomorrow (USELT) Project at Drexel University, Philadelphia, PA; Pamela Baker, George Mason University, Fairfax, VA/Drexel University USELT Project, Philadelphia, PA

9:45 AM-10:45 AM SESSION: 89 ROOM: 104

**Structured Beginnings and Endings Impact on Behavior****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Our study sought to determine if teachers' use of students' names per verbal directive would reduce off-task classroom behavior. We discuss the results which show that teachers' use of students' names was effective at reducing off-task behaviors for all student participants and enhancing one positive behavior for one student.

**LEADER(S):** Claudia Otto, Oklahoma State University, Stillwater

9:45 AM-10:45 AM SESSION: 90 ROOM: 301

**Teacher Evaluation and Students With Disabilities: Are Evaluation Rubrics Designed to Support Teacher Development in Classroom Management?****TOPIC:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Students with disabilities may exhibit problem behavior in the classroom but teachers lack the classroom management skills necessary for supporting these students. We examined the extent to which classroom management is included in teacher evaluation. Learners will leave understanding how to incorporate classroom management skills into existing rubrics.

**LEADER(S):** Allison Gilmour, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Caitlyn Majeika, Amanda Sheaffer, and Joseph Wehby, Vanderbilt University, Nashville, TN

9:45 AM-10:45 AM SESSION: 91 ROOM: 200

**The 70% Solution to Co-Teaching****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Co-teaching works--sometimes. Join this session to learn what the BEST co-teachers do for 70% of class time to make it work! We will share evidence from action research and personal experience, provide you practical tips, and send you off with tools to improve your co-teaching outcomes.

**LEADER(S):** Anne Beninghof, Ideas for Educators, Lafayette, CO

**PRESENTER(S):** Sonya Kunkel, Capitol Region Education Council, Hartford, CT

9:45 AM-10:45 AM SESSION: 92 ROOM: 208

**Tiered Supports for Culturally and Linguistically Diverse Learners: Lessons From School Implementation****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

This session describes challenges of implementing RTI in schools with diverse populations and summarizes one school's experience with implementation, including a 2-year process of continuous improvement of problem solving and intervention protocols. We review recommended practices for supporting all learners at all tiers of instruction and intervention.

**LEADER(S):** Patricia Rice Doran, Towson University, MD

**PRESENTER(S):** Amy Noggle, Towson University, MD; Heather Wilson, Jessica Blasic, Chrisandra Richardson, and Emmanuel Jean-Philippe, Montgomery County Public Schools, MD

9:45 AM-10:45 AM SESSION: 93 ROOM: 111

**Triangulating the IEP With Industry Standards: Does It Make a Difference?****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Triangulating transition components of the IEP with industry standards, state standards, and graduation requirements has emerged as an innovative practice. We know it has potential for creating a relevant, compliant, and defensible IEPs, but what evidence do we have? We discuss the process and the impact on student outcomes.

**LEADER(S):** Lori Peterson, University of Northern Colorado, Greeley**PRESENTER(S):** Andrea Suk, University of Oklahoma, Norman; Jessica Hovland, University of Northern Colorado, Greeley

9:45 AM-10:45 AM

ROOM: LEARNING LAB 1, HALL C

**★ Exhibitor Showcase: Crisis on the Bus: Strategies for Maintaining Safety****FORMAT:** Exhibitor Showcase Session

Bus drivers face the same challenges other educational professionals do, but in confined spaces while alone and with the added risk of being in a moving vehicle. We address rules, noncompliance, limit setting strategies, and avoiding being drawn into power struggles so that safety is maintained.

**LEADER(S):** Pam Sikorski, Marvin Sharp, Crisis Prevention Institute, Inc. (CPI), Milwaukee, WI

9:45 AM-10:45 AM

ROOM: LEARNING LAB 2, HALL C

**★ Exhibitor Showcase: Employability 101: Top 8 Soft Skills for Workplace Readiness****FORMAT:** Exhibitor Showcase Session

Preparing your students for life after school has a lot to do with the soft skills. Join us to learn how soft skills actually account for 85% of success, the top eight soft skills employers are looking for, and how to assess and teach these critical skills to your students.

**LEADER(S):** Art Janowiak III, The Conover Company, Appleton, WI

9:45 AM-10:45 AM

ROOM: LEARNING LAB 1A, HALL C

**★ Exhibitor Showcase: Schoolwide Positive Behavior Support: Improve Safety and Climate****FORMAT:** Exhibitor Showcase Session

Learn how to create a safe, positive, and consistent schoolwide behavior plan using STOIC. Also, learn how to use Foundations, a CASE-endorsed program, to reduce suspensions and improve academic achievement in urban, suburban, and rural schools.

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

9:45 AM-10:45 AM

ROOM: 306

**★ Exhibitor Showcase: Strategies for Teaching Based on Autism Research: The STAR Program****FORMAT:** Exhibitor Showcase Session

Learn a comprehensive evidence-based, research-validated program for students with autism. Use effective tools to assess and teach students the critical skills necessary for success at home and school. The STAR Program can provide the framework for a comprehensive program aligned to state standards and IEP goals.

**LEADER(S):** Cami Algaier, STAR Autism Support, Portland, OR

9:45 AM-10:30 AM

SESSION: 95

ROOM: POSTER 3, BALLROOM A

**A Meta-Analysis of Single-Case Reading Interventions for Students With and At-Risk for EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

A meta-analysis of single-subject reading interventions for students with and at-risk of EBD was conducted, with 30 studies published between 1970 and 2016 identified. We will highlight potentially effective reading interventions for students with and at-risk of EBD.

**LEADER(S):** John McKenna, University of Massachusetts, Lowell**PRESENTER(S):** Mikyung Shin, Jeonju University, Seoul, South Korea; Kathleen Pfannenstiel, American Institutes for Research, Austin, TX

**9:45 AM-10:30 AM****SESSION: 96      ROOM: POSTER 16, BALLROOM A****A Microanalysis of Teacher and Student Interactions****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI); Multi-Tier System of Supports**FORMAT:** Poster Session

We targeted Tier 2 ELL participants to examine teacher's decision-making processes in connection to classroom-based practices during literacy moments. We examined the decision-making processes regarding instructional moves, interventions, or special education referrals and will discuss the results.

**LEADER(S):** Sarah Diaz, Arizona State University, Tempe**PRESENTER(S):** Alfredo Artiles, Arizona State University, Tempe**9:45 AM-10:30 AM****SESSION: 97      ROOM: POSTER 13, BALLROOM A****Building a Culturally Responsive Framework for Students With ID to Increase Postsecondary Outcomes****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

This session will provide a framework for assisting CLD students with moderate-severe ID. Strategies for general curriculum access, academic instruction, meaningful collaboration with families and educators, as well as suggestions for enhancing postsecondary outcomes will be provided.

**LEADER(S):** Christopher Rivera, East Carolina University, Greenville, NC**PRESENTER(S):** Joshua Baker and Tracy Spies, University of Nevada, Las Vegas; Pamela Mims, East Tennessee State University, Johnson City; Ginevra Courtade, University of Louisville, KY**9:45 AM-10:30 AM****SESSION: 98      ROOM: POSTER 9, BALLROOM A****But for Whom? Participant Analysis for EBPs for Students With Moderate and Severe Disabilities****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

As calls for utilizing EBPs continues, one wonders for whom these practices work. Questions arise such as who are the participants? In what settings are the practices implemented? This session will describe an analysis of the participants included in evidence-based practices for students with severe disabilities.

**LEADER(S):** Meaghan McCollow, Central Michigan University, Mount Pleasant**PRESENTER(S):** Talya Kemper, California State University, Chico**9:45 AM-10:30 AM****SESSION: 99      ROOM: POSTER 11, BALLROOM A****Celebrating 30 Years of the NJC: Empowering Individuals With Severe Disabilities****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

The National Joint Committee for the Communication Needs of Persons With Severe Disabilities celebrated its 30th year in 2016. We present the committee's history and current areas of contribution. You will learn about available products, services, and opportunities to interact with the NJC, and how to support your advocacy efforts.

**LEADER(S):** Diane Paul, ASHA, Rockville, MD**PRESENTER(S):** Susan Bruce, Boston College, Chestnut Hill, MA**9:45 AM-10:30 AM****SESSION: 100      ROOM: POSTER 18, BALLROOM A****Cognitive and Linguistic Moderators of Math Equivalence Intervention****TOPIC:** Research**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Our study examined cognitive and linguistic moderators of symbolic and nonsymbolic math equivalence intervention. Results, implications, and recommendations will be discussed.

**LEADER(S):** Jason Chow, Virginia Commonwealth University, Richmond

9:45 AM-10:30 AM

SESSION: 101 ROOM: POSTER 5, BALLROOM A

**Collaborative Instructional Strategies to Support Students With Disabilities in Inclusive Math Classrooms****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We examined collaborative instructional strategies used in inclusive middle school classrooms to support students with disabilities. Data suggest ways special educators can support students with disabilities and ways that teachers can work together in inclusive math classrooms to deliver instruction for all students.

**LEADER(S):** Mark Butler, Indiana University, Bloomington

9:45 AM-10:30 AM

SESSION: 102 ROOM: POSTER 8, BALLROOM A

**Constructing Inclusive Learning Settings Through Drama-Enhanced Literacy Practices****TOPIC:** Arts in Special Education**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

This study examined how the Early Years Educators at Play (EYEPlay) PD program constituted inclusive learning settings for all children, including ELLS and students with disabilities. We will discuss the EYEPlay PD model, teacher and child outcomes, and field setting experiences

**LEADER(S):** Sultan Kilinc, Arizona State University, Tempe**PRESENTER(S):** Kathleen Farrand, Arizona State University, Tempe

9:45 AM-10:30 AM

SESSION: 103 ROOM: POSTER 15, BALLROOM A

**Creating Inclusive University Classrooms Focusing on Diversity and UDL****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

U.S. and Spanish researchers investigated inclusive strategies reported by university students about implementation of UDL methods in teacher preparation programs. We discuss the results which led to recommendations for university faculty to effectively implement Universal Design for students with disabilities and CLD learners.

**LEADER(S):** Patricia Peterson, Northern Arizona University, Flagstaff**PRESENTER(S):** Cecilia Simon, Universidad Autonoma de Madrid, Spain; Susan Stoddard, Marana High School, Tucson, AZ; Kathleen Abou-Rjaily, Northern Arizona University, Flagstaff

9:45 AM-10:30 AM

SESSION: 104 ROOM: POSTER 1, BALLROOM A

**Dimensions of Communication: A Contextual Approach to Assessment****TOPIC:** Assessment**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Poster Session

Dimensions of Communication is an assessment protocol and intervention tool that uses a contextual approach to identify and evaluate natural communication skills and social interaction behaviors of children who are deafblind and/or nonverbal. We will provide information on the tool, currently under revision.

**LEADER(S):** Nancy Sall, Teachers College, Columbia University, New York, NY**PRESENTER(S):** Cathy Rikhye, Teachers College, Columbia University, New York, NY

9:45 AM-10:30 AM

SESSION: 105 ROOM: POSTER 22, BALLROOM A

**Do Your Classes Click? Interactive Remotes Help Teachers Develop Pedagogical Expertise****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We examined the effects of using interactive remotes to develop teachers' understanding of effective pedagogy, including three EBPs: active participation, frequent review and feedback, and formative assessment. Teachers who experienced the technology showed increased understanding of the targeted practices.

**LEADER(S):** Linda Forbringer, Southern Illinois University Edwardsville

9:45 AM-10:30 AM

SESSION: 106 ROOM: POSTER 6, BALLROOM A

**Extending a College-School Partnership to the Community: Supporting Access to the 'Big Read' Project for Students With Significant Disabilities****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We describe a College-School collaborative project in which teacher candidates created adapted summaries of a grade-appropriate text for secondary students with significant cognitive disabilities to promote participation in their community library's 'Big Read' event.

**LEADER(S):** Katherine Trela, Marist College, Poughkeepsie, NY

9:45 AM-10:30 AM

SESSION: 107 ROOM: POSTER 4, BALLROOM A

**Functional Assessment-Based Interventions: Professional Learning Series to Build Educators' Knowledge, Confidence, and Perceived Usefulness****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

FABIs offer systematic approaches to designing, implementing, and evaluating functional behavior assessments/behavior intervention plans. We examined shifts in participants' knowledge, confidence, use of FBI concepts, and case completion, as well as the quality of FABIs. Future considerations are discussed.

**LEADER(S):** Eric Common, University of Kansas, Lawrence**PRESENTER(S):** Kathleen Lynne Lane, University of Kansas, Lawrence

9:45 AM-10:30 AM

SESSION: 108 ROOM: POSTER 21, BALLROOM A

**Gifted and Talented Education in the Arab World: A Systematic Literature Review****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** International Programs/Services**FORMAT:** Poster Session

Arab countries are increasingly emphasizing the education of students who are gifted and talented. We will discuss and compare the literature on gifted and talented education in the Arab world based on a systematic review of the journal literature in Arabic and English since 2006.

**LEADER(S):** Clayton Keller, Qatar University, Doha**PRESENTER(S):** Rania Sawalhi and Afnan Alkhatib, Qatar University, Doha

9:45 AM-10:30 AM

SESSION: 109 ROOM: POSTER 2, BALLROOM A

**Interprofessional Education: Training Teachers and Related Service Providers to Serve on an IEP Team****TOPIC:** Strategies for Entry to the Special Education Career**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

Teachers and related service providers often do not meet or collaborate outside of the IEP team meeting. To change that, students at the graduate and undergraduate levels in the Schools of Education and Health Professions collaborate to experience a problem-based learning mock IEP meeting. Join us!

**LEADER(S):** Wanda Routier, Concordia University Wisconsin, Mequon**PRESENTER(S):** Linda Hensel, Concordia University Wisconsin, Mequon

9:45 AM-10:30 AM

SESSION: 110 ROOM: POSTER 14, BALLROOM A

**Literature Review of Teacher Preparation for Effectively Collaborating With Families****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

The results of this literature review demonstrate that further research is needed to support the development of best practices in preparing preservice teachers to build effective collaborative relationships with parents. We focus on the skills teachers need and the best methods for teaching these skills to preservice teachers.

**LEADER(S):** Robbielynn Maney, University of Massachusetts, Amherst

9:45 AM-10:30 AM

SESSION: 111 ROOM: POSTER 19, BALLROOM A

**Math Word Problem Solving by Students With VI: Comparison of an iPad App and Print/Braille****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We discuss the findings from an evaluation of an iPad app accompanied by print or Braille materials for algebra-readiness math designed for students with mild, moderate, or severe VI. The app package will be available from the American Printing House for the Blind.

**LEADER(S):** Carole Beal, University of Florida, Gainesville**PRESENTER(S):** L. Penny Rosenblum, University of Arizona, Tucson



9:45 AM-10:30 AM

SESSION: 112 ROOM: POSTER 12, BALLROOM A

**Predictors of Community Participation of Youth With Severe Disabilities From NLTS-2****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Poster Session

We investigated predictors of community participation of youth with severe disabilities using data from the NLTS-2. Results indicated that access to social networks while in school is a strong predictor of both post-high school community involvement and social engagement. Limitations, future research, and implications are addressed.

**LEADER(S):** Hyunjoo Lee, Inha University, Incheon, South Korea

9:45 AM-10:30 AM

SESSION: 113 ROOM: POSTER 17, BALLROOM A

**Secondary Common Core Standards in Mathematics: Successfully Including Adolescents With LD****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We provide an overview of the rigorous expectations of the CCSS for all students in secondary mathematics classes. Learn how to effectively and efficiently reach the secondary CCSS by using evidence-based practices in mathematics classrooms to the benefit of all students, especially those with LD.

**LEADER(S):** Douglas Dexter, Pennsylvania State University, University Park**PRESENTER(S):** Courtney Dexter, Pennsylvania State University, University Park

9:45 AM-10:30 AM

SESSION: 114 ROOM: POSTER 7, BALLROOM A

**Special Education Teachers' School Working Environments and Quality of Instruction in the Co-Taught Classroom****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Poster Session

We examined the degree to which special educators' working environments predict instructional quality in co-taught general education classrooms. Learn about the variation in the quality of co-teaching practices across classrooms and schools, and factors associated with high-quality instruction in inclusive environments.

**LEADER(S):** Amanda Redash, Boston University, MA**PRESENTER(S):** Nathan Jones, Boston University, MA

9:45 AM-10:30 AM

SESSION: 115 ROOM: POSTER 10, BALLROOM A

**Teaching Mathematics to Students With ASD: An Updated Literature Review****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

We will review the current literature surrounding mathematics interventions for students with ASD to provide insights about effective mathematics instruction. Learn mathematical areas of strength and weakness of students with ASD, review effective instructional practices, and discuss recommended adaptations.

**LEADER(S):** Sarah Cox, Florida State University, Tallahassee**PRESENTER(S):** Nanette Hammons and Elizabeth Jakubowski, Florida State University, Tallahassee

9:45 AM-10:30 AM

SESSION: 116 ROOM: POSTER 24, BALLROOM A

**The Effects of Online Reciprocal Peer Revision Instruction for Students With Various Writing Abilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Online digital writing platforms allow students to work collaboratively with no restriction in physical time and spaces. We examine the effects of upper elementary struggling and skilled writers' narrative writing performances when collaboratively revising their stories online as compared to students working independently.

**LEADER(S):** Sung Hee Lee, Youngstown State University, OH

9:45 AM-10:30 AM

SESSION: 117 ROOM: POSTER 20, BALLROOM A

**The Janus Project: Looking Back to Move the Field Forward****TOPIC:** Pioneers/Historical Perspectives**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

This session uses video excerpts of conversations of pioneers and current leaders of the field of education of students with emotional-behavioral disorders to reexamine the historical experiences of these pioneers. They will also share their reflections on the future of the field and provide suggestions for people entering the field.

**LEADER(S):** James Teagarden, Kansas State University, Manhattan**PRESENTER(S):** Marilyn Kaff, Kansas State University, Manhattan

**9:45 AM-10:30 AM****SESSION: 118      ROOM: POSTER 23, BALLROOM A****Universal Procedures for Attendance: Students Must Be Present to Benefit From School****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Poster Session

In this session you will learn about a universal approach to addressing absenteeism within a multi-tiered system of support framework. Five core components will be discussed that will help schools to increase their average daily attendance and decrease the percentage of students who are chronically absent.

**LEADER(S):** Tricia Berg, University of Oregon, Eugene**PRESENTER(S):** Beth Harn, University of Oregon, Eugene**11:00 AM-12:00 PM      SESSION: 119      ROOM: 306****How to Write for EC and TEC****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):** Kristin Sayeski, University of Georgia, Athens**PRESENTER(S):** John Wills Lloyd and Bill Therrien, University of Virginia, Charlottesville**11:00 AM-12:00 PM      SESSION: 120      ROOM: 312****A Social Network Toolkit for Creating More Inclusive Classrooms****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

We introduce a social network toolkit to general and special education practitioners working in the field of special and general education. Join us and learn how this toolkit enables educators to examine and understand the social interactions and peer relationships in support of inclusion.

**LEADER(S):** Christoforos Mamas, University of California, San Diego**11:00 AM-12:00 PM • SESSION: 121 • ROOM: 201****Best Interventions for Internalizing Disorders****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Anxiety and depression are commonly overlooked or undertreated. Although sometimes internalizing behaviors lead to discipline problems in schools, more often they do not. Learn to identify symptoms and plan screening programs, and review a variety of EBPs for students in general education, risk-groups, and individualized programs.

**LEADER(S):** Kimberly Vannest, Texas A&M University, College Station**11:00 AM-12:00 PM  
SESSION: 122 • ROOM: 101****★ CEDS SHOWCASE ★****Autism Assessment to IEP: Navigation and Best Practice Between Systems****TOPIC:** Assessment**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

By having a more concise understanding of the specific needs of the child with autism, IEP goals and objectives will be a truer reflection of the needs of the child. Join us as we discuss autism assessment and strategies to navigate between various disciplines and facilitate best practice instructional strategies.

**LEADER(S):** Norman Geller, Virginia Commonwealth University, Richmond**11:00 AM-12:00 PM      SESSION: 123      ROOM: 107****Collaborating for Success: What General Educators Want Special Educators to Know****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Results of a national survey based on experiences of general educators who include students with IEPs in their classrooms are presented. Their suggestions for collaborating coupled with current research will be shared. Participants will then generate a menu of strategies for their collaborative work and personal 'next steps.'

**LEADER(S):** Gail Cahill, Lesley University, Cambridge, MA**PRESENTER(S):** Barbara Govendo, Lesley University, Cambridge, MA

11:00 AM-12:00 PM SESSION: 124 ROOM: 105

**Deaf Education: Where Are We and Where Do We Need to Be?****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Research**FORMAT:** Panel

The field of Deaf Education has undergone significant changes and faces challenges in instructional effectiveness, teacher preparation, and research-based practices. We continue the conversation from the 2015 and 2016 CEC Convention panels about challenges and future directions for the field, and form break out groups to discuss topics specific to stakeholders.

**LEADER(S):** Becca Jackson, Minnesota Department of Education, St. Paul, MN

**PRESENTER(S):** Debra Lively, Saginaw Valley State University, University Center, MI; Suzanne Raschke, Midland County Educational Service Agency, MI; Kevin Miller, Concordia University, Seward, NE

11:00 AM-12:00 PM  
SESSION: 125 • ROOM: 305**★ DEC SHOWCASE ★****Solutions and Strategies to Support Access to Natural and Inclusive Environments for All Children****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

High quality inclusive environments are correlated with positive outcomes for children, including children with disabilities. We will outline the current state of preschool inclusion and highlight common strategies and solutions that support the Division for Early Childhood Environment Recommended Practices (2014).

**LEADER(S):** Erin Barton, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Barbara Smith, University of Colorado, Denver

11:00 AM-12:00 PM  
SESSION: 126 • ROOM: 301**★ DISES SHOWCASE ★****A Look at the Past, Present, and Future****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

We will highlight how globalization has changed the role of DISES in addressing the special educational needs of children and youth with disabilities over the last 15 years. A representative panel of former DISES Presidents who have lived and worked abroad will discuss their own experiences involving international special education.

**LEADER(S):** Vicky Spencer, Johns Hopkins University, Baltimore, MD

**PRESENTER(S):** Clayton Keller, Qatar University, Doha, Qatar; Thomas Gumpel, The Hebrew University of Jerusalem, Israel; Alice Farling, DISES Past President and International Consultant, Estero, FL; Eileen Raymond, Nelson Mandela Metropolitan University, Port Elizabeth, South Africa; Todd Fletcher, University of Arizona, Tucson

11:00 AM-12:00 PM SESSION: 127 ROOM: 206

**Do We Know Enough About the Effectiveness of Literacy Coaching for Classroom Teachers?****TOPIC:** Research**SECONDARY TOPIC:** Response to Intervention (RtI):

Multi-Tier System of Supports

**FORMAT:** Presentation with Q&A

We completed a study to determine what is known about literacy coaching that may lead to its effectiveness in promoting student outcomes. We will discuss the results which showed that more work is needed to understand possible positive links between literacy coaching and student reading growth.

**LEADER(S):** Mary Bratsch-Hines, University of North Carolina, Chapel Hill

**PRESENTER(S):** Lynne Vernon-Feagans, University of North Carolina, Chapel Hill

11:00 AM-12:00 PM SESSION: 128 ROOM: 200

**Driving Technology to Include All 21st Century Learners****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Learn how to incorporate thematic interdisciplinary technology-based activities into choice boards for all classrooms and learning styles! The underlying concepts of UDL and how it supports DI will also be addressed. This hands-on session will allow you to create your own technology-based individualized choice board.

**LEADER(S):** Julie Norflus-Good, Ramapo College, Mahwah, NJ

11:00 AM-12:00 PM  
SESSION: 129 • ROOM: 208

## ★ DVIDB SHOWCASE ★

**Identifying Preferences for Learners With Severe/ Multiple Disabilities and Visual Impairment Including Deaf Blindness****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Presentation with Q&A

The presenter will review the evidence-base supporting the assessment and inclusion of preferences for instructional planning for learners with severe/multiple disabilities. Learn strategies for embedding preferences to promote communication and functional skills and how to improve the quality of learning for these students.

**LEADER(S):** Sarah Ivy, Florida State University, Tallahassee

11:00 AM-12:00 PM SESSION: 130 ROOM: 303

**Empowering African American Males With Disabilities****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

This session will focus on initial research to support engaging African American males and parents in the education process. We will offer relevant resources and tools to school and community personnel serving African American males with disabilities in Grades 9-11.

**LEADER(S):** John McNaught, James Madison University, Harrisonburg, VA

**PRESENTER(S):** Amanda Randall, James Madison University, Harrisonburg, VA

11:00 AM-12:00 PM SESSION: 131 ROOM: 110

**Evidence-Based Predictors and Practices for Promoting Positive Transition Employment Outcomes****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Evidence-based predictors and practices will be identified for promoting positive postschool outcomes for employment. Engagement rates along with reasons for non-engagement will be shared with findings from the Ohio Longitudinal Transition Study and compared to national data as it relates to transition age students with moderate/intensive needs.

**LEADER(S):** Carol Sparber, Kent State University, OH

11:00 AM-12:00 PM SESSION: 132 ROOM: 203

**How Students With LD Develop Metacognition and EF to Be Strategic Performers****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Strategy use involves using metacognition and EF, not just following steps. Case studies of students with LD reveal differences in how they learned an accommodation strategy, demonstrating differences in when and how metacognitive control emerged and the influence that had on strategy performance.

**LEADER(S):** David Scanlon, Boston College, Chestnut Hill, MA

**PRESENTER(S):** Heidi Paisner-Roffman and Allison Nannemann, Boston College, Chestnut Hill, MA

11:00 AM-12:00 PM SESSION: 133 ROOM: 103

**If You Can't Do It in More Than One Setting – It Is Not a Functional Skill! Teaching Social and Communication Skills to Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

This session will highlight the importance of assessing and programming for generalization of social and communication skills, summarize how various EBPs may be used to teach skills and foster generalization in individuals with ASD, and demonstrate how to monitor progress.

**LEADER(S):** L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

**PRESENTER(S):** Erin Farrell, University of St. Thomas, Minneapolis, MN

11:00 AM-12:00 PM SESSION: 134 ROOM: 313

**Math and Science Practices in Instructional Planning and Assessment for Students With Significant Cognitive Disabilities****TOPIC:** STEM**SECONDARY TOPIC:** Accountability Systems for Students with Disabilities**FORMAT:** Presentation with Q&A

New alternate content standards are linked to and provide access to the Standards of Mathematical Practice and Science and Engineering Practices. Participants will learn how to incorporate shared practices into instruction. Examples from the alternate assessments will be used to illustrate practices.

**LEADER(S):** Lindsay Ruhter, University of Kansas, Lawrence**PRESENTER(S):** Lori Andersen and Allison Lawrence, University of Kansas, Lawrence

11:00 AM-12:00 PM SESSION: 135 ROOM: 207

**Need Behavior Management for Teenaged Students? Try These Classwide and Self-Management Strategies!****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We will share information on The Good Behavior Game and a Self-Monitoring of Attention strategy. Both use a smart phone app and increase classroom engagement of students with disabilities in high schools. You will learn explicit steps for implementing these Tier 2 behavior management interventions in inclusive or special education settings.

**LEADER(S):** Matthew Johnson, Augustana College, Sioux Falls, SD**PRESENTER(S):** Kathleen Cook, Augustana College, Sioux Falls, SD

11:00 AM-12:00 PM SESSION: 137 ROOM: 108

**Program Chair Featured: The Positive Effects of Behavior Specific Praise****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

The positive effects of behavior-specific praise is one of the most widely researched strategies, yet it is underutilized in most classrooms. This session will highlight the importance of praise and its usefulness as an integral part of 'bundling' of multiple evidence-based strategies.

**LEADER(S):** Robert Gable, Old Dominion University, Norfolk, VA**PRESENTER(S):** Lauren Collins, University of Hawaii, Honolulu

11:00 AM-12:00 PM SESSION: 138 ROOM: 310

**Standards Alignment: A Tool for Higher Education Curriculum Development****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

A collaborative initiative to align CEC, DEC, NAEYC standards for the development of blended curricula and documents for accreditation review is highlighted. We will discuss history and rationale for standards alignment, the alignment process, alignment resources, and alignment uses and dissemination strategies.

**LEADER(S):** Vicki Stayton, Western Kentucky University, Bowling Green**PRESENTER(S):** Mary Beth Bruder, University of Connecticut, Farmington

11:00 AM-12:00 PM SESSION: 139 ROOM: 205

**Statewide Model of Building Capacity and Leadership Teams for IEP Development****TOPIC:** Accountability Systems for Students with Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

An educational resource center began an initiative to train and provide coaching on data-driven standards-based IEPs and behavioral goal development across the state. Learn about the success of capacity-building models and leadership teams of professional developments as it relates to creating data-driven, measurable IEPs.

**LEADER(S):** Susan Veenema, University of Delaware, Newark**PRESENTER(S):** Steve Smith, University of Delaware, Newark

11:00 AM-12:00 PM SESSION: 140 ROOM: 109

**Strand B, Session 2: Sustaining Implementation of Effective Coaching: Resources and Reflections****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Panel

We provide an overview of two models of coaching: teacher-level coaching and systems-level coaching. We also share resources developed in conjunction with a NCSI and practitioners to support the use of coaching. Educators with experience using the tools share their perspectives of implementing coaching to improve teacher and leader practice, and learner outcomes.

**LEADER(S):** Jennifer Pierce, American Institutes for Research, Washington, DC**PRESENTER(S):** Kathleen Pfannenstiel, American Institutes for Research, Austin, TX; Wendy Stoica, Ohio Department of Education, Columbus

11:00 AM-12:00 PM SESSION: 141 ROOM: 309

**Strand D, Session 2: Bias-Based Beliefs in Schools and Its Impact on Disproportionality****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

This session focuses on the role of bias-based beliefs as a fabric of school culture and its impact on setting the stage for disproportionate outcomes. We will discuss three types of bias-based beliefs in schools and will show you how to reduce them and promote healthy cross-cultural beliefs.

**LEADER(S):** Edward Fergus, New York University, NY

11:00 AM-12:00 PM SESSION: 142 ROOM: 311

**Strand E, Session 2: Empowering Urban Special Education Leaders Through Legally Compliant Strategies****TOPIC:** Public Policy**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Since the passage of PL 94-142, 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. We will review legal tips and strategies, customizing the application to your school's special education programs.

**LEADER(S):** Angel Shelley Royal, Drexel University, Philadelphia, PA

**PRESENTER(S):** Justin Lien, Drexel University, Philadelphia, PA/District of Columbia Public School, Washington, DC; Charlotte Brickhouse, School District of Philadelphia/Drexel University, PA; Michelle Nutini, Urban Special Leaders of Tomorrow (USELT) Project at Drexel University, Philadelphia, PA; LaTyne Wise, USELT at Drexel University/Philadelphia School District, PA; Constance Lyttle, USELT at Drexel University, Philadelphia, PA



11:00 AM-12:00 PM • SESSION: 143 • ROOM: 300

**Technology in Math Instruction****TOPIC:** Technology and Media**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Rajiv Satsangi, George Mason University, Fairfax, VA

### ■ A Comparison of Two Blended Learning Models of Math Instruction for Students in Alternative School Settings

We describe a study comparing the station-rotation blended learning format to the flipped-classroom blended learning format to instruct math. We will provide a detailed description of both instructional models and share the findings in regards to academic engagement/on-task behavior and math achievement.

**LEADER(S):** Zachary Johnson, Georgia State University, Atlanta**PRESENTER(S):** David Houchins, Georgia State University, Atlanta

### ■ Using Video-Based Interventions and Real-World Simulated Problems to Teach Mathematical Problem Solving

Video-based interventions have shown effectiveness in teaching daily living skills to individuals with DD, but more research is needed in other areas such as mathematical problem solving. We address the effects of video prompting paired with systematic instruction on the acquisition of solving real-world mathematical problems.

**LEADER(S):** Alicia Saunders, University of North Carolina, Charlotte**PRESENTER(S):** Luann Ley Davis and Fred Spooner, University of North Carolina, Charlotte

### ■ Using Technology-Based Interventions to Improve Math Skills for Students With DD: A Literature Review

We explored the relation between technology-based math interventions and math skills performance of students with DD. 10 studies were reviewed, which provided interventions to 64 students with autism and ID. The findings suggested technology-based interventions can improve both academic and functional achievement in math for students with DD.

**LEADER(S):** Xuan Yang, Purdue University, West Lafayette, IN

**11:00 AM-12:00 PM SESSION: 144 ROOM: 308****Tiered Family-Professional Partnerships: Strategies at the School- Class- and Individual-Level****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Although IDEA and ESSA include mandates for 'parent participation' there is a need for strategies that school professionals and families can use to maximize trusting, reciprocal partnerships. We will identify and discuss barriers that prevent family-professional partnerships, as well as existing strengths and resources.

**LEADER(S):** Grace Francis, George Mason University, Fairfax, VA**PRESENTER(S):** Sarah Nagro, George Mason University, Fairfax, VA; Shana Haines, University of Vermont, Burlington**11:00 AM-12:00 PM SESSION: 145 ROOM: 204****Tips and Tools for Special Education Teachers: Conducting the FBA****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

The FBA is utilized to guide the behavior intervention process and to create interventions appropriate to the needs of individual students. Special educators are often unprepared for conducting FBAs and writing BIPs. We provide participants with the basic tools needed for conducting a quality, evidence-based FBA.

**LEADER(S):** Marla Lohmann, Colorado Christian University, Denver, CO**PRESENTER(S):** Edward Schultz, Midwestern State University, Wichita Falls, TX; Staci Zolkoski, University of Texas, Tyler**11:00 AM-12:00 PM SESSION: 146 ROOM: 304****Highlights from a Decade of Special Education Research****TOPIC:** Research**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

Since 2006, NCSER has funded research on infants, toddlers, children, and youth with and at risk for disabilities through advancing the understanding of and practices for teaching, learning, and organizing education systems. This session will describe highlights from research on multiple topics in NCSER's wide portfolio of research. It will also provide information on funding and training opportunities at the Institute of Education Sciences (IES) and recent products and activities of interest to the field.

**LEADER(S):** Deborah Ziegler, Council for Exceptional Children, Arlington, VA**PRESENTER(S):** Joan McLaughlin, Commissioner of the National Center for Special Education, Institute of Education Sciences, U.S. Department of Education, Washington, DC**11:00 AM-12:00 PM SESSION: 147 ROOM: 302****Using the LLAREL to Document Language and Literacy Development of English Learners****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Demonstration

Planning core instruction, intervention, and monitoring progress, and making referral decisions for ELs requires an understanding of language and literacy skills in each language over time. Come experience the Language and Literacy Assessment Record for English Learners developed to collect these data and design effective instruction.

**LEADER(S):** Phyllis Robertson, Texas A&M University, Corpus Christi**PRESENTER(S):** Alba Ortiz, University of Texas, Austin; Cheryl Wilkinson, Consultant, Austin, TX**11:00 AM-12:00 PM SESSION: 148 ROOM: 111****Utilizing Technology to Promote Goal-Setting for Students With Disabilities****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We share results from an evaluation of the TechNow curriculum specific to goal-setting in terms of ability level and ethnicity. TechNow, a secondary transition program for students with disabilities, has increased self-determination levels, improved knowledge of technology and computer-based applications, and improved graduation rates.

**LEADER(S):** Kendra Williams-Diehm, University of Oklahoma, Norman**PRESENTER(S):** Margaret Johnson, University of Oklahoma, Norman; Rick DeRennaux, TechNow, Inc., Norman, OK

11:00 AM-12:00 PM SESSION: 149 ROOM: 104

**Written Expression in Individuals With Autism Spectrum Disorder: A Meta-Analysis**

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

Written expression requires coordination of multiple skills. We share factors contributing to difficulty in written expression experienced by individuals with ASD compared to their typically developing peers identified through a meta-analysis. Implications for practice and appropriate interventions are also discussed.

**LEADER(S):** Elizabeth Finnegan, St. Thomas Aquinas College, Sparkill, NY

**PRESENTER(S):** Amy Accardo, Rowan University, Glassboro, NJ

11:00 AM-12:00 PM

ROOM: LEARNING LAB 3, HALL D

★ **Exhibitor Showcase: Can Motor Skills Be Developed While Playing Computer Games and Also Help Develop Cognitive, Communication and Social Skills?**

**FORMAT:** Exhibitor Showcase Session

Can a virtual environment be motivating, fun, educational, fit IEP goals and collect data? YES! We will compare the available environments to better understand the needs of our daily challenges and available solutions. Chaya will introduce you to Timocco, which targets the development of cognitive and motor skills for children.

**LEADER(S):** Chaya Greenspan and Jayne Culbertson, Timocco Inc., Akron, OH

11:00 AM-12:00 PM

ROOM: LEARNING LAB 2, HALL C

★ **Exhibitor Showcase: 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. Standards define what foundational reading skills students should be able to do, but standards do not tell teachers how to teach. Learn how to implement Read Naturally's research-based strategies to accelerate reading development.

**LEADER(S):** Elaine Balum, Read Naturally, Inc., St. Paul, MN

11:00 AM-12:00 PM

ROOM: LEARNING LAB 1A, HALL C

★ **Exhibitor Showcase: GOWorksheet and STAGES Math**

**FORMAT:** Exhibitor Showcase Session

Learn about a research-based rationale for using apps to increase engagement and achievement. These apps provide a set of easily customizable features to enable all learners to demonstrate their abilities. Come to this fun and exciting session and receive a code for a **free app** you can use for your learners!

**LEADER(S):** Madalaine Pugliese, Emeritus Simons College, Marblehead, MA; Ann Meyer, Attainment Company, Inc., Verona, WI

11:00 AM-12:00 PM

ROOM: LEARNING LAB 1, HALL C

★ **Exhibitor Showcase: Promoting Positive Behavior**

**FORMAT:** Exhibitor Showcase Session

Learn about an organized 'Toolbox' of strategies and a common language for preventing, understanding, and responding to challenging behaviors through role modeling, building relationships, clarifying expectations, establishing structures and routines, adapting for individual needs, and responding, reflecting, and repairing.

**LEADER(S):** Lisa Tazartes, Ramapo for Children, New York, NY

11:00 AM-12:00 PM

ROOM: LEARNING LAB 4, HALL D

★ **Exhibitor Showcase: The Highly Engaged Inclusive Classroom: Practical Strategies to Boost Achievement and Motivation**

**FORMAT:** Exhibitor Showcase Session

We will discuss five key instructional components to engage learners and incorporate outstanding response tools that guarantee active involvement. Learn effective ways to diversify and differentiate your instruction to increase success and strengthen achievement of all students by using a variety of flexible groupings.

**LEADER(S):** Susan Hentz, Susan Hentz & Associates, Sarasota, FL



11:00 AM-11:45 AM

SESSION: 152 ROOM: POSTER 8, BALLROOM A

**A Comprehensive Review of Evidence-Based Interventions in Science for Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Participation in science inquiry and discourse is often challenging for students with ASD given their difficulties with communication. This comprehensive literature review suggests that interventions in science for students with ASD are limited. Implications for teacher educators and classroom teachers are described.

**LEADER(S):** Juliet Hart Barnett, Arizona State University, Tempe

11:00 AM-11:45 AM

SESSION: 153 ROOM: POSTER 2, BALLROOM A

**A University Response to the Special Education Teacher Shortage****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

Teacher preparation programs have the potential to play an important role beyond the initial preparation by sustaining teachers in the field after graduation. The University of Pittsburgh developed a model of induction support to promote retention and effectiveness of their special education alumni during their first years.

**LEADER(S):** Kaitlyn Brennan, University of Pittsburgh, PA  
**PRESENTER(S):** Sheila Conway, University of Pittsburgh, PA

11:00 AM-11:45 AM

SESSION: 154 ROOM: POSTER 9, BALLROOM A

**Bullying and Students With Disabilities: Protecting FAPE****TOPIC:** Public Policy**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We discuss the prevalence of bullying of and by students with disabilities and the negative, immediate and long-term impacts of bullying. You will learn steps and strategies to take when attending to bullying situations with students with disabilities.

**LEADER(S):** Tiffany Dobler, University of Wyoming, Laramie

11:00 AM-11:45 AM

SESSION: 155 ROOM: POSTER 5, BALLROOM A

**CHAMPs: A Positive and Proactive Approach to Classroom Management****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

CHAMPs is the work of Randy Sprick and involves the structuring and explicit teaching of expectations for classroom activities and transitions to ensure student success. Learn how using CHAMPs can result in students of all ages and abilities becoming more independent and self-aware during classroom activities.

**LEADER(S):** Kim Hardin, Abilene Christian University, TX

11:00 AM-11:45 AM

SESSION: 156 ROOM: POSTER 22, BALLROOM A

**Charter School Teachers' Knowledge and Concerns Related to Response to Intervention****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We discuss the findings from a study of charter school teachers' knowledge and concerns regarding RTI. Results found general education teachers had lower knowledge of RTI and confidence in ability to implement RTI compared to teachers holding special education certification.

**LEADER(S):** Pamela Peak, University of North Texas, Denton  
**PRESENTER(S):** Katrina Hovey, University of North Texas, Denton

11:00 AM-11:45 AM

SESSION: 157 ROOM: POSTER 19, BALLROOM A

**Comparing Teacher Quality Across Elementary School Students With and Without Disabilities****TOPIC:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

Many students with disabilities receive some instruction in general education classrooms, yet little research has examined the characteristics of these teachers. We compare the teachers of students with disabilities to their peers without disabilities on variables related to teacher quality.

**LEADER(S):** Allison Gilmour, Vanderbilt University, Nashville, TN

**11:00 AM-11:45 AM****SESSION: 158 ROOM: POSTER 20, BALLROOM A****Concept Mapping as a Research Tool to Evaluate Teacher Candidates' Conceptual Understanding of Special Education****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Assessment**FORMAT:** Poster Session

The conceptual understanding of special education held by general and special education teacher candidates was measured using concept maps. This study compared differences between this mandated course taught online, face-to-face, and in a hybrid format. Results and implications for teacher preparation will be shared.

**LEADER(S):** Sarah Howorth, Mercyhurst University, Erie, PA**PRESENTER(S):** Sharon Raimondi, University at Buffalo/ Buffalo State College, NY; Gliset Colon, Buffalo State College, NY**11:00 AM-11:45 AM****SESSION: 159 ROOM: POSTER 13, BALLROOM A****Developing Legally Sound IEPs for CLD Learners****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

We share the results of a study that focused on challenges in developing legally sound IEPs for diverse learners with disabilities. Our discussion will include current literature on the topic as well as landmark cases, the roles and responsibilities perceived by stakeholders, and implications for practitioners.

**LEADER(S):** Rosalinda Larios, California State University, Los Angeles**11:00 AM-11:45 AM****SESSION: 160 ROOM: POSTER 16, BALLROOM A****Developing Technology Applications With 3D Printers for Improving Problem-Solving Skills****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

We will demonstrate a curriculum-based, instructional technology tool using 3D printers and discuss the effectiveness of Anchored Instruction with Technology Applications to improve math problem-solving skills for students with LD. Learn how technology applications can be beneficial for students with LD. Sample instructional materials will be given to participants as well.

**LEADER(S):** Samuel Choo, University of Kentucky & Kentucky State University**PRESENTER(S):** Brian Bottge, University of Kentucky, Lexington**11:00 AM-11:45 AM****SESSION: 161 ROOM: POSTER 11, BALLROOM A****Don't Leave Safety to Chance: Teaching Teens and Adults With IDD to Interact Safely With Police****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Many individuals with IDD have unsafe or disastrous encounters with law enforcement officials. They must be taught safe behaviors directly and explicitly. We highlight evidence-based methods and materials for promoting safety during police encounters, including the use of video modeling.

**LEADER(S):** Emily Iland, Educational Consultant, Saugus, CA**PRESENTER(S):** Thomas Iland, Autism Self-Advocate, Saugus, CA**11:00 AM-11:45 AM****SESSION: 162 ROOM: POSTER 3, BALLROOM A****Effectiveness of Self-Management for Increasing On-Task and Decreasing Off-Task Behavior for Students With Behavior Issues in a High School Setting****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We examine the effectiveness of a self-monitoring with self-reinforcement intervention for increasing on-task and decreasing off-task behavior for students with behavioral difficulties in a high school setting. Learn how to utilize the information in your own practice to help improve the outcomes of your students.

**LEADER(S):** Lola Gordon, University of Connecticut, Storrs

**11:00 AM-11:45 AM****SESSION: 163      ROOM: POSTER 18, BALLROOM A****Effects of a Math Intervention Identified During a Brief Experimental Analysis****TOPIC:** Research**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

We will describe the effects of a math intervention that was identified using a brief experimental analysis for a middle school student's acquisition of single digit multiplication facts. Implications for educational practice will be discussed.

**LEADER(S):** John Mouanoutoua, University of Minnesota, Twin Cities**PRESENTER(S):** Brittany Pennington, University of Minnesota, Twin Cities**11:00 AM-11:45 AM****SESSION: 164      ROOM: POSTER 4, BALLROOM A****High School Students With EBD: A Systematic Review of Six Special Education Journals from 2004 to 2015****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

This systematic review examined 6 peer-reviewed special education journals from 2004-2015 to identify articles that focused on high school students with EBD. Thirty-one articles were included. Results identify the topics of focus and designs used, as well as the trends in the frequency of publications.

**LEADER(S):** Kelly Williams, University of Texas, Austin**11:00 AM-11:45 AM****SESSION: 165      ROOM: POSTER 23, BALLROOM A****Improving Reading Skills of Kindergarten Through Third Grade Students****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We present findings from a longitudinal study of a multi-year state K-3 reading reform effort designed to support students with reading disabilities and those at-risk for language and literacy difficulties. Learn about an effective reading reform model based on a multi-tier systems of support.

**LEADER(S):** Ashley Oldham, University of St. Joseph, West Hartford, CT**PRESENTER(S):** Michael Coyne, Kaitlin Leonard, and Taylor Koriakin, University of Connecticut, Storrs; Nicholas Gage, University of Florida, Gainesville; Darci Burns, HILL for Literacy, Woburn, MA**11:00 AM-11:45 AM****SESSION: 166      ROOM: POSTER 15, BALLROOM A****Inclusion of Students With Disabilities in Spain and Portugal****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

This study describes inclusion programs, models, challenges, and current outcomes in Spain and Portugal. Perspectives of stakeholders illuminate the relationship between inclusion policy and actual practices of these two countries.

**LEADER(S):** Patricia Peterson, Northern Arizona University, Flagstaff**PRESENTER(S):** Kathleen Abou-Rjaily, Northern Arizona University, Flagstaff; Susan Stoddard, Marana High School, Tucson, AZ**11:00 AM-11:45 AM****SESSION: 167      ROOM: POSTER 6, BALLROOM A****Meeting the Needs of All Students in the University Classroom****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Young adults with exceptionalities want what their typically developing peers want, a chance to explore their careers, to live independently, and be included in their community. We share strategies that make the postsecondary classroom community accessible to all students, including individuals with exceptionalities.

**LEADER(S):** Kimberly Snow, Utah State University, Logan

11:00 AM-11:45 AM

SESSION: 168 ROOM: POSTER 12, BALLROOM A

**Promoting Peer Support in Work-Based Settings for Students With Severe Disabilities****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We examined the effects of peer-supports interventions on employability and social skills of students with and without severe disabilities in work-based high school settings. Learn how to build opportunities in your own communities for positive transition outcomes for students with significant disabilities.

**LEADER(S):** Lindsay Athamanah, University of Illinois, Chicago

11:00 AM-11:45 AM

SESSION: 169 ROOM: POSTER 10, BALLROOM A

**Social Capital as a Resource for Families of Young Children With Disabilities: Family Access in the ECLS-K****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

It has been suggested that families with higher social capital provide their children greater access to education and better social and academic outcomes. We identify social capital constructs in the ECLS-K dataset and examine factors associated with higher levels of family social capital.

**LEADER(S):** Hyejin Park, University of Illinois, Urbana-Champaign**PRESENTER(S):** Kim Fisher, Arizona State University, Tempe

11:00 AM-11:45 AM

SESSION: 170 ROOM: POSTER 17, BALLROOM A

**Social Studies Research for Students With LD: A Meta Analysis****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We share the results of a meta-analysis of social studies interventions for students with LD and reading difficulties. Interventions were moderately effective at improving content learning. Future research needs and implications for practice are discussed.

**LEADER(S):** Stephen Ciullo, Texas State University, San Marcos**PRESENTER(S):** Alyson Collins, Texas State University, San Marcos; John McKenna, University of Massachusetts, Lowell

11:00 AM-11:45 AM

SESSION: 171 ROOM: POSTER 1, BALLROOM A

**Statewide Assessment of School Psychologists' Perceptions of Educational Classification Process With Students With ASD****TOPIC:** Assessment**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We present findings from a statewide program evaluation survey involving school psychologists serving in preschool-high school settings. Information includes perceptions on the importance and level of preparedness when working with special education eligibility teams to make an educational classification of autism.

**LEADER(S):** Sarah Blumberg, Vanderbilt Kennedy Center TRIAD, Nashville, TN

11:00 AM-11:45 AM

SESSION: 172 ROOM: POSTER 21, BALLROOM A

**Teaching Observational Data Collection to Preservice Early Childhood Teachers****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

Making data-based decisions is an expectation for teachers and is linked to improved outcomes for students. Yet, many teachers struggle with data collection. This study taught early childhood preservice teachers a data collection procedure and coached them through its use. We share the results.

**LEADER(S):** Hailey Love, University of Kansas, Lawrence**PRESENTER(S):** Eva Horn, University of Kansas, Lawrence

11:00 AM-11:45 AM

SESSION: 173 ROOM: POSTER 7, BALLROOM A

**Teaching Together: Increasing Educators' Instructional Expertise Through a Collaborative Interdisciplinary Course Experience****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Poster Session

We share the results of general and special education teachers' participation in a collaborative interdisciplinary course in which they analyzed diverse students' language/literacy skills and planned instructional supports. The findings reveal a shift in their attitudes towards collaboration and inclusion.

**LEADER(S):** Anna Osipova, California State University, Los Angeles

**11:00 AM-11:45 AM****SESSION: 174      ROOM: POSTER 14, BALLROOM A****The Power of Peers as Intervention Agents****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

PMI creates opportunities for peers to assume instructional roles to promote positive social behaviors for children with disabilities. We discuss the advantages and characteristics to using PMIs, types of PMI, teacher's supporting role, a step-by-step process for implementation, and using PMI with fidelity.

**LEADER(S):** Kathleen Harris, Seton Hill University, Greensburg, PA**11:00 AM-11:45 AM****SESSION: 175      ROOM: POSTER 24, BALLROOM A****Using the Lure of Technology (Including Commercial Games and Social Activities) to Manage Classroom Behavior****TOPIC:** Technology and Media**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We describe the implementation of a tablet-based learning platform that makes access to digital rewards contingent on engaging in constructive behaviors. This research is ongoing and is funded in part by the NSF. The preliminary data demonstrates increases in participation, attention, and academic performance.

**LEADER(S):** Christian Battista, Stanford University, CA**PRESENTER(S):** Arron Metcalfe, Sunnybrook Research Institute, University of Toronto, Canada; Mike Grimes, eBravium, Inc., Wilmington, DE**1:00 PM-3:00 PM      SESSION: 177      ROOM: 104****Program Chair Featured: Stress: The Missing Piece of the LD/ADHD Puzzle. Strategies for Success****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Students with ADHD and LD who don't understand their learning challenges are under chronic stress that changes brains and impairs learning. Learn about the brain systems involved in the stress response and come away with many practical strategies that can stop this self-defeating cycle in its tracks.

**LEADER(S):** Jerome Schultz, Harvard Medical School, Boston, MA**1:00 PM-3:00 PM****SESSION: 178****ROOM: 207****RTI for Elementary Reading, Writing, and Mathematics: Contributions and Future Directions****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Panel

Contributions of research and recommendations for best practice in Response to Intervention across elementary academic domains will be highlighted in this Showcase session. Limitations in the implementation of evidence-based practice in school settings and the need for future research will be described.

**LEADER(S):** Linda Mason, University of North Carolina, Chapel Hill**PRESENTER(S):** Nathan Clemens, University of Texas, Austin; Michael Kennedy, University of Virginia, Charlottesville; Douglas Fuchs, Vanderbilt University, Nashville, TN; Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Sarah Powell, University of Texas, Austin; Jeanne Wanzek, Vanderbilt University, Nashville, TN**1:00 PM-2:00 PM****SESSION: 179****ROOM: 103****Barriers to Generalizability and Social Validity of Results in Reinforcement as an EBP for Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

Research that has been done using ABA principles was primarily with students from a certain racial group which requires questioning the generality and social validity of these EBPs when implemented with students from other racial backgrounds. We will discuss these two major components with a literature review.

**LEADER(S):** Abdullah Alshehri, University at Buffalo, NY

1:00 PM-2:00 PM SESSION: 180 ROOM: 312

**Building up Mathematical Problem Solving for Students With Extensive Support Needs****TOPIC:** STEM**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Demonstration

We describe an intervention to teach mathematical problem solving to students with extensive support needs using a modified schema-based instruction approach combined with EBPs practices. Learn how to create meaningful mathematical problems based on individual student abilities and how to teach a student with a extensive support needs to be a problem solver.

**LEADER(S):** Jenny Root, Florida State University, Tallahassee**PRESENTER(S):** Diane Browder, Alicia Saunders, and Chelsi Cutts, University of North Carolina, Charlotte1:00 PM-2:00 PM  
SESSION: 181 • ROOM: 105**★ DCDD SHOWCASE ★****Itinerant Teachers of the Deaf and Hard of Hearing as Facilitators of Inclusion****TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Presentation with Q&A

Learn about the role itinerant teachers of the deaf and hard of hearing play in facilitating social-emotional well-being and social inclusion for deaf and hard of hearing students at school. We discuss specific support strategies to promote healthy social-emotional development and identity formation.

**LEADER(S):** Nancy Norman, University of the Fraser Valle, Abbotsford, BC, Canada1:00 PM-2:00 PM  
SESSION: 182 • ROOM: 110**★ DCDT SHOWCASE ★****What Do We Know about Secondary EBPs and Predictors of Postschool Success? NTAFT Findings and Implementation Fidelity in Secondary Transition****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Panel

We provide information about secondary transition EBPs and predictors of postschool success (EBPPs), including considerations for implementation fidelity. We highlight new EBPPs, including the importance of implementation fidelity; and share resources to support implementation of EBPPs and assess fidelity at school and local level.

**LEADER(S):** Valerie Mazzotti, University of Oregon, Eugene**PRESENTER(S):** David Test, National Secondary Transition TA Center/UNC, Charlotte; Bradley Stevenson, National Secondary Transition TA Center/UNC, Charlotte; Dawn Rowe, National Post-School Outcomes Center/University of Oregon, Eugene

1:00 PM-2:00 PM SESSION: 183 ROOM: 202

**Effects of a Self-Advocacy Intervention to Advocate for Accommodations****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Presentation with Q&A

Explicit instructional strategies may enhance self-advocacy skills in high school students with high incidence disabilities. We examine the effects of a self-advocacy intervention on the ability of students with high incidence disabilities to request academic accommodations. Implications for educational practice are presented.

**LEADER(S):** Nancy Lopez, Illinois State University, Normal**PRESENTER(S):** Nicole Uphold, Illinois State University, Normal

1:00 PM-2:00 PM SESSION: 184 ROOM: 107

**Everyday SEL in the Elementary and Middle School****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Social-Emotional Learning (SEL) is a way to empower students with the life-long learning tools of being present, responsible, and collaborative. The challenge is building SEL into the school's culture authentically across disciplines. Learn how you can integrate SEL strategies in the inclusive classroom.

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

1:00 PM-2:00 PM SESSION: 185 ROOM: 305

**Free Resources to Support Practitioners, Faculty, and Professional Development Providers****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Early childhood practitioners often have difficulty implementing evidence-based and inclusive practices. We will share free, online resources that readily translate research into practice, to be used by faculty in personnel preparation programs, professional development providers, and practitioners.

**LEADER(S):** Sara Juarez, California State University, Fresno

1:00 PM-2:00 PM SESSION: 186 ROOM: 301

**From Classroom to Kenya: How Service Learning Positively Impacts Student Growth****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

Can you incorporate service learning to improve student growth and foster mutually beneficial collaborations at your school? We highlight a project between preservice teachers and an international special education program and explore the benefits of service learning with diverse populations in preservice preparation programs.

**LEADER(S):** Christine Scholma, Trinity Christian College, Palos Heights, IL**PRESENTER(S):** Carolyn Buma, Elim Christian Services, Palos Heights, IL

1:00 PM-2:00 PM SESSION: 187 ROOM: 303

**How Can Schools Integrate ESL Into Content Instruction?****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

In this session, participants will learn how both NYC schools and New York State have attempted to integrate ESL into content instruction. Attendees will learn about several Common Core-aligned planning tools and will have time to reflect on the implications for their own work with ELLs.

**LEADER(S):** Melissa Katz, NYC Special Education Collaborative, NY

1:00 PM-2:00 PM SESSION: 188 ROOM: 111

**IDEA/ESSA: Implications for the Identification of English Learners With Special Needs****TOPIC:** Public Policy**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We address the alignment of IDEA and ESSA to support bilingual learners with special needs and provide legal perspectives of IDEA provisions for identification and assessment of students with special needs alongside provisions in ESSA. After analyzing relevant law, we provide recommendations for best practices.

**LEADER(S):** Jennifer Runge, Stevens Park Elementary School, Dallas, TX**PRESENTER(S):** Francesca Jones, Southern Methodist University, Dallas, TX

1:00 PM-2:00 PM SESSION: 189 ROOM: 200

**Implementation of Districtwide Professional Development: Students With Intellectual Disabilities and Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Accountability Systems for Students with Disabilities**FORMAT:** Demonstration

Learn how several large school districts committed to ongoing PD for all teachers and administrators. All of the districts targeted a frequently overlooked subgroup population (students with ID) and implemented meaningful systematic change model to increase student growth and access to grade-level standards.

**LEADER(S):** Kate Cahill, Riverside County Office of Education, CA**PRESENTER(S):** Rebecca Silva and Denise Chappell, Riverside County Office of Education, CA



1:00 PM-2:00 PM • SESSION: 190 • ROOM: 308

### Improving Family Partnership through Communication, Advocacy, and Empathy

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

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Kathleen Kyzar, Texas Christian University, Fort Worth

#### ■ Empathetic Communication = Trusting Family-Professional Partnerships in K-12 Settings

When and how does empathy move from internal reflection to external action as a essential component of parent engagement? Empathetic communication is linked with trusting family-professional partnerships that ultimately benefit students. You will practice key elements of empathetic communication and consider how the approach applies to your context.

**LEADER(S):** Kathleen Kyzar, Texas Christian University, Fort Worth

**PRESENTER(S):** Peggy Kemp, Division for Early Childhood, Wamego, KS; Janice Fialka, Clinton County RESA Early On® Training and Technical Assistance (Part C), MI; David Lindeman, University of Kansas, Lawrence

#### ■ Special Education Advocates Who Are Compensated for Their Services: Quality Matters

We present findings from an online parent survey investigating the quality of special education advocates who are compensated for their services to families who have children with disabilities. We address the need for guidelines, uniform training, and oversight of paid advocates who support these families.

**LEADER(S):** Terese Aceves, Loyola Marymount University, Los Angeles, CA

#### ■ We Are Better Together! Increasing Parent and Family Collaboration in Secondary Transition Planning

We detail the efforts of an Adult Transition program, located on a comprehensive high school campus, to increase parent and family involvement in the IEP and ITP processes. Student and family stories and perspectives will be discussed, as will the community impact and suggestions for further research and action.

**LEADER(S):** Louise Yoho, Corona-Norco Unified School District, CA

1:00 PM-2:00 PM SESSION: 191 ROOM: 201

### Improving Intervention Implementation Using Data-Based Individualization

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Presentation with Q&A

We report the findings from a large project designed to improve technology-based self-monitoring implementation using data-based individualization (DBI). Discussion includes a PD series, intervention implementation using DBI, effects on student outcomes, and teacher perceptions about the process.

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

**PRESENTER(S):** Josephine Fernando, Ashley Rila, and Sara Pipala, University of Iowa, Iowa City

1:00 PM-2:00 PM SESSION: 192 ROOM: 206

### Motivational Beliefs Training: Supporting the Reading Achievement of Upper-Elementary Students

**TOPIC:** Research

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Presentation with Q&A

The role of motivation is frequently cited as a critical feature of student success. We present an overview of an upper-elementary reading intervention that targeted motivational beliefs to enhance student learning. Implications for fostering student motivation will be discussed.

**LEADER(S):** Jessica Toste, University of Texas, Austin

**PRESENTER(S):** Lisa Didion and Amanda McClelland, University of Texas, Austin

1:00 PM-2:00 PM SESSION: 193 ROOM: 306

### Optimizing Graduation Rates

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Accountability Systems for Students with Disabilities

**FORMAT:** Presentation with Q&A

Nassau BOCES continues to elevate instruction resulting in increased student achievement and graduation rates that have soared since 2006! We will discuss the process and steps leading to this commendable student performance.

**LEADER(S):** Karen Ellis, NASSAU BOCES, Garden City, NY

**PRESENTER(S):** Joan Dituri, NASSAU BOCES, Garden City, NY



1:00 PM-2:00 PM    SESSION: 194    ROOM: 302

**Professional Development Resources for Evidence-Based Practices in Reading and Math****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Demonstration

Educators today are tasked with ensuring the use of EBPs for SWDs to improve outcomes. Thus, professional development must ensure that practitioners understand how to use EBPs for SWDs. This interactive session will highlight mathematics and reading professional development resources aligned to EBPs.

**LEADER(S):** Lauren Artzi, American Institutes for Research, Washington, DC**PRESENTER(S):** Kathleen Pfannenstiel, American Institutes for Research, Austin, TX; Judith Littman, American Institutes for Research, Washington, DC; Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC

1:00 PM-2:00 PM • SESSION: 195 • ROOM: 208

**Robotics, Engineering and Online Math****TOPIC:** Visual Impairments**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Karen Koehler, Ohio School for the Blind, Columbus

### ■ Delivering Accessible Online Math Assessments for Students With Visual Impairments

We describe recent advances in software for Braille math that help close the gap in building equitable assessment systems. We discuss the impact of Braille standards on the cost of delivering online math assessments, and demonstrate an accessible equation editor that supports real-time, two-way translations between Braille math notation and the printed math notation used by sighted students.

**LEADER(S):** Sam Dooley, Pearson, Albuquerque, NM**PRESENTER(S):** Susan Osterhaus, Texas School for the Blind and Visually Impaired, Austin; Dan Brown, Pearson, Austin, TX

### ■ Engineering Education for Students With Visual Impairments

We highlight Engineering Education for Students With Visual Impairments, a PD program that paired teachers of students with VI with experts in the areas of science, technology, engineering, and mathematics to allow teachers to develop skills in teaching engineering concepts to students with VI; concepts that are now required as part of the national science standards.

**LEADER(S):** Tiffany Wild, The Ohio State University, Columbus**PRESENTER(S):** Deborah Grzybowski, The Ohio State University, Columbus

### ■ Enhanced Robotics! Increasing Computer Science Access for Students With Visual Impairments

Robotics activities can benefit computer science learning, teamwork, and workplace skill development. However, they are often not accessible. Through presentation, demonstration, and student videos, you will explore successful robotics enhancements that engage and support students with VI and learning challenges to build, program, and enjoy robots.

**LEADER(S):** Karen Mutch-Jones, TERC, Cambridge, MA**PRESENTER(S):** Debra Bernstein, TERC, Cambridge, MA; Stephanie Ludi, Rochester Institute of Technology, NY

1:00 PM-2:00 PM SESSION: 196 ROOM: 109

**Strand B, Session 3: Data Analysis Strategies for Using General Outcome Measures to Evaluate Program Impact****TOPIC:** Accountability Systems for Students with Disabilities**SECONDARY TOPIC:** Assessment**FORMAT:** Presentation with Q&A

How do we know if what we are doing works? We will present strategies to assist state education and local education agencies in analyzing, summarizing, and interpreting student-level data to assess implementation progress of programmatic changes, monitor impact, and compare the efficacy of interventions used within schools.

**LEADER(S):** Louis Danielson, American Institutes for Research, Washington, DC

**PRESENTER(S):** Yaacov Petscher, Florida State University, Tallahassee; Tessie Bailey, American Institutes for Research, Austin, TX; Kristin Ruedel, American Institutes for Research, Washington, DC

1:00 PM-2:00 PM

SESSION: 197

ROOM: BALLROOM C

**Strand C, Session 1: DI Primer: An Introduction to Differentiated Instruction****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

We examine how general and special education teachers can use DI to meet the various learning needs of students in today's diverse classrooms. The authors of 'Differentiating Instruction in the Inclusive Classroom: Strategies for Success' will describe major elements of DI and how to implement them.

**LEADER(S):** Darlene Perner, Bloomsburg University of Pennsylvania

**PRESENTER(S):** Nikki Murdick, Saint Louis University, MO; Marcia Imbeau, University of Arkansas, Fayetteville

1:00 PM-2:00 PM SESSION: 198 ROOM: 309

**Strand D, Session 3: Understanding Multiple Aspects of Disproportionality in School Discipline and Evaluating Responses****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

We review the importance of taking action to remedy excessive and disparate rates of disciplinary exclusion. The panelists will explore reasons for changing policy and practice, share specific examples of what states have done, and provide suggestions for what states can do to diminish the harmful impact of excessive disciplinary removal.

**LEADER(S):** Dan Losen, Center for Civil Rights Remedies at UCLA's Civil Rights Project

**PRESENTER(S):** Jamilia Blake, Texas A&M University, College Station; Cliff Chuang, Massachusetts Department of Elementary and Secondary Education, Malden

1:00 PM-2:00 PM

SESSION: 199

ROOM: 311

**Strand E, Session 3: Urban Families and Teacher/Administrator Preparation Programs Unite to Improve Student Outcomes****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

IDEA mandates that parents be informed decision makers, which enhances the collaboration between schools and families. Drexel's teacher/administrator programs and Pennsylvania's PEAL partnered to create the Model Family Collaboration Platform. We will examine this Model and consider strategies for replication to urban settings.

**LEADER(S):** Diane Perry, Parent Adviser PEAL Center, Philadelphia, PA; Constance Lyttle, Urban Special Leaders for Tomorrow (USELT) Project at Drexel University, Philadelphia, PA

1:00 PM-2:00 PM

SESSION: 200

ROOM: 313

**Strand F, Session 1: The Present and Future of UDL Policy, Research, Practice, and Innovation****TOPIC:** Public Policy**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

This session will provide an overview of current policy environment including UDL's presence in ESSA, the 2015 EDTECH plan, state adoptions, and private sector solutions. It will provide educators with a picture of both current and future implications for the UDL research, innovation, and implementation.

**LEADER(S):** Jose Blackorby, CAST, Inc., Wakefield, MA

**PRESENTER(S):** David Rose and Allison Posey, CAST, Inc., Wakefield, MA; James Basham, University of Kansas, Lawrence



1:00 PM-2:00 PM • SESSION: 201 • ROOM: 102

### Successful Post-Secondary Transition Experiences

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Tara Rowe, University of North Florida, Jacksonville

#### ■ Begin With the End in Mind: Adolescent Voices Regarding Postsecondary Transitions

Transition to adulthood is difficult for young adults with high functioning autism. Navigating the services and learning to self-advocate are skills needed for success. Focus group data with adolescents will be presented highlighting their goals and challenges and strategies for promoting informed self-advocates are explored.

**LEADER(S):** Harriet Able, University of North Carolina, Chapel Hill

**PRESENTER(S):** Tamira White, University of North Carolina, Chapel Hill

#### ■ THRIVE: University Students With High Functioning ASD and Their Experiences of Successful Transition

In its' fifth year at University of North Florida, THRIVE has seen success across every setting on campus. Students with high functioning autism and program developer share personal experiences with transitioning to postsecondary education, including effective strategies and unanticipated learning.

**LEADER(S):** Tara Rowe, University of North Florida, Jacksonville

1:00 PM-2:00 PM SESSION 202 ROOM 210

### The Trump Administration: What is at Stake for Students with Disabilities?

**TOPIC:** Public Policy

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

The Trump Administration has proposed significant shifts in policies that affect students with disabilities -- including expanded school choice, limits on Medicaid, reduced spending for federal education programs and repeal of Obama era regulations. This session will explore these policy proposals and how special education advocates can make their voices heard.

**LEADER(S):** Jane West, Jane West Consulting, Washington, DC

1:00 PM-2:00 PM  
SESSION: 203 • ROOM: 101

#### ★ TAG SHOWCASE ★

### The School-Based Social and Emotional Needs of Students With Gifts and Talents

**TOPIC:** Gifted and Talented

**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities

**FORMAT:** Panel

Schools serve many critical roles and they are our country's vehicle for providing a free and appropriate education to all students. In this panel discussion, we will explore what research has taught us about the relationship of school contexts and the social and emotional needs of students with gifts and talents.

**LEADER(S):** Julia Roberts, The Center for Gifted Studies/ Western Kentucky University, Bowling Green

**PRESENTER(S):** Tracy Cross, William and Mary, Williamsburg, VA; Jennifer Cross, William and Mary, Williamsburg, VA; Jennifer Jolly, The University of New South Wales, Sydney, Australia

1:00 PM-2:00 PM  
SESSION: 204 • ROOM: 300

★ TAM SHOWCASE ★

**Universal Design for Learning Through the Lens of Cognitive Flexibility Theory: Implications for Teacher Professional Development**

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

Despite its prominence, UDL has yet to reach its potential. We contend that the lack of a theoretical framework for applying UDL principles contextually has constrained its impact. We examine UDL through the lens of cognitive flexibility theory and present a model for preparing teachers to better implement UDL principles.

**LEADER(S):** Rand Spiro, Michigan State University, East Lansing

**PRESENTER(S):** Cynthia Okolo, Michigan State University, East Lansing

1:00 PM-2:00 PM      SESSION: 205      ROOM: 304

**ESSA and IDEA: Working Together to Improve Outcomes for All Students**

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

School systems across the nation are working to prepare diverse learners for success both in the classroom and after graduation. Leveraging resources and coordinating support across programs at the state, district, and school levels is a key strategy to effectively improve outcomes to meet the needs of all students. For those implementing the Every Student Succeeds Act (ESSA) and the Individuals with Disabilities Education Act (IDEA), passage of ESSA creates new opportunities to implement such coordinated efforts between the two laws.

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

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

1:00 PM-2:00 PM      SESSION: 206      ROOM: 205

**UDL Art Curriculum Designed for All Learners: Adaptations Included!**

**TOPIC:** Arts in Special Education  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

The authors of the online VSA Teacher Resource Guide: Fourth Edition present 8 new art lessons with adaptations applicable in PK-12 classrooms and based on the National Visual Arts Standards. Leave with complete art lessons from idea generation to engaging, creative studio activities including art historical references.

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

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

1:00 PM-2:00 PM      SESSION: 207      ROOM: 108

**Using Co-Teaching Models and Strategies to Improve Paraphrasing and Reading Comprehension Skills**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Presentation with Q&A

We will introduce effective co-teaching models and evidence-based strategies to improve paraphrasing and reading comprehension skills among middle school students. The Paraphrasing Strategy was co-taught during English Language Arts sessions to students receiving Tier 2 intervention or who were at-risk for disabilities.

**LEADER(S):** Bradley Kaffar, St. Cloud State University, MN

**PRESENTER(S):** Nancy Fitzgerald, Academica Nevada, Las Vegas

1:00 PM-2:00 PM      SESSION: 208      ROOM: 203

**Using Technology to Create Independent Learning Activities for Use in Math Fluency Interventions**

**TOPIC:** Learning Disabilities  
**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**FORMAT:** Presentation with Q&A

We review the research on interventions for mathematics fluency and will demonstrate how to employ them using integrated technology to personalize instruction for students with disabilities. Bring your iPads/laptop computers and develop your own digital versions of resources used to facilitate your students' learning independence.

**LEADER(S):** Jason Gordon, University of Tennessee, Knoxville

1:00 PM-2:00 PM SESSION: 209 ROOM: 310

**When Caring Hurts: Helping Young Teachers Develop Resiliency Skills to Identify and Address Burnout and Secondary Trauma****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We explore ways in which young, inexperienced teachers can identify burnout, as it relates to secondary trauma, and its long-term effects. We discuss implementation of resiliency strategies and research being conducted with teachers in the fields of special and EC education in regards to burnout and secondary trauma.

**LEADER(S):** Alison DuBois, Westminster College, New Wilmington, PA

**PRESENTER(S):** Katelyn Jones, Amanda Magnotti, and Jennifer Rodgers, Westminster College, New Wilmington, PA

1:00 PM-2:00 PM SESSION: 210 ROOM: 204

**Why Do They Do It? Re-Examining Participant Roles of Aggressors and Bystanders in School Violence Episodes****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We explored the relationship between psychopathy and narcissism and how they interact with different participant roles and school aggression and examined how these variables work together to influence aggressive outcomes. We present two structural models, illustrating the path leading to and from prosocial and antisocial bystander intervention styles.

**LEADER(S):** Thomas Gumpel, The Hebrew University of Jerusalem, Israel

1:00 PM-2:00 PM

SESSION: 211 ROOM: LEARNING LAB 4, HALL D

**Seeing Strengths in Our Students! An Introduction to eTOPS****FORMAT:** Demonstration

Every student has strengths but these may get overlooked as we focus on needs and deficits. Learn how to systematically and intentionally observe students as "at potential" vs. "at risk"! Use the new electronic classroom monitoring system TOPS (Teachers Observation of Potential in Students) to see and document student's strengths to plan strength-based instructional experiences.

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

**PRESENTER(S):** Dave Edyburn, University of Central Florida, Orlando

1:00 PM-2:00 PM

ROOM: LEARNING LAB 3, HALL D

**★ Exhibitor Showcase: Transition Success: Guiding Students to Achieve Meaningful Postsecondary Goals****FORMAT:** Exhibitor Showcase Session

Discover a transition curriculum that guides students to take ownership of their transition to adult life. Students explore options by completing assessments and activities to identify postsecondary goals, develop a timeline of tasks, complete activities, and manage progress toward their goals.

**LEADER(S):** Tom Spudic, Ten Sigma, St. Cloud, MN

1:00 PM-1:45 PM

SESSION: 212 ROOM: POSTER 23, BALLROOM A

**A Pilot Study of a First-Grade Intervention Targeting Word Reading and Comprehension****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Learn about a teacher-implemented first-grade literacy program offering a Tier 2 intervention in word study, text reading, and comprehension with a supplemental Tier 1 comprehension component. A review of related literature and a description of the program, design, methods, and results will be shared.

**LEADER(S):** Keri Madsen, University of South Florida, Tampa

**PRESENTER(S):** Carolyn Denton, University of Texas Health Science Center, Houston

1:00 PM-1:45 PM

SESSION: 213 ROOM: POSTER 8, BALLROOM A

**A View of the Needs of Parents of Children With Autism Spectrum Disorder****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

Parents of children with ASD encounter many stressors beyond the typical pressures that parents of children without disabilities face. We share the findings of a study which focused on helping educators understand the unique needs of parents of children with ASD as they navigate the IEP process.

**LEADER(S):** Jennifer Reynolds, Cherokee County School District, GA

**PRESENTER(S):** Lucinda Spaulding and Deanna Keith, Liberty University, Lynchburg, VA

**1:00 PM-1:45 PM****SESSION: 214 ROOM: POSTER 5, BALLROOM A****Choosing Good Models for Teacher/Paraeducator Relationships****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Poster Session

When teachers and paraeducators describe their working relationships, they use metaphors such as compatibility and coordination of effort. Most often, however, they avoid describing the teacher as team leader. We provide models for effective teacher/paraeducator relationships that frame teachers in a leadership role.

**LEADER(S):** Jan Stivers, Marist College, Poughkeepsie, NY**1:00 PM-1:45 PM****SESSION: 215 ROOM: POSTER 3, BALLROOM A****Classroom Social Skills and Reading Comprehension: Collaborative Reading Groups****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Learn how Collaborative Reading Groups provide students with the opportunity to hone social skill performance while systematically developing their reading comprehension skills. We will provide a comparison of traditional and residential classrooms.

**LEADER(S):** Erik Bentsen, Edinboro University, PA**PRESENTER(S):** Katherine Robbins-Hunt, Edinboro University, PA**1:00 PM-1:45 PM****SESSION: 216 ROOM: POSTER 2, BALLROOM A****Components of Prereferral-Referral Process Constructed in the IDEA Federal Law and Massachusetts Special Education Law****TOPIC:** Public Policy**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

Participants will learn about prereferral and referral practices in IDEA 2004, Massachusetts Special Education law, and understand differentiation in practice and case law. Learn how legislation, regulation, and litigation work together to influence practice, especially in prereferral and referral process.

**LEADER(S):** Ayse Yakut, University of Massachusetts, Amherst**PRESENTER(S):** Alexandra Lauterbach, University of Massachusetts, Amherst**1:00 PM-1:45 PM****SESSION: 217 ROOM: POSTER 20, BALLROOM A****Developing the Attitude of Teaching All Students in Teacher Education****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Understanding how teacher preparation programs support the development of attitudes, knowledge, and skills to implement the strategies necessary to instruct all children for success is the focus of our study. We review the results including course activities to help the teacher candidate develop inclusive attitudes.

**LEADER(S):** Dennis Cavitt, Abilene Christian University, TX**1:00 PM-1:45 PM****SESSION: 218 ROOM: POSTER 22, BALLROOM A****Discipline Disproportionality and Clogging the Pipeline to Prison****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

One of the largest civil rights issues of our time is our inability to equitably manage discipline and behavior in our schools. We review the foundational shifts and practical knowledge needed to solve this problem and share success stories of schools. Learn how you can bring the same success to your school!

**LEADER(S):** Charlie Lyons, DRIVE Educational System, Asheboro, NC**1:00 PM-1:45 PM****SESSION: 219 ROOM: POSTER 13, BALLROOM A****Effects of a Multimedia Tool in Delivering Content Specific Vocabulary Instruction****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Academic vocabulary is a key component of success in content area classes. For students in urban schools who have disabilities, accessing technical terms and vocabulary can be a barrier to success. We will discuss the design and results of a multimedia vocabulary intervention used with students in urban schools.

**LEADER(S):** Matthew Love, University of Nevada, Las Vegas**PRESENTER(S):** Tracy Spies and Joseph Morgan, University of Nevada, Las Vegas

1:00 PM-1:45 PM

SESSION: 220 ROOM: POSTER 9, BALLROOM A

**Exploring Guardianship ALTERNATIVES: Transition Issues Students With Autism and ID Encounter****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

A conceptual model is shared that extends transition planning by addressing guardianship ALTERNATIVES. This includes supported decision-making, specific to youth and adults who may be at risk of losing civil/legal rights when their decision-making capacity and ability to live autonomously are questioned.

**LEADER(S):** Dorothy Millar, Saginaw Valley State University, University Center, MI

1:00 PM-1:45 PM

SESSION: 221 ROOM: POSTER 16, BALLROOM A

**Improving Mathematical Problem-Solving and Writing Skills of Students With High Incidence Disabilities****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Students with high incidence disabilities struggle with the metacognitive aspects of problem solving and writing and require explicit instruction in specific strategies. We discuss the results of our study which measured the impact of schema-based problem-solving strategies taught within the SRSD instructional framework.

**LEADER(S):** Tara Kaczorowski, Illinois State University, Normal

1:00 PM-1:45 PM

SESSION: 222 ROOM: POSTER 15, BALLROOM A

**Increasing Teaching Competency for Special Education Teachers Through the Principles of UDL****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

UDL is a common theme in education across the U.S. but is just emerging as a conversation in other countries. This study presents the initial perceptions of K-12 teachers in Saudi Arabia and discusses implications for integration of UDL in day-to-day practice as well as in the country's education policy.

**LEADER(S):** Majed Alsalem, King Saud University, Saudi Arabia

1:00 PM-1:45 PM

SESSION: 223 ROOM: POSTER 4, BALLROOM A

**Interruptions in Youth Mental Health Service Provision During Summer Vacation****TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

Although students with mental health problems have a variety of pathways by which they receive mental health services during the school year, these students may not access services during the summer. We discuss the current research and the need for future studies to understand gaps in service and to inform educational policy.

**LEADER(S):** Rachel Oblath, Boston University, MA

**PRESENTER(S):** Emily Hurd, Boston College, MA; Jennifer Green, Boston University, MA

1:00 PM-1:45 PM

SESSION: 224 ROOM: POSTER 1, BALLROOM A

**Jailed for Truancy: Using MTSS Services and Legal Outcomes to Help Students With Behavioral and Mental Health Issues Attend School****TOPIC:** Public Policy**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

Truancy is an issue across all student populations and can be costly to schools and families and threatens the success of a student's future. We describe successful programs for students with and without disabilities, the legal impact through court outcomes, and precautions schools should consider when using court as deterrent or punishment.

**LEADER(S):** Francie Murry, University of Northern Colorado, Greeley

1:00 PM-1:45 PM

SESSION: 225 ROOM: POSTER 11, BALLROOM A

**Listening to Learn: Family Engagement When Children Are Deaf or Hearing Impaired****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

We discuss a study to identify practices that parents of children who are deaf or hearing impaired perceive as facilitative of and obstacles to meaningful family engagement in the special education process. The study was situated in a public school program for students with hearing loss.

**LEADER(S):** Marguerite Vasconcellos, Bucks County Intermediate Unit 22, Doylestown, PA

**1:00 PM-1:45 PM****SESSION: 226      ROOM: POSTER 6, BALLROOM A****Modeling Differentiated Instruction for Preservice Teachers Through Collaborative Teaching Practices****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

This study investigated changes in elementary education preservice teachers' self-perceptions of readiness to differentiate instruction for all students before and after experiencing collaborative teaching practices. Results suggest that they perceived themselves as more prepared after the course than before.

**LEADER(S):** Satomi Shinde, University of Wisconsin, River Falls

**1:00 PM-1:45 PM****SESSION: 227      ROOM: POSTER 18, BALLROOM A****Preventing Early Childhood Challenging Behaviors: The BEST in CLASS****TOPIC:** Research**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

Early childhood challenging behavior and associated risks emphasize the need for targeted, evidence-based interventions. Results of a randomized controlled trial examining the clinical significance of BEST in CLASS in reducing externalizing behaviors and improving social skills among young children are shared.

**LEADER(S):** Maureen Conroy, University of Florida, Gainesville

**PRESENTER(S):** Brittany Werch, University of Florida, Gainesville

**1:00 PM-1:45 PM****SESSION: 228      ROOM: POSTER 17, BALLROOM A****Social Skills Interventions on Interactions of Preschool Children With Disabilities****TOPIC:** Research**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

Students with DD may experience difficulties when interacting with their typically developing peers. Based on the results of our study, we will discuss whether or not the effect of the best treatment generalized to the playground setting.

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

**PRESENTER(S):** Jennifer Buchter, Maryssa Kucskar, and John Filler, University of Nevada, Las Vegas

**1:00 PM-1:45 PM****SESSION: 229      ROOM: POSTER 7, BALLROOM A****The Effects of Peer Tutoring on Reading Comprehension for Struggling Readers: A Meta-Analysis****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We discuss the results of a meta-analysis to synthesize studies conducted between 1982-2015 to examine the effects of peer tutoring on reading comprehension for struggling readers in 1st-12th grade. The results of 44 independent effect sizes from 25 studies involving 6,035 participants revealed a marginal effect size.

**LEADER(S):** Turkey Alzahrani, University of Kansas, Lawrence

**PRESENTER(S):** Mohammed Alghamdi, Fahad Alharbi, and Qingqing Zhu, University of Kansas, Lawrence

**1:00 PM-1:45 PM****SESSION: 230      ROOM: POSTER 19, BALLROOM A****The Relationship Between Having a Sibling with DD and Indicators of the Typically Developing Sibling's Psychosocial Well-Being****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Siblings of children with DD are an understudied population. To inform how having a sibling with a DD impacts the development of the typically developing sibling, interviews and self-report assessment of indicators of self and psychosocial well-being were analyzed. Implications for policy and practice are discussed.

**LEADER(S):** Catrina Combis, University of Massachusetts, Dartmouth

**PRESENTER(S):** Christina Cipriano Crowe, University of Massachusetts, Dartmouth



1:00 PM-1:45 PM

SESSION: 231 ROOM: POSTER 12, BALLROOM A

**Training a Paraprofessional to Implement Video Prompting to Teach Vocational Skills to Students With ASD****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We discuss the results of a study that evaluated a training package to teach a paraprofessional to implement the core components of video prompting to teach a vocational skill to students with ASD. Implications for practice are shared.

**LEADER(S):** Rachel Seaman, The Ohio State University, Columbus**PRESENTER(S):** Helen Malone, The Ohio State University, Columbus; Matthew Brock, The Ohio State University, Columbus

1:00 PM-1:45 PM

SESSION: 232 ROOM: POSTER 14, BALLROOM A

**UDL in the Early Childhood Classroom: Research and Practical Implications****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

We provide practical and concrete examples for EC teachers to implement UDL in every classroom, especially with STEM-related curriculum. We share data collected and conclusions reached from research investigating the impact of UDL STEM curriculum units on the concept acquisition of at-risk preschoolers.

**LEADER(S):** Michelle Gonzalez, William Paterson University, Wayne, NJ

1:00 PM-1:45 PM

SESSION: 233 ROOM: POSTER 24, BALLROOM A

**Using Content Acquisition Podcasts to Teach Phonological Awareness to Preservice Teachers****TOPIC:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

A content acquisition podcast (CAP) was used to teach phonological and phonemic awareness, and phonics (PA) to preservice special education teachers. We discuss the findings which show that students in the CAP group outperformed students in the reading-only group on a measure of PA declarative knowledge and application.

**LEADER(S):** Abigail Allen, Clemson University, SC**PRESENTER(S):** Cathy Thomas, University of Missouri, Columbia

1:00 PM-1:45 PM

SESSION: 234 ROOM: POSTER 10, BALLROOM A

**Using Visual Supports to Teach Science Inquiry and Discourse to Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Students with ASD are increasingly included in general education and access core content, including science. However, abstract scientific concepts can be challenging. We describe how visual supports can be used to teach science inquiry/discourse to students with ASD.

**LEADER(S):** Juliet Hart Barnett, Arizona State University, Tempe

1:00 PM-1:45 PM

SESSION: 235 ROOM: POSTER 21, BALLROOM A

**We Need a Brain Break: Neuromyths in the U.S. Educational System****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Myths about the brain spread rapidly and persist, even in the face of contradictory evidence. We will discuss the prevalence of neuromyths in the U.S. educational system, explain reasons why myths continue to permeate in education, and offer tips to evaluate brain-based claims.

**LEADER(S):** Wilhelmina Van Dijk, University of Florida, Gainesville**PRESENTER(S):** Holly Lane, University of Florida, Gainesville

2:15 PM-3:15 PM  
SESSION: 237 • ROOM: 105

★ DPHMD SHOWCASE ★

**Teaching Students With Chronic Medical Conditions: Examining Teacher Preparation and Training Programs**

**TOPIC:** Physical/Health/Multiple Disabilities  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

Teachers express feeling ill-prepared to support the educational needs of students with a chronic medical condition. We share the results from a study that examined how teacher preparation programs prepare educators to meet the needs of this growing student population.

**LEADER(S):** Mary Kay Irwin, Nationwide Children's Hospital, Columbus, OH

**PRESENTER(S):** Christel Murphy, Cincinnati Children's Hospital Medical Center, OH

2:15 PM-3:15 PM

SESSION: 238 ROOM: LEARNING LAB 4, HALL D

**Experience Co-teaching in Action!**

**TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Demonstration

This team will model the five co-teaching approaches and incorporate effective communication techniques for optimizing each teacher's expertise for implementation of this inclusive model. Tools and strategies to plan together for an optimal learning environment for all learners will excite and motivate you to take your co-teaching to the next level!

**LEADER(S):** Susan Hentz, Susan Hentz & Associates, Sarasota, FL

**PRESENTER(S):** Jolly Piersall, Marcee Wilburn, Gail Ringwalt, and Angela McKinney, Indiana IEP Resource Center



2:15 PM-3:15 PM • SESSION: 239 • ROOM: 111

**Finding My Way Back: Meeting the Needs of Juveniles Returning from Incarceration**

**TOPIC:** Career Development/Transition  
**FORMAT:** Multi-Presentation Session  
**MODERATOR(S):** Dale Matusovich, Delaware Department of Education, Dover

■ **MAP: Finding My Way Back: An Analysis of the Impact of an Evidence-based Mentoring Program on Juvenile Offenders with IEP's Returning Home to Communities and Schools**

We share the findings from a study of juvenile offenders with disabilities and their transition from correctional facilities into school and community. The Reintegration Framework Toolkit provided collaboration among juvenile corrections, schools, the courts, and social service agencies. We highlight Check & Connect, the primary intervention.

**LEADER(S):** Jean Echternacht, University of Minnesota, Minneapolis

■ **The Educational Needs of Juveniles with Disabilities Returning from Incarceration**

We will highlight findings from a study of discharge policies implemented by a detention facility to improve the transition from incarceration to the community for juveniles with disabilities. Results include implications for school programming and PD for public and alternative education settings.

**LEADER(S):** Jolan Smith, California State University/UCLA

2:15 PM-3:15 PM SESSION: 240 ROOM: 305

**How to Partner With Caregivers to Make Meaningful Differences in Children's Lives**

**TOPIC:** Early Childhood and Early Intervention  
**SECONDARY TOPIC:** Communicative Disabilities and Deafness  
**FORMAT:** Presentation with Q&A

We discuss strategies for increasing caregiver responsivity, targeting new vocabulary, and increasing rate of communication in young children with expressive language delay. Learn how to teach and support parents' use of naturalistic language-enhancing strategies during everyday routines.

**LEADER(S):** Heather Moore, University of Oregon, Eugene

**PRESENTER(S):** Christina Tufford, University of Oregon, Eugene

2:15 PM-3:15 PM SESSION: 241 ROOM: 206

**Improving Struggling Adolescents' Reading****TOPIC:** Research**SECONDARY TOPIC:** Response to Intervention (RtI):  
Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

We discuss word reading and vocabulary strategy lessons and motivational supports for reading to improve struggling 6th graders' reading skill. You will learn steps for teaching the word reading and how to motivate your struggling students to read.

**LEADER(S):** Kristen Beach, University of North Carolina, Charlotte**PRESENTER(S):** Samantha Cleaver, Charlotte, NC

2:15 PM-3:15 PM SESSION: 242 ROOM: 202

**Improving Teachers' Understanding and Interpretation of Curriculum-Based Measurement Progress Data****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI):  
Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Teachers are expected to use progress data in Tier 3 to build effective interventions for students with LD, but teachers often have difficulty using the data. We describe different approaches for helping teachers to understand, interpret, and use progress data to inform their instruction.

**LEADER(S):** Roxette van den Bosch, Leiden University, South Holland, Netherlands**PRESENTER(S):** Christine Espin, Leiden University, Holland, Netherlands

2:15 PM-3:15 PM • SESSION: 243 • ROOM: 109

**Inclusive Education for Students with Significant Needs****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Ginevra Courtade, University of Louisville, KY
**■ Implementation Analysis: Teaching, Leading, Collaborating to Benefit Students With Disabilities Within the General Classrooms**

Project TLC prepares general education teachers to serve students with moderate/severe disabilities in the general education classroom. Through application of implementation science and using case study methodology, we address how 6 scholars enacted their roles as teachers, leaders, and collaborators.

**LEADER(S):** Pamela Williamson, University of North Carolina, Greensboro**PRESENTER(S):** Jeongae Kang, Valerie Runnfeldt, and Christi Shropshire, University of North Carolina, Greensboro; Nona Craft, Leaksville-Spray Elementary School, Eden/University of North Carolina, Greensboro
**■ Teaching It All: Embedding Academics in Functional Skills for Students With Significant Needs**

Participants will learn about a study conducted in which students with intellectual disabilities were taught a job skill and learned academic content at the same time. The focus will be on teaching practitioners to use the same intervention in their individual programs and classrooms.

**LEADER(S):** Misty Terrell, Leander ISD, TX

2:15 PM-3:15 PM SESSION: 244 ROOM: 203

**Intensive Reading Intervention for Students With Persistent Reading Difficulties****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Students with persistent reading difficulties need intensive intervention. Learn how to conduct diagnostic reading assessments to identify individual strengths and needs, instructional levels, and EBPs that target areas of need. Includes applications in elementary and secondary settings and adapting instruction for ELLs.

**LEADER(S):** Diane Haager, California State University, Los Angeles**PRESENTER(S):** Anna Osipova, California State University, Los Angeles

2:15 PM-3:15 PM • SESSION: 245 • ROOM: 102

**Literacy and Comprehension Strategies for Students with ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Louise Spear-Swerling, Southern Connecticut State University, New Haven

### ■ My Students With Autism Can Read All the Words But Do Not Understand the Text

We provide useful information on how to teach students with ASD to improve their ability to comprehend text by providing two sources of important findings from research. Participants will leave the session understanding how to use graphic organizers, main idea and questioning strategies, and anaphoric cueing.

**LEADER(S):** Michael Solis, University of Virginia, Charlottesville**PRESENTER(S):** Colleen Reutebuch, The Meadows Center for Preventing Educational Risk/UT, Austin

### ■ Using Reading Profiles to Understand the Literacy Needs of Students With ASD

We describe an approach to diagnostic assessment in literacy for students with ASD based on reading profiles research. Cases of individual students with ASD are presented and discussed as examples. We also provide implications for reading intervention depending on individual students' profiles and on specific assessment data.

**LEADER(S):** Louise Spear-Swerling, Southern Connecticut State University, New Haven**PRESENTER(S):** Kimberly Bean and Ruth Eren, Southern Connecticut State University, New Haven

2:15 PM-3:15 PM SESSION: 246 ROOM: 312

**Mapping Fraction Strips Onto the Number Line to Teach Equivalency Concepts****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Demonstration

This interactive session will teach you to implement research-based instructional activities designed to improve students' understanding of fraction magnitude and equivalency concepts. Learn activities to improve students' speed and accuracy!

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

**PRESENTER(S):** Paul Riccomini, Pennsylvania State University, University Park

2:15 PM-3:15 PM SESSION: 247 ROOM: 309

**MTSS as a Framework for Educator Preparation Reform****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Panel

Participating IHEs in CEEDAR states engage in a process that involves, in addition to special education, general education and leadership preparation reform. Several IHEs have used MTSS as a framework for such reform. In this session, three IHEs describe how MTSS guided reform at their institutions.

**LEADER(S):** Paul Sindelar, University of Florida, Gainesville

**PRESENTER(S):** Connie Bowman, University of Dayton, OH; Paula Lancaster, Grand Valley State University, Allendale; Kimberly Paulsen, Vanderbilt University, Peabody College, Nashville, TN

2:15 PM-3:15 PM SESSION: 248 ROOM: 201

**Multi-Tiered Systems of Support in Alternative Schools for Students With EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Students with EBD are most likely to be served away from typically developing peers and outside the comprehensive classroom. It is essential that these settings provide systems of support with data driving the decision making. We describe the development and implementation of the MTSS framework in an alternative school for students with EBD and share student and school data.

**LEADER(S):** Lisa Hoyt, Consultant, Seattle, WA

**PRESENTER(S):** Bridget Walker, Sound Supports K-12, Seattle, WA

2:15 PM-3:15 PM SESSION: 249 ROOM: 300

**PBIS in Pictures: Using Film to Support Schoolwide PBIS Implementation****TOPIC:** Technology and Media**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

Presenters will screen winning film submissions from the 8th Annual PBIS Film Festival depicting schools successfully using film in the implementation, training, and reinforcement of PBIS. We provide practical and immediately applicable resources for film creation to support the development of films within your own schools.

**LEADER(S):** Ashley MacSuga-Gage, University of Florida, Gainesville

**PRESENTER(S):** Shanna Hirsch, Clemson University, SC; Robin Ennis, University of Alabama, Birmingham

2:15 PM-3:15 PM SESSION: 250 ROOM: 107

**Peer-Mediated Revision to Support Struggling Writers in the General Education Classroom****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Writing is a complex task for learners and teachers, requiring intensive individualized support. Peer-mediated planning, composing, and revising utilizes a classroom full of editors to support growth in quality and productivity. Learn evidence-based SRSD strategies to support peer-mediated writing in the inclusive classroom.

**LEADER(S):** Anne Mong-Cramer, Penn State, Altoona

2:15 PM-3:15 PM SESSION: 251 ROOM: 306

**Program Chair Featured: Measuring Progress in Science Using Curriculum or State Standards****TOPIC:** STEM**SECONDARY TOPIC:** Assessment**FORMAT:** Presentation with Q&A

Progress monitoring academic content areas is challenging but progress monitoring content area vocabulary is a strategy for measuring learning and making instructional decisions. We will review content area vocabulary in science, discuss critical measurement issues, and review tools for progress monitoring science vocabulary.

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

**PRESENTER(S):** Tufan Adiguzel, Bahcesehir University, Istanbul, Turkey

2:15 PM-3:15 PM SESSION: 252 ROOM: 303

**Project CREED: Culturally Responsive Exceptional Educators for Diversity****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

The purpose of Project CREED is to produce culturally competent preservice educators who can deliver data-based instruction in diverse communities. We will highlight the 1-year intensive delivery model designed to license undergraduate candidates in a dual general and special education program in SPED Adapted Curriculum.

**LEADER(S):** Cathy Kea, North Carolina A&T State University, Greensboro

2:15 PM-3:15 PM SESSION: 253 ROOM: 110

**Putting the Workforce Innovation and Opportunity Act Into Action****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

The Workforce Innovation and Opportunity Act requires that all students are considered for competitive, community-integrated employment. Mon Valley School and the Office of Vocational Rehabilitation have partnered to bring these transition services to all secondary students at Mon Valley School. Learn how this model can be replicated.

**LEADER(S):** Richard Dowell, Mon Valley School, Clairton, PA

**PRESENTER(S):** Victoria Campbell, Mon Valley School, Clairton, PA

2:15 PM-3:15 PM SESSION: 254 ROOM: 200

**Robot Therapy: Developing Communication Skills in Students With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Technology and Media**FORMAT:** Demonstration

A 2-year study was conducted in a public school setting with a second-grade student identified as Level 3 ASD. Participants will be able to interact with a NAO humanoid robot to better understand how robot therapy can positively impact joint attention skill development in students identified as ASD.

**LEADER(S):** Nancy Charron, Southern New Hampshire University, Manchester

**PRESENTER(S):** Lundy Lewis, Southern New Hampshire University, Manchester

2:15 PM-3:15 PM SESSION: 255 ROOM: 204

**Self-Regulation Strategies and Peer-Mediated Interventions to Improve Academic Outcomes of Students With EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We provide an overview of two literature reviews of self-regulation strategies and PMI designed to increase academic outcomes for students with EBD. We discuss the findings and provide strategies including self-monitoring, strategy instruction, SRSD, classwide peer tutoring, cooperative learning, and more.

**LEADER(S):** Michelle Popham, Clemson University, SC

**PRESENTER(S):** Jill Shelnut, Michelle Dunn, Jennifer Counts, and Joseph Ryan, Clemson University, SC

2:15 PM-3:15 PM SESSION: 256 ROOM: 205

**Social Determinants of Interstate Prevalence Rates of Emotional Disturbance****TOPIC:** Research**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

We will discuss the role of state social context and politics in ED prevalence rates and the relationship between disciplinary procedures and ED prevalence rates. We discuss the results of the study which showed that conservatism, criminality, and disciplinary rates contribute negatively to interstate ED rates variation.

**LEADER(S):** Dimitris Anastasiou, Southern Illinois University, Carbondale

**PRESENTER(S):** Andrew Wiley, Kent State University, OH

2:15 PM-3:15 PM SESSION: 257 ROOM: 103

**Social Outcomes for Students With ASD in Inclusive Settings: A Comprehensive Literature Review****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We examine the social outcomes for students with ASD in inclusive preK-12 general education settings. Research studies that focused exclusively on measurable and perceived social outcomes showed some encouraging findings, but students with ASD appear to be at risk of social isolation within inclusive settings.

**LEADER(S):** Christoforos Mamas, University of California, San Diego

**2:15 PM-3:15 PM****SESSION: 258****ROOM: BALLROOM C****Strand C, Session 2: DI Next Level: Differentiated Instruction for Students With Complex Learning Needs****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Presentation with Q&A

Students with complex learning needs often have unique characteristics that necessitate a creative approach to inclusive instruction. We will present specific considerations and strategies for identifying and using differentiated instruction in the classroom for students with complex learning needs.

**LEADER(S):** Jordan Shurr, Central Michigan University, Mt. Pleasant

**PRESENTER(S):** Polly Parrish, WINGS Day Treatment Program, Fairhope, AL; Michael McCormick, Penn-Delco School District, Ashton, PA

**2:15 PM-3:15 PM****SESSION: 259****ROOM: 311****Strand E, Session 4: Flipping the Urban Classroom to Increase Preservice Teacher Knowledge and Efficacy****TOPIC:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We highlight this successful study in which preservice teachers spent time in a K-12 school building receiving content and pedagogy information from a professor. They then worked with students in a Tier-2 urban setting providing individualized and small group interventions.

**LEADER(S):** Lori Severino, Drexel University, Philadelphia, PA; Constance Lyttle, Urban Special Leaders for Tomorrow (USELT) Project at Drexel University, Philadelphia, PA

**PRESENTER(S):** Yendri Longoria, Drexel University, Philadelphia, PA; Rachel Abernethy, Drexel University, Philadelphia, PA

**2:15 PM-3:15 PM****SESSION: 260****ROOM: 313****Strand F, Session 2: New UDL Approaches, Contexts, Populations, and Tools****TOPIC:** Technology and Media**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

UDL is now being implemented in new contexts, with new populations, and internationally. This session will describe the unique design and implementation opportunities, and challenges of addressing learner variability within the these new environments and populations.

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

**PRESENTER(S):** Michael Krezmien, University of Massachusetts, Amherst; Elizabeth Hartmann, Lasell College, Newton, MA; Shradha Narayanan, Julia Merlin, Snigdha Gupta, Alexandra Bogus, Nina Dsa, Harvard Graduate School of Education, Cambridge, MA

**2:15 PM-3:15 PM****SESSION: 261****ROOM: 101****The Comparison of 'Apples to Apples' Works Only for Apples: Choosing Appropriate Assessment Instruments****TOPIC:** Assessment**SECONDARY TOPIC:** Gifted and Talented**FORMAT:** Presentation with Q&A

Twenty years of research by a practicing psychologist and teachers of gifted students within a district have dispelled the traditional theories of assessment as being equitable and adequate. Teacher training and using best assessment practices are at the crux of this district's findings.

**LEADER(S):** Tara Strang, Hamilton County Department of Education, Chattanooga, TN

**PRESENTER(S):** Ty Campbell and Kelly Davis, Hamilton County Department of Education, Chattanooga, TN

**2:15 PM-3:15 PM****SESSION: 262****ROOM: 310****The Role of Teacher Preparation in Promoting Evidence-Based Practices in Schools****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Presentation with Q&A

Teacher education programs have an important role in preparing teachers to enter the field ready to understand, select, and implement EBPs in their teaching. We will explore traditional and innovative methods of enhancing knowledge and instructional practices of EBP through coursework and fieldwork at the preparation level.

**LEADER(S):** Mary Catherine Scheeler, Penn State University, University Park, PA

**PRESENTER(S):** Shannon Budin, Buffalo State College, NY; Andy Markelz, Penn State University, University Park

2:15 PM-3:15 PM SESSION: 263 ROOM: 308

**Using an Applied Critical Leadership Framework to Examine Interactions Between Educational Leaders and Mexican Parents of Children With Dis/abilities****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We examined Mexican parent perceptions of school leadership practices and the ways in which educational leaders situated social justice and equity at the forefront. Findings suggested conscious culturally sustainable practices that located parent/family expertise as central to educational decision making.

**LEADER(S):** Cristina Santamaria Graff, Indiana University–Purdue University Indianapolis

2:15 PM-3:15 PM SESSION: 264 ROOM: 302

**Using Program Evaluation for Continuous Improvement of Your Special Education Programs and Services****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Assessment**FORMAT:** Demonstration

What happens when this question arises from internal and external stakeholders 'Are our special education programs and services effective and efficient?' In this highly interactive session, you will learn to assess special education programs and services as well as develop an evaluation design for your school.

**LEADER(S):** Peg MacDonald, Capitol Region Education Council, Hartford, CT

2:15 PM-3:15 PM SESSION: 265 ROOM: 301

**Using Technology and Systematic Instruction to Promote Grade Aligned English/Language Arts Instruction for Students With Significant Disabilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

We share the results from a year-long randomized control trial study targeting a comprehensive approach to teach grade aligned ELA via an App for middle school students with significant disabilities. Participants will learn about the embedded evidence-based practices that led to significant outcomes.

**LEADER(S):** Pamela Mims, East Tennessee State University, Johnson City

**PRESENTER(S):** Lynn Ahlgrim-Delzell, University of North

Carolina, CT

**MULTIPLE PRESENTATIONS**

2:15 PM-3:15 PM • SESSION: 266 • ROOM: 208

**Vocabulary, Writing & Dual Media Learners****TOPIC:** Visual Impairments**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Nicole Johnson, Kutztown University of Pennsylvania

**Explicit Vocabulary Instruction for Braille Readers**

We share the strategies, resources, and the advantages of explicitly preteaching key vocabulary words to students with visual impairments. Specific resources for adapting the procedure with Braille readers will be highlighted.

**LEADER(S):** Deborah Hatton, Vanderbilt University, Nashville, TN

**Exploring the Writing of Students With Visual Impairments**

We present information about the writing of students with VI and features that may be unique to this population. We will discuss how writing within this population changes across grade levels, as well as how writing is different depending on visual category and the presence of additional disabilities.

**LEADER(S):** Mackenzie Savaiano, University of Nebraska, Lincoln

**PRESENTER(S):** Michael Hebert, University of Nebraska, Lincoln

**Dual Media Learners: Issues, Strategies, and a Case Study**

Information regarding the instruction of children who are using dual media is limited. We will examine issues involved in instructing dual-media learners, offer strategies for dual-media instruction, and describe lessons learned from a case study of a dual-media learner who participated in a preteaching keywords intervention.

**LEADER(S):** Carlie Rhoads, Vanderbilt University, Nashville, TN



2:15 PM-3:15 PM SESSION: 267 ROOM: 108

**What's Next for Co-Teaching? Putting the "Special" Back Into Students' Education****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Although co-teaching is widely implemented, concern continues that students with disabilities often receive general assistance rather than the SDI to which they are entitled. Join this discussion of SDI as distinct from other supports (e.g., differentiation, accommodations), and learn to embed SDI in co-taught classes.

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

**PRESENTER(S):** Tammy Barron, Western Carolina University, Cullowhee, NC

2:15 PM-3:15 PM

ROOM: LEARNING LAB 3, HALL D

**★ Exhibitor Showcase: Optimizing Quality of Life****FORMAT:** Exhibitor Showcase Session

An overview of Anderson Center for Autism. Anderson Center optimizes the quality of life for individuals on the autism spectrum and their families. Learn about on campus programs and initiatives. Learn about our consultation services including options for school districts and the broader community and becoming an Autism Supportive Environment.

**LEADER(S):** Tracy Schober, Anderson Center for Autism, Staatsburg, NY

2:15 PM-3:15 PM

ROOM: LEARNING LAB 2, HALL C

**★ Exhibitor Showcase: SEL Simplified: Using Social and Emotional Learning to Improve Outcomes and Behavior****FORMAT:** Exhibitor Showcase Session

In this session you will learn how to incorporate SEL to improve academics and retention rates, focus on skills to eliminate bad behaviors and ensure a positive learning environment, and best practices using evidence-based tools to assess and teach these critical skills.

**LEADER(S):** Art Janowiak III, The Conover Company, Appleton, WI

2:15 PM-3:15 PM

ROOM: 210

**★ Exhibitor Showcase: Secondary Students With ASD: A Practical Guide for Teaching Independence****FORMAT:** Exhibitor Showcase Session

This session will discuss a practical solution for providing secondary students effective, evidence-based curricula that teaches critical skills necessary for success in school and beyond. Learn how school districts across the country are building capacity to provide an appropriate education for secondary students, preparing these students for transition into postsecondary life.

**LEADER(S):** Cami Algaier, STAR Autism Support, Portland, OR

2:15 PM-3:15 PM

ROOM: LEARNING LAB 1, HALL C

**★ Exhibitor Showcase: Successful Employment: It's All About the Planning:****FORMAT:** Exhibitor Showcase Session

The importance of pre-vocational planning and opportunity is ever growing, yet when and where to begin can be so overwhelming for both educators and parents! This presentation is designed to help by introducing 5 areas of focus: Job Readiness, Clerical, Food Service, Grocery and Retail. Additionally, emphasizing the importance of visual supports, video modeling and data collection systems all of which are designed to build a strong, consistent, vocational foundation for all individuals.

**LEADER(S):** Angela Mahoney, Rogers Park Middle School, Danbury, CT

2:15 PM-3:00 PM

SESSION: 270

ROOM: POSTER 15, BALLROOM A

**A Color-Coding Strategy for Students to Access the General Education Language Arts Instruction****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Learn the effects of a color-coding strategy to ease students' information processing by simplifying complex textual information into visual segments. We discuss the positive research and practitioner findings of students with mild-moderate disabilities who used the color-coding strategy.

**LEADER(S):** Claudia Otto, Oklahoma State University, Stillwater

**2:15 PM-3:00 PM****SESSION: 271      ROOM: POSTER 17, BALLROOM A****A Look at Visual and Statistical Analyses for Single-Case Designs****TOPIC:** Research**SECONDARY TOPIC:** Assessment**FORMAT:** Poster Session

This session identifies the benefits of visual analysis and identifies level of intervention impact. Participants will engage in discussions concerning implications on the use of VA and ES measures in the use of SCD, and the implementation in the field for identifying evidence based-practices.

**LEADER(S):** Bridget Miller, Purdue University, West Lafayette, IN**2:15 PM-3:00 PM****SESSION: 272      ROOM: POSTER 11, BALLROOM A****A Meta-Analysis of Single-Case Transition Research Since IDEA 1990****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We present results from a meta-analysis of 35 transition-focused single-case research design intervention studies found in 22 top special education journals from 1990-2015. Findings will describe demographic information, transition related topics, and methodological rigor of single-case research design.

**LEADER(S):** Lindsay Athamanah, University of Illinois, Chicago**PRESENTER(S):** Samantha Walte and Kasandra Posey, University of Illinois, Chicago**2:15 PM-3:00 PM****SESSION: 273      ROOM: POSTER 8, BALLROOM A****Autism Knowledge and Attitudes: College Peer Mentors****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

In addition to better understanding the effects of peer mentoring for students with ASD, it is also important to understand how mentoring affects the mentors. We present survey data from trained volunteer peer mentors on their attitudes towards students with ASD and their knowledge of autism.

**LEADER(S):** Matthew Segall, Emory Autism Center, Atlanta, GA**2:15 PM-3:00 PM****SESSION: 274      ROOM: POSTER 19, BALLROOM A****Brain-Based Visual Impairment: So Many Children! So Many Teachers! Meeting the Training Need in Multiple Formats****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Assessment**FORMAT:** Poster Session

Meeting the PD needs of professionals working with students with brain-based VI is a significant challenge. We describe training models developed to meet a wide range of needs and learning styles and will also demonstrate how multiple delivery options can support staff, schedules, and goals via online and onsite formats.

**LEADER(S):** Mary Zatta, Perkins School for the Blind, Watertown, MA**2:15 PM-3:00 PM****SESSION: 275      ROOM: POSTER 14, BALLROOM A****Children in Action: Motor Program for Preschoolers (CHAMPPS)****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Many preschoolers with and without disabilities have motor deficits and most do not spend enough time in active motor play. We highlight materials from a new motor curriculum that is being developed (with IES funding) to support preschooler's physical activity levels and school readiness skills.

**LEADER(S):** Melissa Stalega, University of Massachusetts, Boston**PRESENTER(S):** Paddy Favazza, University of Massachusetts, Boston; Michaelene Ostrosky and Hsiu-wen Yang, University of Illinois, Urbana-Champaign**2:15 PM-3:00 PM****SESSION: 276      ROOM: POSTER 5, BALLROOM A****Designing, Delivering and Evaluating PD in Mathematics for Elementary Special Educators****TOPIC:** STEM**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

We outline the design, delivery, and outcomes of a 3-year PD program to close the research to practice gap in mathematics for special educators. Participants will leave with PD design and content ideas, teacher and student outcome data, and lessons learned through implementation of this program.

**LEADER(S):** Christina Curran, University of Northern Iowa, Cedar Falls

**PRESENTER(S):** Vicki Oleson, University of Northern Iowa, Cedar Falls; Connie Terry, Green Hills Area Education Agency, IA

**2:15 PM-3:00 PM**

**SESSION: 277      ROOM: POSTER 20, BALLROOM A**

### **Educational Partnerships With Fathers of Children With Complex Disabilities**

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

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We present the findings of a research study on fathers' partnerships with the educational professionals working with their children with complex disabilities. This session will provide recommendations for strengthening communication with fathers and making schools and classrooms more father friendly.

**LEADER(S):** Nadya Pancsofar, The College of New Jersey, Ewing

**PRESENTER(S):** Jerry Petroff, The College of New Jersey, Ewing

**2:15 PM-3:00 PM**

**SESSION: 278      ROOM: POSTER 23, BALLROOM A**

### **Effective Teaching Strategies for Fifth-Grade Students Who Struggle With Fractions**

**TOPIC:** Learning Disabilities

**SECONDARY TOPIC:** STEM

**FORMAT:** Poster Session

We describe a tutoring program that supports students in understanding fractions, solving fraction calculations, and in developing problem-solving and explanation skills. Upper Elementary and special education teachers will learn how to teach fraction concepts and operations using the number line and Cuisenaire rods.

**LEADER(S):** Robin Schumacher, Instructional Research Group, Nashville, TN

**PRESENTER(S):** Madhavi Jayanthi, Russell Gersten, and Joseph Dimino, Instructional Research Group, Los Alamitos, CA

**2:15 PM-3:00 PM**

**SESSION: 279      ROOM: POSTER 22, BALLROOM A**

### **Embedding Mental Health First Aid for Youth Into Tier 3 Intervention Programming**

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

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

With a rise in the mental health needs of youth it is important for school personnel to implement behavioral interventions which address both social emotional needs and mental health needs of today's students. Learn ideas on ways to incorporate Mental Health First Aid into Tier 3 intervention programs.

**LEADER(S):** Kathryn Havercroft, Eastern Illinois University, Charleston

**2:15 PM-3:00 PM**

**SESSION: 280      ROOM: POSTER 13, BALLROOM A**

### **Fostering Critical Reflection to Build Culturally Responsive Practices**

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

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Poster Session

Our study examined how reflection of special educators' beliefs about students can be fostered through teacher learning groups to help teachers examine current practices to enrich culturally responsive practices for exceptional students. Learn how you can develop these learning groups in your school.

**LEADER(S):** Brooke Moore, University of Colorado, Boulder

**2:15 PM-3:00 PM**

**SESSION: 281      ROOM: POSTER 12, BALLROOM A**

### **GO 4 IT...NOW! A Writing Strategy to Engage Students in the IEP Process and Maximize Instructional Efficiency**

**TOPIC:** Career Development/Transition

**SECONDARY TOPIC:** Research

**FORMAT:** Poster Session

We will discuss the results from a recent study investigating the effects of GO 4 IT...NOW! strategy instruction on the expository paragraph writing skills of students with disabilities. Implications for practitioners will be provided.

**LEADER(S):** Moira Konrad, The Ohio State University, Columbus

**PRESENTER(S):** David Test, National Secondary Transition TA Center/UNC, Charlotte; Kelly Clark, University of North Carolina, Charlotte

**2:15 PM-3:00 PM****SESSION: 282      ROOM: POSTER 2, BALLROOM A****Hiring and Training Paraprofessionals for Tiered Systems of Support****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We highlight results of a study to identify the hiring, training, and supervision practices of paraprofessionals in schools implementing tiered levels of intervention. Learn how schools construct a meaningful process for hiring support staff; including critical factors sought in hiring and defining roles for new paraprofessionals.

**LEADER(S):** Alyssa Barnes, University of Vermont, Burlington**2:15 PM-3:00 PM****SESSION: 283      ROOM: POSTER 16, BALLROOM A****Integrating Literacy and Content Curriculum to Support Diverse Learners****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

This project partnered inservice and preservice teachers pursuing dual certification in elementary and special education with struggling 5th-grade students. We discuss the outcomes including student pre- and postassessment data and teacher knowledge survey, focus group, and observation data.

**LEADER(S):** Nicole Fenty, Binghamton University, NY**2:15 PM-3:00 PM****SESSION: 284      ROOM: POSTER 6, BALLROOM A****One School for All: Creating Bulgarian Model for Introduction of Inclusive Education****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We share the results of 2 years of work in 5 Bulgarian schools for a new, Bulgarian model of introduction of inclusive education. We discuss the attitudes, the approaches to motivate teachers that work in a specific context, and the results of the development of a holistic model of inclusion.

**LEADER(S):** Iva Boneva, Center for Inclusive Education, Sofia, Bulgaria**PRESENTER(S):** Colin Gasamis, University of Washington, Seattle**2:15 PM-3:00 PM****SESSION: 285      ROOM: POSTER 3, BALLROOM A****Pilot Wraparound Process for Youth With EBD From Culturally Diverse Backgrounds****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

This study evaluated the effectiveness of the mental health component of the wraparound process among elementary, middle, and high school students with challenging behaviors from culturally diverse backgrounds. We will discuss results, limitations, and directions for future research.

**LEADER(S):** Mandy Lusk, Clayton State University, Morrow, GA**PRESENTER(S):** Calli Lewis Chiu, California State University, Bakersfield**2:15 PM-3:00 PM****SESSION: 286      ROOM: POSTER 9, BALLROOM A****Promoting Goal Attainment With Students With Developmental Disabilities in a College Setting****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Presenters will share results of a study on goal attainment with students with developmental disabilities in a college setting. Attendees will learn specific procedures for teaching students with developmental disabilities to work toward, evaluate, and attain their own goals.

**LEADER(S):** Kathleen Cook, Augustana College, Sioux Falls, SD**PRESENTER(S):** Matthew Johnson, Augustana College, Sioux Falls, SD; Hannah Hahn, Augustana University, Sioux Falls, SD**2:15 PM-3:00 PM****SESSION: 287      ROOM: POSTER 18, BALLROOM A****Re-Examining Evidence Based Practice: Implications of Changing EBP Standards on Teacher Practice****TOPIC:** Research**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Changes regarding evidence based practice (EBP) guidelines within CEC necessitate updating the status of previously designated practices. This study re-examined video modeling in isolation as EBP using the new CEC 2014 standards. Critical analysis of the social validity of EBP in SPED is discussed.

**LEADER(S):** Robert Williamson, Simon Fraser University, Burnaby, BC, Canada

**PRESENTER(S):** Clinton Smith, University of Tennessee, Martin; Jeanne Novak, Bowling Green State University, OH; Will Hunter, University of Memphis, TN; Andrea Jasper, Central Michigan University, Mount Pleasant

**2:15 PM-3:00 PM**

**SESSION: 288      ROOM: POSTER 4, BALLROOM A**

### **School Discipline Policies and Suspension Rates: An Examination of One State**

**TOPIC:** Emotional and Behavioral Disorders

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

We share the findings of a study that examined school suspension and school policy data from students in Maryland. The majority of school districts in this study continue to utilize negative consequences when addressing student behavior. Trends observed in districts utilizing proactive approaches will be discussed.

**LEADER(S):** Kristine Camacho, Tantasqua Regional School District, Fiskdale, MA

**PRESENTER(S):** Michael Krezmien, University of Massachusetts, Amherst

**2:15 PM-3:00 PM**

**SESSION: 289      ROOM: POSTER 7, BALLROOM A**

### **Supports for Teachers and Students With ASD in Co-Taught Inclusive Environments**

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Poster Session

We highlight how general and special educators can develop co-teaching relationships that promote collaborative lesson planning for students with ASD included in diverse co-taught classrooms. This session will overview EBP for students with ASD and how they can be organized and planned for in co-taught environments.

**LEADER(S):** Debra Cote, California State University, Fullerton

**PRESENTER(S):** Shannon Sparks, University of Nevada, Las Vegas; L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

**2:15 PM-3:00 PM**

**SESSION: 290      ROOM: POSTER 21, BALLROOM A**

### **Using SRSD to Teach Preservice Special Educators to Write High-Quality Learning Objectives**

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Poster Session

We present the findings of a series of single-case design pilot studies that evaluated an SRSD intervention for teaching objective writing skills. We will present the material used to teach and evaluate these skills and discuss our iterative development process.

**LEADER(S):** John Schaefer, The Ohio State University, Columbus

**PRESENTER(S):** Rachel Seaman, The Ohio State University, Columbus

**2:15 PM-3:00 PM**

**SESSION: 291      ROOM: POSTER 10, BALLROOM A**

### **Video Self-Modeling to Modify Disruptive Behaviors in Students With ASD and Co-Occurring ID**

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**SECONDARY TOPIC:** Technology and Media

**FORMAT:** Poster Session

We presents the results of a pilot study which investigated whether a video self-modeling intervention could modify behaviors of children with ASD and co-occurring ID. Observational findings for the participants will be discussed, as well as limitations and future directions for research/practice.

**LEADER(S):** Kate Sadler, University of Missouri, St. Louis

**2:15 PM-3:00 PM**

**SESSION: 292      ROOM: POSTER 24, BALLROOM A**

### **Video Self-Modeling: An Intervention for Place Value Skills**

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** STEM

**FORMAT:** Poster Session

Recommendations for mathematics instruction have placed rigorous learning expectations on students. For struggling learners, effective and efficient interventions are in high demand. Video self-modeling was utilized with a group of 2nd-grade students at risk. The results of this study will be discussed.

**LEADER(S):** Kayla Mohny, Slippery Rock University of Pennsylvania

**2:15 PM-3:00 PM****SESSION: 293      ROOM: POSTER 1, BALLROOM A****WHEE Include: Evaluating the Impact of an Inclusive Teacher Education Program****TOPIC:** Assessment**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We will compare the preparation of preservice teacher candidates in 2 programs: One is completing a degree in inclusive education, the other is completing a traditional elementary education program. We explore elements of attitudes, efficacy, and outcome measures from student teaching and faculty members.

**LEADER(S):** Charmion Rush, Western Carolina University, Cullowhee, NC

**3:30 PM-4:30 PM****SESSION 294****ROOM 210****CEC Aspiring Leaders****TOPIC:** Professional Development**FORMAT:** Presentation with Q&A

CEC needs YOU! This session is designed for members to interact with CEC leaders to learn about various leadership roles in CEC. Participants will learn about the impact they can have within state/provincial units, divisions and subdivisions, and at the international level. Specific tips for active involvement will also be shared. The goals of this session are to create a greater awareness of opportunities within CEC and encourage member involvement in various leadership activities within the organization.

**LEADER(S):** CEC Nominations Standing Committee

**3:30 PM-4:30 PM****SESSION: 295****ROOM: 102****A Multi-Tiered Approach to Supporting the Behavioral Needs of Students With Disabilities in Special Day Schools and Self-Contained Classrooms****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Students with autism and/or ID often present unique behavioral challenges that can confound traditional school discipline policies. We explore the adaptation and implementation of behavioral supports across tiers. Attendees will have opportunities to ask questions and receive practical insight on applying strategies.

**LEADER(S):** Carlene Reid, Drexel University, Philadelphia, PA

**PRESENTER(S):** Michelle Nutini, Urban Special Leaders of Tomorrow (USELT) Project at Drexel University, Philadelphia, PA

**3:30 PM-4:30 PM****SESSION: 296****ROOM: 302****Classroom-Based Mental Health Services: Model, Systems and Practices for Developing Complex, Multi-dimensional and Protracted Interventions****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

We present a model for integrating and embedding behavior intervention and school-based mental health services for students with tertiary behavior support needs. We focus on EBPs in positive behavioral interventions and the roles of special educators, mental health professionals, and others in the implementation of Tier 3 intensive behavior supports.

**LEADER(S):** Kent Parker, Clemson University, SC

**3:30 PM-4:30 PM****SESSION: 297****ROOM: 202****Considering the Role of Evidence in Educating Students With Disabilities****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Today's educators grapple with determining what is an evidence-based practice, program, or intervention. We will explain a continuum of evidence in education policies, share methods for determining whether evidence shows if a practice supports instruction, and discuss evidence within multi-tiered systems of supports.

**LEADER(S):** Jill Pentimonti, American Institutes for Research, Washington, DC

**PRESENTER(S):** Lauren Artzi, Zachary Weingarten, Julia Casasanto-Ferro, and Melodee Walker, American Institutes for Research, Washington, DC

**3:30 PM-4:30 PM****SESSION: 298****ROOM: 104****Cultural Norms, ADHD, and Giftedness: Black Children's Cultural Norms and Their Diagnoses and Misdiagnoses for Gifted Programs****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

ADHD is not a reason to exclude students from gifted programs. ADHD however, is frequently cited as a reason for exclusion, particularly among Black students. We focus on PD relationships as connected to gifted behaviors, cultural norms of Black students, and ADHD to help participants prevent ADHD exclusion.

**LEADER(S):** Ken Dickson, Educational Support and Consulting Network, Upper Marlboro, MD

3:30 PM-4:30 PM SESSION: 299 ROOM: 200

**Embedding Transition Skills Into Academic Instruction****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Demonstration

We will model two secondary literacy EBPs to teach literacy skills while concurrently teaching transition-related skills to secondary youth with disabilities. Learn how to embed transition skills into academic instruction, use data-based decision making, and use resources in classroom settings.

**LEADER(S):** Valerie Mazzotti, University of Oregon, Eugene**PRESENTER(S):** Dawn Rowe, National Post-School Outcomes Center/University of Oregon, Eugene

3:30 PM-4:30 PM SESSION: 300 ROOM: 206

**Examining Developmental Sentence Level Skills for Students With Diverse Learning Needs****TOPIC:** Research**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Sentence-level skills (e.g., punctuation, capitalization, sentence construction) are essential foundational skills. We will present research regarding sentence-level skill development and provide insights regarding inconsistencies and lack of definition in grade-level standards across states and the CCSS.

**LEADER(S):** Natalie Olinghouse, University of Connecticut, Storrs**PRESENTER(S):** Thilagha Jagaiah and Deborah Howard, University of Connecticut, Storrs

3:30 PM-4:30 PM • SESSION: 301 • ROOM: 107

**Getting it 'Write!' Evidence-Based Writing Strategies from Primary Grade Learners****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Vicki McGinley, West Chester University, PA
**■ First Grade Early Writing Intervention for Students With Severe Writing Difficulties**

We report results from a single-subject multiple baseline study of Tier II writing instruction for 1st-grade students with severe writing difficulties. Suggestions for bolstering writing instruction to reduce writing difficulties for students with severe writing difficulties will be provided.

**LEADER(S):** Megan Carroll, Meadows Center for Preventing Educational Risk at UT, Austin**PRESENTER(S):** Diane Bryant, Meadows Center for Preventing Educational Risk at UT, Austin; Jihyun Lee, Lisa Sigafoos, Gavin Watts, and Maryam Nozari, University of Texas, Austin
**■ Observations of Instructional Writing Practices for At-Risk 1st- and 2nd-Grade Students**

We report results and implications from a systematic observation study of writing instruction in high-needs 1st- and 2nd-grade classrooms. Identified was the extent to which teachers implemented evidence-based writing practices. Suggestions for reducing writing difficulties for primary-grade students are provided.

**LEADER(S):** Lisa Sigafoos, University of Texas, Austin**PRESENTER(S):** Diane Bryant, Brian Bryant, and Megan Carroll, Meadows Center for Preventing Educational Risk at UT, Austin; Stephen Ciullo, Texas State University, San Marcos; Jihyun Lee, University of Texas, Austin

3:30 PM-4:30 PM SESSION: 302 ROOM: 208

**Hot Topics in MTSS: Current Research to Address Some of the Big Questions Impacting Implementation****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Panel

Despite inclusion within federal and state policies and the implementation of tiered frameworks challenges with confusing terminology, understanding the continuum of services and level of evidence across the framework, and serving CLD populations exist and challenge implementation success. We review research and provide examples to tackle these topics.

**LEADER(S):** Amy Peterson, American Institutes for Research, Washington, DC**PRESENTER(S):** Dia Jackson and Allison Gandhi, American Institutes for Research, Washington, DC; Tessie Bailey, American Institutes for Research, Austin, TX; Lynn Fuchs, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM SESSION: 303 ROOM: 311

**Program Chair Featured: An Introduction to the Foundational Reading and English Learner Practice Guides****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

Participants will be introduced to the research-based recommendations and Action Steps addressed in two practice guides: 'Effective Literacy and English Language Instruction for English Learners in the Elementary Grades' and 'Foundational Skills to Support Reading for Understanding in Kindergarten Through 3rd Grade.'

**LEADER(S):** Joseph Dimino, Instructional Research Group, Los Alamitos, CA**PRESENTER(S):** Carolyn Denton, University of Texas Health Science Center, Houston

3:30 PM-4:30 PM SESSION: 304 ROOM: 105

**Program Chair Featured: Voices From the Field: Educators With Disabilities****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Panel

Educators with disabilities will share their unique perspective of working with individuals with disabilities while managing their own challenges related to their disability. The panelists will share strategies that make them a successful educator and will discuss how their disability supports their working with individuals with disabilities.

**LEADER(S):** Jennifer Diliberto, University of North Carolina, Chapel Hill**PRESENTER(S):** Mary Ruth Coleman, University of North Carolina, Chapel Hill; Kathryn Haselden, Francis Marion University, Florence, SC

3:30 PM-4:30 PM SESSION: 305 ROOM: 201

**Reducing Bullying Through Targeted Social Skills Groups****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Evidence suggests that students with disabilities experience higher rates of bullying due to social and communication skill deficits. We describe the process and outcomes of implementing a 10-hour targeted social skills group to reduce bullying involvement among students with disabilities. Pre/Post outcomes revealed reductions in bullying involvement.

**LEADER(S):** Chad Rose, University of Missouri, Columbia**PRESENTER(S):** Erica Mason and Taylor Webb, University of Missouri, Columbia



3:30 PM-4:30 PM SESSION: 306 ROOM: 207

**RTI Frameworks for Adolescents: Designing and Implementing Intensive Interventions With Adolescent ELs****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We describe a program of research investigating intensive interventions for adolescent ELs. Results from multiple RCTs provide evidence on how to design, implement, and enhance intensive interventions addressing the unique academic needs of adolescent ELs. Sample lessons will be provided.

**LEADER(S):** Kelly Williams, University of Texas, Austin**PRESENTER(S):** Jeremy Miciak, University of Houston, TX

3:30 PM-4:30 PM SESSION: 307 ROOM: 110

**Self-Determination Inventory: Student Report – Introducing a New Measure of Self-Determination****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Assessment**FORMAT:** Presentation with Q&A

We will introduce a new self-report measure of self-determination, the Self-Determination Inventory: Student Report (SDI:SR). The SDI:SR is the first tool created as part of the SDIS, which includes self- and other-report measures of self-determination for youth and adults with and without disabilities.

**LEADER(S):** Karrie Shogren, University of Kansas, Lawrence**PRESENTER(S):** Michael Wehmeyer and Sheida Khamsi, University of Kansas, Lawrence

3:30 PM-4:30 PM SESSION: 308 ROOM: 303

**Social Justice Pedagogy: Strategies for Inclusion of Students With Disabilities Who Identify as LGBTQ****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We discuss the definition of Gay Affirmative Practice and how to use the Gay Affirmative Practice Scale to evaluate the degree to which the person practices affirmatively with this population. Learn different strategies and techniques to develop Social Justice Capital to work with unique intersections of disability and sexual orientation.

**LEADER(S):** Jennifer E. Christensen, Eastern Kentucky University, Richmond**PRESENTER(S):** Frank Dykes, University of Texas, Tyler; Kristine Larson, Johns Hopkins University, Baltimore, MD

3:30 PM-4:30 PM SESSION: 309 ROOM: 103

**Stay, Play, and Talk (Phase IV): A Peer-Mediated Social Skills Program for Children With ASD and Other Social Communication Difficulties****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Peer-mediated social skills training programs can have a positive effect in children with autism. Preliminary research findings indicate that the Stay, Play, and Talk Program increases attending and commenting skills to peers, play and conversation skills, and social interactions between children with ASD and other social communication difficulties.

**LEADER(S):** Kimberly Maich, Brock University, Ontario, Canada**PRESENTER(S):** Sheri Mallabar, Brock University, Ontario, Canada; Tricia van Rhijn, University of Guelph, Ontario, Canada

3:30 PM-4:30 PM

SESSION: 310

ROOM: BALLROOM C

**Strand C, Session 3: DI Professional Development: Teaching Teachers to Differentiate Instruction****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

Teachers are learners, too. This session will provide presentation methods and activities to assist educators in providing preservice and inservice teacher training on DI. The presenters will demonstrate a variety of techniques to teach and encourage the use of differentiation in a variety of classrooms.

**LEADER(S):** Robin Drogan, Bloomsburg University of Pennsylvania**PRESENTER(S):** Brooke Lylo, Bloomsburg University of Pennsylvania; Amanda Thomas, Lehigh University, Bethlehem, PA

3:30 PM-4:30 PM SESSION: 311 ROOM: 313

**Strand F, Session 3: Will I Know It If I See It?  
Approaches to UDL Implementation****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Technology and Media**FORMAT:** Panel

Good UDL implementation needs to be deeply integrated with the needs and resources of individual schools, districts, and communities so will look different in different contexts. We describe approaches to using implementation and improvement science to adopting, implementing, and sustaining UDL in different settings.

**LEADER(S):** Kirk Behnke, CAST, Wakefield, MA

**PRESENTER(S):** Denise DeCoste, The Universal Design for Learning Implementation and Research Network, Falmouth, MA; Katie Novak, Groton-Dunstable Regional School District, MA; John Mundorf, P.K. Yonge Developmental Research School, University of Florida, Gainesville

3:30 PM-4:30 PM SESSION: 312 ROOM: 101

**Strategies for Making Assessment Meaningful and Manageable****TOPIC:** Assessment**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Novice teachers often have difficulty conducting comprehensive assessments, progress monitoring, and writing summary reports to guide IEPs and instruction. We share strategies, rubrics, and graphic organizers to support teachers in conducting and using assessment to guide IEP development and instruction.

**LEADER(S):** Andrea Capizzi, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Alexandra Da Fonte, Vanderbilt University, Nashville, TN

3:30 PM-4:30 PM SESSION: 313 ROOM: 205

**Teacher Use of Evidence-Based Practices Across Race, Gender, and Disability Risk****TOPIC:** Research**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We will discuss the results of our study which determined to what extent teachers use evidence-based practices during classroom instruction and if those practices were applied differentially across demographic groups in Title 1 schools located within the city limits of a large urban center.

**LEADER(S):** Ambra Green, University of Missouri, Columbia

3:30 PM-4:30 PM • SESSION: 314 • ROOM: 300

**Technology for Struggling Writers****TOPIC:** Technology and Media**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Anya Evmenova, George Mason University, Fairfax, VA

■ **Features Built-Into a Technology-Based Graphic Organizer (TBGO) Providing Differentiated Supports for Struggling Writers**

We share the technology-based tools, materials, procedures, and findings from a series of single-subject research studies on using TBGOs with embedded self-regulated learning strategies. Students performance will be discussed and the review of features built-into TBGOs will be provided.

**LEADER(S):** Anya Evmenova, George Mason University, Fairfax, VA

**PRESENTER(S):** Kelley Regan, Soo Ahn, Ashley Stride, Melissa Hughes, and Rachel Hammer, George Mason University, Fairfax, VA

■ **Writing in the Digital Age: Using Foundational Writing Research to Inform Modern Research and Practice**

Research points to the challenges students with disabilities face when they lack handwriting fluency. Thus, difficulties with typing fluency and technological program-use may impede electronic composition outcomes. We discuss the need for both individualized assistance with essay construction, and also with digital essay production to have a written voice.

**LEADER(S):** Lauren Foxworth, State University of New York, Old Westbury

**PRESENTER(S):** Andrew Hashey and Diana Sukhrum, State University of New York, Old Westbury

3:30 PM-4:30 PM SESSION: 315 ROOM: 109

**The Hospitable Teacher Through Contemplation****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

Learn how to create an inclusive learning environment that is hospitable and accepting through the act of compassion that has been cultivated through contemplation. We will discuss how to promote a hospitable inclusive classroom for all students, regardless of a disability, to learn and grow as individuals and a community.

**LEADER(S):** Ernest Solar, Mount St. Mary's University, Emmitsburg, MD

3:30 PM-4:30 PM SESSION: 316 ROOM: 308

**The Nexus of Policy and Practice: ESSA, Educator Preparation, and Policy Engagement****TOPIC:** Public Policy**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

The 2015 passage of ESSA provides an opportunity to re-examine critical issues in educator preparation through a policy lens. We will discuss the need for faculty, researchers, and practitioners to engage with the policy-making process to promote effective preparation of special education teachers and leaders.

**LEADER(S):** Katharine Shepherd, University of Vermont, Burlington

**PRESENTER(S):** Jane West, Jane West Consulting, Washington, DC; Laurie DeBettencourt, Johns Hopkins University, Baltimore, MD; Jeffrey Anderson, Indiana University, Bloomington; Fred Spooner, University of North Carolina, Charlotte

3:30 PM-4:30 PM SESSION: 317 ROOM: 310

**The Relationship Between Cognitive Load and Teacher Performance: Exploring Data From Four Experiments****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

When disseminating findings, researchers explain whether an intervention improved performance. However, hidden processes usually go unmeasured. Results from experiments where preservice and inservice teachers completed learning and/or performance tasks along with a measure of perceived cognitive load are discussed.

**LEADER(S):** Michael Kennedy, University of Virginia, Charlottesville

**PRESENTER(S):** Kate Peeples, John Romig, Wendy Rodgers, Hannah Mathews, and Kat Alves, University of Virginia, Charlottesville

3:30 PM-4:30 PM SESSION: 318 ROOM: 305

**The Routines-Based Interview to Generate Functional IFSP/IEP Goals and Family Goals****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Studies have shown that EC professionals struggle to write functional outcomes/goals on intervention plans, that plans are often much more limited than actual needs, and that family needs are not addressed sufficiently. Join us and learn how the Routines-Based Interview can resolve these difficulties.

**LEADER(S):** Robert McWilliam, Nashville, TN

3:30 PM-4:30 PM SESSION: 319 ROOM: 204

**The UDL Research Base: Current Trends and Future Directions****TOPIC:** Research**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

The research on UDL in K-12 and postsecondary environments is widely varied in scope and content, and includes curriculum design and instructional practices, digital and online environments, and implementation efforts. We highlight findings of reviews of UDL research and discuss recommendations and directions for future UDL research.

**LEADER(S):** Kavita Rao, University of Hawaii at Manoa, Honolulu

**PRESENTER(S):** Sean Smith, University of Kansas, Lawrence; K. Alisa Lowrey, University of Southern Mississippi, Hattiesburg

3:30 PM-4:30 PM SESSION: 320 ROOM: 203

**UDL & ESSA: Effective Planning and Teaching Strategies for the Diverse Learner****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

This session will discuss the implications of ESSA and UDL and what it means for teachers from a legal and practical standpoint. We will provide a framework for effective planning, as well as, multiple examples that incorporate the framework and provide strategies that can be implemented immediately.

**LEADER(S):** Stacy Dean, University of Virginia, Charlottesville

3:30 PM-4:30 PM SESSION: 321 ROOM: 312

**Universal Design for Learning: Reaching ALL Students in Science****TOPIC:** STEM**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

We will discuss Universal Design for Learning (UDL) and how to integrate it into the design of science lessons for diverse learners. Key concepts about UDL along with hands-on experiences to examine science lesson plans and develop activities that incorporate principles of UDL will be provided.

**LEADER(S):** Delinda van Garderen, University of Missouri, Columbia**PRESENTER(S):** Cathy Thomas, University of Missouri, Columbia; Kate Sadler, University of Missouri, St. Louis

3:30 PM-4:30 PM SESSION: 322 ROOM: 111

**Utilizing Web-Based Portfolios for Student Directed Transition Planning****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Technology and Media**FORMAT:** Demonstration

Students with exceptionalities in postsecondary programs can take an active role in their education and transition planning by integrating technologies that are individualized and universally designed. Learn how individuals transitioning into adulthood can benefit from web-based portfolios and self-management applications that provide increased independence.

**LEADER(S):** Tobias Rickard, Eugene 4J School District, OR**PRESENTER(S):** Josh Barbour, Eugene 4J School District, OR; Tom Keating, Eugene Research Institute, OR

3:30 PM-4:30 PM SESSION: 323 ROOM: 301

**Video Modeling: An Effective Tool to Both Teach Students and Train Teachers****TOPIC:** Technology and Media**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

We discuss the findings from two experimental studies, the first on video modeling to teach students with moderate to severe disabilities a vocational skill, and the second to train teachers to implement EBPs with students with severe disabilities. Learn how to effectively implement video modeling in your school.

**LEADER(S):** Helen Malone, The Ohio State University, Columbus**PRESENTER(S):** Matthew Brock and Rachel Seaman, The Ohio State University, Columbus; Eliseo Jimenez, Georgia State University, Atlanta

3:30 PM-4:30 PM SESSION: 324 ROOM: 108

**What's Really Going On? A Multi-State Study on Fidelity to Co-Teaching****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Co-teaching continues to be a hot topic. However, though many schools have embraced it, educators continue to lament that 'true co-teaching' isn't always happening. This multi-state study looks at what components are making the biggest impact on co-teaching fidelity. We discuss the study and the next steps.

**LEADER(S):** Wendy Murawski, California State University, Northridge**PRESENTER(S):** Barbara Serianni, University of Central Florida, Orlando; Amy Kramer, Bowling Green State University, OH

3:30 PM-4:30 PM SESSION: 325 ROOM: 309

**Wow! I Didn't Know Online Teaching Could Be Like That!: Preparing Special Education Teachers Over the Internet****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Panel

Online courses and programs have the potential to provide prospective teachers with flexibility to pursue certifications to help them work more effectively with SWD and schools of education are learning how to optimize this type of instruction. We provide practical perspectives into online teacher preparation.

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

**PRESENTER(S):** Cheryl Temple and Nicole Conners, Fairfax County Public Schools, VA; Michael Dunn, Washington State University, Vancouver; Marci Jerome, George Mason University, Fairfax, VA

3:30 PM-4:30 PM SESSION: 326 ROOM: 306

**Xtreme Reflexion: Seeing Your Teaching Through the Students' Eyes****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

We will illustrate the advantages and drawbacks of using a head-mounted camera versus a traditional camera to record reading intervention lessons. Examples of footage from both camera set-ups will be provided and connected with teacher candidates' reflective statements.

**LEADER(S):** Wilhelmina Van Dijk, University of Florida, Gainesville

**PRESENTER(S):** Holly Lane, University of Florida, Gainesville

3:30 PM-4:15 PM

SESSION: 328 ROOM: POSTER 19, BALLROOM A

**21st Century Teacher Education Through Content Acquisition Podcast Development****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We explore a case study which developed, implemented, and assessed the effectiveness of CAPs in the education specialist reading intervention course. Current work includes the identification of core ideas, development of CAPs, pre- and posttest data collection, and a discussion of student surveys on perceived effectiveness.

**LEADER(S):** Heather Wizikowski, California State Polytechnic University, Pomona

3:30 PM-4:15 PM

SESSION: 329 ROOM: POSTER 17, BALLROOM A

**A Synthesis of Transition Programs for Youth With All Disabilities in Juvenile Detention Facilities****TOPIC:** Research**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Our synthesis examined transitional programs for youth with disabilities incarcerated in juvenile detention facilities. We will discuss the current transition programs used in juvenile justice systems and how to effectively guide adolescents with disabilities to successfully reenter the community.

**LEADER(S):** Lexy House, University of Texas, Austin

**PRESENTER(S):** Jessica Toste, University of Texas, Austin

3:30 PM-4:15 PM

SESSION: 330 ROOM: POSTER 23, BALLROOM A

**A Systematic Review of Effect of Using iPads and iPods in Teaching Students With Intellectual Disabilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We discuss the results of review of the literature on the effectiveness of using i-devices in instructing individuals with ID. Results indicate that using i-devices is effective in teaching students with ID various functional skills, such as academic, job, vocational, and life skills.

**LEADER(S):** Minkowan Goo, Texas Woman's University, Denton

**PRESENTER(S):** Adela Maurer, Texas Woman's University, Fort Worth

3:30 PM-4:15 PM

SESSION: 331 ROOM: POSTER 8, BALLROOM A

**Building Workplace Success: Adapting an Employee Handbook for Students With IDD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Our study looks at the functional relationship between using an adapted workplace text and comprehension of the text for postsecondary students with IDD. The results demonstrate an increase in students' ability to answer comprehension questions, suggesting an effective practice for improving literacy skills for this group.

**LEADER(S):** Stephanie Devine, University of Nevada, Las Vegas

**PRESENTER(S):** Joshua Baker, University of Nevada, Las Vegas

**3:30 PM-4:15 PM****SESSION: 332      ROOM: POSTER 15, BALLROOM A****Can Do Service-Learning: Data Driven Academic and Personal Growth for All****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Participants will find this standards-based, data-driven service-learning framework using student voice and reflection provides a foundation for all learners to engage and grow. Learn to implement this service-learning strategy in a variety of settings to empower students with exceptionalities.

**LEADER(S):** Alice Graham, Salve Regina University, Newport, RI**PRESENTER(S):** Gia Renaud, Bridgewater State University, MA; Martha Rose and Kathryn Rok, Salve Regina University, Newport, RI**3:30 PM-4:15 PM****SESSION: 333      ROOM: POSTER 1, BALLROOM A****Defining Best Practice in Assessment: A Five-Year Longitudinal Study****TOPIC:** Assessment**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

Eligibility determination should include practical information for intervention and instruction. We review commentary from teachers/administrators; strategies for disseminating data; guidelines for improving collaboration; and a checklist for school diagnosticians.

**LEADER(S):** Rebecca Davis, Eastern New Mexico University, Portales**PRESENTER(S):** Katherine Good, Eastern New Mexico University, Portales; Amberlynn Mauldin, Portales Municipal School District, NM**3:30 PM-4:15 PM****SESSION: 334      ROOM: POSTER 2, BALLROOM A****Developing Capacity for Effective Implementation that Promotes School Change****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

The task of overhauling schools and fostering improvements through implementation of innovative practices is one of the critical jobs school leaders have as they seek to impact outcomes for learners. This article addresses critical knowledge, offers concrete tips, and discusses lessons learned that educational leaders might consider to promote school change through the implementation of new practices designed to improve student outcomes.

**LEADER(S):** Jennifer Pierce, American Institutes for Research, Washington, DC**PRESENTER(S):** Sarah Arden, Danielle Shaw, Nicholas Croninger, and Matt Weingarten, American Institutes for Research, Washington, DC**3:30 PM-4:15 PM****SESSION: 335      ROOM: POSTER 24, BALLROOM A****Enrichment, Mentorship, and Team Building: A Monthly Forum for Elementary Gifted Students****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We highlight a school district-university partnership for elementary gifted students that provides enrichment extensions through mentorship with high school students, critical thinking activities planned by preservice teachers, and team building experiences to promote problem-solving skills. Learn how you can identify the unique learning characteristics, challenges, and appropriate programming to meet the needs of your gifted learners.

**LEADER(S):** Diane Cavanagh, East Stroudsburg University of Pennsylvania

**3:30 PM-4:15 PM****SESSION: 336 ROOM: POSTER 3, BALLROOM A****Examining the Effects of PALS on the Oral Reading Fluency of Students With or At-Risk for EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Students with EBD have academic and behavioral deficits that negatively impact both their success in school and in social situations. We discuss the results of a study that examined academic deficits with students identified with EBD by applying a reading practice, PALS.

**LEADER(S):** Nicole Wiseman, Kansas State University, Manhattan**PRESENTER(S):** Mickey Losinski, Ann Knackendoffel, and Sara Sanders, Kansas State University, Manhattan**3:30 PM-4:15 PM****SESSION: 337 ROOM: POSTER 7, BALLROOM A****Future Quest Island: A Universally Designed College and Career Gaming Adventure for All Middle School Students****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Future Quest Island (FQI) is an online accessible college and career readiness tool for middle school youth with and without disabilities. Join us and explore applied UDL and educational gaming strategies using FQI to advance engagement of youth with and without disabilities in middle school.

**LEADER(S):** Meg Grigal, University of Massachusetts, Boston**PRESENTER(S):** Meaghan Carroll-Ratteau, Institute for Community Inclusion, University of Massachusetts, Boston**3:30 PM-4:15 PM****SESSION: 338 ROOM: POSTER 5, BALLROOM A****Goal Setting to Foster Self-Regulation of Students With Learning Disabilities in Science****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Self-regulation is important for independent student learning and academic performance, and goal setting is an effective strategy for fostering self-regulation. Learn how to help your students set effective goals that help them manage complex project-based assignments--like those typically found in science courses.

**LEADER(S):** Imani Cones, George Mason University, Fairfax, VA**PRESENTER(S):** Anna Menditto and Sheri Berkeley, George Mason University, Fairfax, VA**3:30 PM-4:15 PM****SESSION: 339 ROOM: POSTER 20, BALLROOM A****Implementing Special Education e-Portfolios Using an Educational Assessment System****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Assessment**FORMAT:** Poster Session

We discuss using an educational assessment system as a platform of standard-based electronic special education portfolios for teacher candidates to demonstrate and document their professional growth and for teacher education programs to prepare teacher candidates for meeting professional standards of CEC.

**LEADER(S):** Jie Zhang, The College at Brockport SUNY**PRESENTER(S):** Moira Fallon and Allison Wright, The College at Brockport SUNY**3:30 PM-4:15 PM****SESSION: 340 ROOM: POSTER 11, BALLROOM A****Increasing Time Management for Students With IDD Using Video Prompting****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Who is responsible for getting an individual with IDD to work on time? Learn how we used video prompting interventions to teach individuals with IDD to use a mobile calendar app to schedule and follow through with appointments and tasks.

**LEADER(S):** Malinda Glasgow, Brigham Young University, Provo, UT

**3:30 PM-4:15 PM****SESSION: 341      ROOM: POSTER 16, BALLROOM A****Let's Discuss: Engaging Students in Meaningful Conversations About a Text****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

We provide teachers with an instructional model that incorporates the use of research-based reading strategies and effective teaching practices that enable students with LD to build comprehensions skills and engage in text-based discussions with peers. Examples of how to use the model with novels will be shared.

**LEADER(S):** Gina Braun, University of Illinois, Chicago**PRESENTER(S):** Marie Hughes, University of Illinois, Chicago**3:30 PM-4:15 PM****SESSION: 342      ROOM: POSTER 22, BALLROOM A****Predictors of the Sustained Implementation of the Schoolwide PBIS Support Model****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Accountability Systems for Students with Disabilities**FORMAT:** Poster Session

The Schoolwide PBIS model continues to gain widespread use across schools in the U.S. and abroad. Despite its widespread use, little research has focused on its sustainability. Using the Diffusion of Innovation theory, we identify the inherent attributes of the model that may influence its sustainable implementation.

**LEADER(S):** Jonathan Chitiyo, University of Pittsburgh, Bradford, PA**3:30 PM-4:15 PM****SESSION: 343      ROOM: POSTER 13, BALLROOM A****Preparing Special Education Teachers to Teach English Learners With Disabilities****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We report on a qualitative review of research and other writing related to preparing teachers to assess and teach ELs who have disabilities. For each theme, questions are posed for participants to reflect and consider with regard to their experiences as teachers and as teacher preparation faculty.

**LEADER(S):** Andrea Prola, University of St Francis, Joliet, IL**3:30 PM-4:15 PM****SESSION: 344      ROOM: POSTER 14, BALLROOM A****Responsive Special Education Eligibility Determination: A Call for School and Family Collaboration****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

Family advocates can provide significant information related to EC special education practice and policy. This study analyzed the responses of 253 family-member advocates in regard to service needs for students with disabilities. We discuss the results which suggest a need for increased collaboration between families and schools.

**LEADER(S):** Adam Garber, University of California, Santa Barbara**PRESENTER(S):** Mian Wang and Jessica Hai, University of California, Santa Barbara; Lindsay Glugatch, Santa Barbara, CA**3:30 PM-4:15 PM****SESSION: 345      ROOM: POSTER 4, BALLROOM A****Teacher vs. Student Game: An Easy and Effective Behavior Management Strategy****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Studies have shown behavior specific praise (BSP) to be effective in increasing on-task behavior, yet teachers have stated that they find it difficult to implement. Learn why BSP is important as well as how to implement a game that is a simple way to increase teachers' use of BSP in the classroom.

**LEADER(S):** Renée Lastrapes, University of Houston, Clear Lake**3:30 PM-4:15 PM****SESSION: 346      ROOM: POSTER 9, BALLROOM A****Teaching Comprehension of Science Text to Adolescents With Developmental Disabilities****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

This session will describe a research-based method for teaching secondary students with intellectual disability and/or autism to ask and answer questions about science using repeated readings, systematic instruction, and adapted expository text.

**LEADER(S):** Leah Wood, Cal Poly State University, San Luis Obispo**PRESENTER(S):** Stephen Crutchfield, California Polytechnic State University, San Luis Obispo



3:30 PM-4:15 PM

SESSION: 347 ROOM: POSTER 12, BALLROOM A

**The Effects of Identity and Psychological Empowerment on Accommodation Usage for College Students With Disabilities****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We share the results from a survey postsecondary of students that indicated that disability identity and psychological empowerment played a predictive role in the increase of students' usage of disability-related supports and cumulative college GPA. Implications for transition advisement practices are discussed.

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

3:30 PM-4:15 PM

SESSION: 348 ROOM: POSTER 21, BALLROOM A

**Using Concept Maps to Measure Teacher Candidates' Learning of Effective Instructional Methods****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Our study investigated changes in preservice candidates' knowledge about evidence-based practices for students with disabilities over the course of a semester, after instruction, practice, and fieldwork. We discuss the findings.

**LEADER(S):** Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY**PRESENTER(S):** Annmarie Urso, SUNY at Geneseo;  
Dawn Hamlin, SUNY at Oneonta

3:30 PM-4:15 PM

SESSION: 349 ROOM: POSTER 18, BALLROOM A

**Using the Concrete-Representational-Abstract Approach to Solve Functional Mathematics Problems****TOPIC:** Research**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We share research regarding using CRA approach to solve making change with coins for students with severe learning disabilities and intellectual disability in middle school. We discuss the effectiveness of the CRA as well as how students and teachers find CRA approach beneficial.

**LEADER(S):** Jiyeon Park, Michigan State University, East Lansing**PRESENTER(S):** Emily Bouck, Michigan State University, East Lansing

3:30 PM-4:15 PM

SESSION: 350 ROOM: POSTER 10, BALLROOM A

**What Do Parents Mean When They Say They Are "Satisfied" With School Services for Children With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

We examined parent satisfaction with school services for children with ASD. The results reveal that although the majority of the parents reported that they were satisfied with school services, when interviewed about how they judged 'satisfaction,' they provided many reasons as to why they were dissatisfied.

**LEADER(S):** Hyejin Park, University of Illinois, Urbana-Champaign**PRESENTER(S):** Michaelene Ostrosky, University of Illinois, Urbana-Champaign

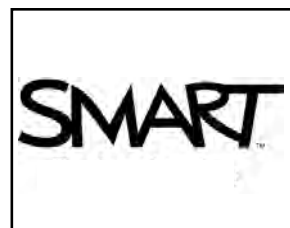
## CEC thanks the following sponsors whose partnership contributed to the success of CEC 2017



Yes I Can Ceremony



CEC 2017 Mobile App



CEC Student Happy Hour



CEC 2017 Tote Bag

# Perkins Short Courses For Students Who Are Blind or Low Vision

WEEKEND, AFTERSCHOOL, VACATION AND SUMMER COURSES



## **GIRLS WEEKEND**

**March 10, 2017 | All day**

Give girls a safe space to learn from each other and female instructors!

## **ASTRONOMY**

**March 24, 2017 | All day**

Come join us as we search the stars and uncover new mysteries.

## **CAMP ABILITIES**

**April 16, 2017 | All day**

Sports help build confidence and promote teamwork, physical activity and health.

## **ROBOTICS WEEKEND**

**May 12, 2017 | All day**

Explore robotics using teamwork and innovation.

## **MARINE EXPLORATION**

**June 2, 2017 | All day**

Learn about Marine Sciences on an exciting trip to Wood Hole Oceanographic Institute!

## **SUMMER 3-WEEK PROGRAM**

**June 25, 2017 | 3:00pm**

Continue developing practical life skills that empower and build confidence!

## **SUMMER VOCATIONAL PROGRAM**

**July 2, 2017 | 3:00pm**

Explore interests and learn workplace skills!

## **COMPUTER SCIENCE ACADEMY**

**July 23, 2017 | 3:00pm**

Teens explore Computer Science with a visually impaired university professor

## **EXPLORE BOSTON**

**August 6, 2017 | 3:00pm**

Experience and learn about Boston's rich history.

Classes are filling up! Register online at **Perkins.org/outreach**  
or call Pat Ryan at **617-972-7812**

**Perkins** SCHOOL  
FOR THE BLIND

# FRIDAY, APRIL 21

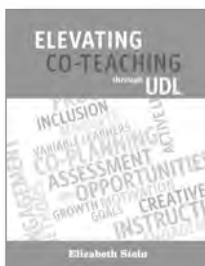
Third General Session (8:00–9:00 AM) | 121

Friday Sessions (9:45 AM.–4:30 PM) | 122

# UNIVERSAL DESIGN FOR LEARNING

*Want to improve your practice while changing lives in the classroom and community around you?*

CAST Professional Publishing publishes books that inspire and inform educators at every level through Universal Design for Learning.



## **ELEVATING CO-TEACHING THROUGH UDL**

*by Elizabeth Stein*

ISBN 978-1-930583-58-0 (paper)

978-1-930583-59-7 (ebook)



## **UDL NOW! A Teacher's Guide to Applying Universal Design for Learning in Today's Classrooms**

*by Katie Novak*

ISBN 978-1-930583-66-5 (paper)

978-1-930583-67-2 (ebook)



## **QUALITY INDICATORS FOR ASSISTIVE TECHNOLOGY:**

**A Comprehensive Guide to AT Services**

*by The QIAT Leadership Team*

ISBN 978-0-9898674-5-0 (paper)

978-0-9898674-6-7 (ebook)



## **UNIVERSALLY DESIGNED LEADERSHIP:**

**Applying UDL to Systems and Schools**

*by Katie Novak and Kristan Rodriguez*

ISBN 978-1-930583-62-7 (paper)

978-1-930583-63-4 (ebook)



## **UNIVERSAL DESIGN FOR LEARNING:**

**Theory and Practice**

*by Anne Meyer, David H. Rose, and David Gordon*

ISBN 978-0-9898674-0-5 (paper)

978-0-9898674-1-2 (ebook)



## **UDL IN THE CLOUD:**

**How to Design and Deliver Online Education Using Universal Design for Learning**

*by Katie Novak and Tom Thibodeau*

ISBN 978-0-9898674-8-1 (paper)

978-0-9898674-9-8 (ebook)

**VISIT US AT BOOTH #1125 TO RECEIVE EXCLUSIVE CEC DISCOUNTS AND MEET OUR AUTHORS!**

**CAST** Professional  
Publishing  
UNTIL LEARNING HAS NO LIMITS™

Available at [www.castpublishing.org](http://www.castpublishing.org) and wherever books are sold.

## THIRD GENERAL SESSION

**FRIDAY • 8:00-9:00 A.M.**

Veteran's Memorial Auditorium, Hynes Convention Center, Level 2

### Yes I Can Awards Celebration

Honoring the accomplishments of children and youth with exceptionalities.  
Don't miss this very exciting event. This is why you became a special educator!

12 outstanding students and young adults will be honored in the following categories:

Academics • School & Community • Arts • Technology • Self-Advocacy • Transition



Hannah Babcock



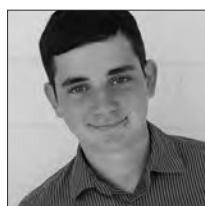
Matthew Chapman



Jorge Delgado



Gabriel Garland



Kevin Kearney



Jeremy Keyser



Jaclyn Kovach



Lisa Krupinski



Quinn Smith-Windsor



Ellie Wheeler



Zachary Yang



Jordyn Zimmerman

**FRIDAY SESSIONS • APRIL 21**

9:45 AM-12:00 PM

SESSION: 353

ROOM: BALLROOM C

**What's Happening in Washington****TOPIC:** Public Policy**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

9:45-10:45 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 and the Equity in IDEA final rule, as they relate to equity and opportunity for all students, but especially children with disabilities. She will also discuss recent charter schools guidance and critical work to expand high quality early learning programs. Ms. Ryder will also provide updates on the Department's work to implement the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act.

10:45 A.M.-12:00 P.M.

**Session II – Education Reforms & their Impact on Special/Gifted Education, a Policy 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 New Administration and U.S. Congress that will impact special/gifted education, such as: funding, implementation of ESSA by the U.S. Department of Education, reauthorization of the Higher Education Act, Education Sciences Reform Act, Perkins Act, Supreme Court cases and proposals for private vouchers and charters, 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

9:45 AM-11:45 AM

SESSION: 355

ROOM: 104

**Program Chair Featured: Exceptional Lives, Exceptional Stories****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Panel

This session will provide an opportunity for individuals with disabilities and their families to share insights regarding life with a disability. Session leaders will facilitate a discussion in Q&A format. We will summarize insights gained from panel discussions and conclude with time for informal conversations with families.

**LEADER(S):** Jennifer Diliberto, University of North Carolina, Chapel Hill**PRESENTER(S):** Mary Ruth Coleman, University of North Carolina, Chapel Hill; Kathryn Haselden, Francis Marion University, Florence, SC

9:45 AM-11:45 AM

SESSION: 356 • ROOM: 309

**★ TED SHOWCASE ★****Practice-Based Teacher Preparation: Using Research and Partnerships to Prepare More Effective Teachers****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Response to Intervention (RtI); Multi-Tier System of Supports**FORMAT:** Panel

CEEDAR Center leaders and state partners will discuss how practice-based approaches to preparing special and general education teachers can be operationalized and supported through effective partnerships with school districts. Teacher educators engaged in practice-based preparation will lead small group discussions about their clinical opportunities and partnerships with schools.

**LEADER(S):** Mary Brownell, CEEDAR Center, University of Florida, Gainesville**PRESENTER(S):** James McLeskey, Erica McCray, Margaret Kamman, Paul Sindelar, and Amber Benedict, University of Florida, Gainesville; Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC; Suzanne Robinson, University of Kansas, Lawrence; Brian Barber, Kent State University, OH; Cara Richards-Tutor, California State University, Long Beach

9:45 AM-10:45 AM SESSION: 358 ROOM: 110

**A STEM-Focused Career Development Curriculum for Incarcerated Youth****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

We describe a STEM-focused career development unit for incarcerated youth. The tablet-based, interactive curriculum was created using UDL principles and includes a student career portfolio, career vignettes, a non-Internet-based career exploration tool, and an assessment system to address college and career readiness for at-risk populations.

**LEADER(S):** Michael Krezmien, University of Massachusetts, Amherst**PRESENTER(S):** Tracey Hall, CAST, Wakefield, MA; Karen Harrington, University of Massachusetts, Amherst

9:45 AM-10:45 AM SESSION: 359 ROOM: 303

**Addressing Disproportionality by Understanding Preservice Teachers' Beliefs About Cultural Responsive Practices in an RTI Model****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

How can teacher educators incorporate culturally responsive practices in their teacher preparation programs to address disproportionality in special education? We will focus on culturally responsive practices in prereferral models as means to address to disproportionality in special education.

**LEADER(S):** Brenda Barrio, Washington State University, Pullman

9:45 AM-10:45 AM SESSION: 360 ROOM: 206

**An Analysis of Ratings of School Climate Within One Urban District's Traditional and Alternative Secondary Schools****TOPIC:** Research**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We investigated the quality of school climate across traditional and alternative secondary schools from the perspectives of students, parents, and school staff. Learn how school climate is perceived within different school types and the relationships between school climate ratings,

**LEADER(S):** Aaron Perzigian, Western Washington University, Bellingham9:45 AM-10:45 AM  
SESSION: 361 • ROOM: 101**★ CEC-PD SHOWCASE ★****Parent and Student Engagement Through Interagency Collaboration: Triad for Success****TOPIC:** Pioneers/Historical Perspectives**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Panel

Our panel represents school district staff, university faculty, and parent support agencies to improve student outcomes. Join us as we address how to improve parent and student engagement through interagency collaboration, build student self-advocacy using strategic skills, and activities to improve parent participation.

**LEADER(S):** Joan McDonald, CEC Pioneers Division, Scottsdale, AZ**PRESENTER(S):** Ida Malian, Arizona State University, Tempe

9:45 AM-10:45 AM SESSION: 362 ROOM: 107

**Collaborative Co-Teaching: Strategies for Success!****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We will focus on the essential components of co-teaching including multiple co-teaching approaches; scaffolding instruction in a co-taught classroom; creating an inclusive learning environment for both teachers and students; and new techniques to adapt, enrich, and modify curriculum and instruction.

**LEADER(S):** Katherine Perez, Saint Mary's College of California, Moraga

9:45 AM-10:45 AM SESSION: 363 ROOM: 306

**Comparing Effects of a Math Intervention Delivered in Resource and Inclusive Classrooms****TOPIC:** STEM**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We will describe a re-analysis of two randomized controlled experiments that were designed to measure the effects of Enhanced Anchored Instruction (EAI) on students with and without disabilities in resource or inclusive classrooms. Results showed positive outcomes for students in the EAI classrooms, especially for students taught in resource settings.

**LEADER(S):** Brian Bottge, University of Kentucky, Lexington

9:45 AM-10:45 AM  
SESSION: 364 • ROOM: 205

★ DARTS SHOWCASE ★

**The Role of Art in Reaching Students Who Have Suffered Trauma**

**TOPIC:** Arts in Special Education

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

With the increasing numbers of students entering the schools having suffered some type of psychological trauma, educators need to understand effective interventions to help children cope and thrive through the use of art. We will provide an array of effective teaching techniques to reach students who have suffered psychological trauma.

**LEADER(S):** Beverley Johns, MacMurray College, Jacksonville, IL

9:45 AM-10:45 AM SESSION: 365 ROOM: 201

**Designing Individualized Interventions to Complement a Schoolwide Model**

**TOPIC:** Emotional and Behavioral Disorders

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

**FORMAT:** Presentation with Q&A

We will focus on a comprehensive and collaborative student staffing process used at Centennial School of Lehigh University. Staffings utilize FBA to identify meaningful, age-appropriate interventions for intermediate and secondary students with EBD who are struggling in a schoolwide positive behavior support model.

**LEADER(S):** Alicia Wolfe, Centennial School of Lehigh University, Bethlehem, PA

**PRESENTER(S):** Nichole Held, Centennial School of Lehigh University, Bethlehem, PA

9:45 AM-10:45 AM SESSION: 366 ROOM: 202

**Effects of Syllabication/RR Intervention for Middle School Struggling Readers**

**TOPIC:** Learning Disabilities

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

**FORMAT:** Presentation with Q&A

Effects of syllabication/RR intervention on the reading skills of struggling readers were examined. Data showed improvement for all students on word reading accuracy on multisyllabic word lists and word reading accuracy in connected text. Learn about a promising intervention to improve word reading accuracy.

**LEADER(S):** Jacquelyn Chovanes, Lehigh University, Bethlehem, PA

**PRESENTER(S):** Minyi Shih Dennis, Lehigh University, Bethlehem, PA

9:45 AM-10:45 AM SESSION: 367 ROOM: 301

**Evidence-Based Transition Planning Practices for Secondary Students With Disabilities in Australia**

**TOPIC:** International Programs/Services

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Presentation with Q&A

Individual transition plans are not mandatory for young people with disabilities in Australia which has led to poor transition planning practices. Learn how international and national agreements and policies by federal and state education ministers commits educators to provide transition plans that reflect EBPs.

**LEADER(S):** Sue O'Neill, University of New South Wales, Australia

**PRESENTER(S):** Therese Cumming, University of New South Wales, Australia

9:45 AM-10:45 AM SESSION: 368 ROOM: 313

**Factors Impacting Parent Involvement and Satisfaction in Educational Placement and Decision Making**

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

**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**FORMAT:** Presentation with Q&A

Many parents face barriers that negatively impact their ability to have input in educational decision making and describe challenging experiences working with school personnel. We share the results of our study which investigated parents' experiences, their satisfaction with the outcomes, and their children's experience.

**LEADER(S):** Hailey Love, University of Kansas, Lawrence

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



9:45 AM-10:45 AM SESSION: 369 ROOM: 308

**I.T. v. Los Angeles County: Reforming Juvenile Detention for Youth With Developmental Disabilities****TOPIC:** Public Policy**SECONDARY TOPIC:** Research**FORMAT:** Panel

I.T. v. Los Angeles County alleged violations of federal and state laws related to serving youth with DD in county juvenile halls. We describe what led to the case, EBPs implemented to support youth with DD, and findings that helped determine compliance with the Settlement Agreement and effectiveness of the implementation of the reforms.

**LEADER(S):** Lois Weinberg, California State University, Los Angeles

**PRESENTER(S):** Brian Capra, Public Counsel, Los Angeles, CA; Jolan Smith, California State University/UCLA

9:45 AM-10:45 AM SESSION: 370 ROOM: 302

**Moving Beyond the Brady Bunch to the Modern Family****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Demonstration

Are transdisciplinary teams providing services that are truly family-centered and provide culturally appropriate practice? We illustrate effective practices that teams can use as they serve increasingly diverse families representing unique cultural backgrounds, circumstances, and structures.

**LEADER(S):** Jennifer Kilgo, University of Alabama, Birmingham

9:45 AM-10:45 AM SESSION: 371 ROOM: 200

**Practical Strategies to Support Student Success in School: Keeping Students Engaged****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Demonstration

Learn the step-by-step procedures for implementing 3 research-based strategies for supporting student engagement: instructional choice, increasing opportunities to respond, and precorrection. We will summarize the evidence-base of each strategy, model each strategy, and provide you with tools to support implementation with fidelity.

**LEADER(S):** Kathleen Lynne Lane, University of Kansas, Lawrence

**PRESENTER(S):** Wendy Oakes, Arizona State University, Tempe; Robin Ennis, University of Alabama, Birmingham; David Royer and Eric Common, University of Kansas, Lawrence

9:45 AM-10:45 AM SESSION: 372 ROOM: 103

**Preparing Teachers in Autism Spectrum Disorder: Knowledge, Skills, and Quality****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

This session will include the results of a survey on teacher preparation in ASD. Findings of the study include identified predictors of quality special education teachers of students with ASD and the knowledge, skills, and valued experiences gained from preparation programs.

**LEADER(S):** Amanda Mazin, St. Thomas Aquinas College, Sparkill, NY

9:45 AM-10:45 AM SESSION: 373 ROOM: 311

**Program Chair Featured: Building on Strengths: MTSS for ELs as a Schoolwide System****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

Educators may struggle to appropriately meet the needs of ELs and overlook the resources ELs bring to the classroom. Three model demonstration projects, funded by OSEP at the U.S. Department of Education, will highlight lessons learned using schoolwide MTSS and present student and teacher outcomes.

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

**PRESENTER(S):** John Hoover and Lucinda Soltero-Gonzalez, University of Colorado, Boulder; Leticia Grimaldo, The Meadows Center for Preventing Educational Risk, UT at Austin; Sylvia Linan-Thompson, University of Oregon, Eugene

9:45 AM-10:45 AM SESSION: 374 ROOM: 310

**Remote Observation of Teachers: Is It Reliable and Effective?****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

We discuss a statewide evaluation of remote observation cameras used to observe teachers practicing in rural areas. We share the results of a comparison of face-to-face and distance observation in which observers' inter-observer agreement and candidates' perceptions of the two forms of observation were assessed.

**LEADER(S):** Melinda Ault, University of Kentucky, Lexington

**PRESENTER(S):** Amy Spriggs and Margaret Bausch, University of Kentucky, Lexington

9:45 AM-10:45 AM SESSION: 375 ROOM: 109

**Strand G, Session 1: What Skills Do Special Education Teachers Need to Ensure Student Achievement?****TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

The hallmark of both the ESSA and IDEA is ensuring that children receive an education that, based on high expectations, prepares them for positive, post school opportunities and outcomes. The evidence base for critical teacher knowledge and skills continues to develop. This session will look at the skills special education teachers need to implement strategies to increase achievement gains in the areas of reading, math and social-behavior.

**LEADER(S):** Larry Wexler, OSEP, U.S. Department of Education, Washington, DC**PRESENTER(S):** Hank Fien, University of Oregon, Eugene; Brandi Simonsen, University of Connecticut, Storrs

9:45 AM-10:45 AM SESSION: 376 ROOM: 300

**Strand H, Session 1: It Takes a Village: Effective Strategies to Promote Active Family Partnership During Early Childhood****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Demonstration

Interested in learning strategies for forming trusting partnerships with families? Attend this interactive session to learn about current research aligned with the DEC Recommended Practices and the NAEYC Developmentally Appropriate Practices. Participants will provide input for a research that addresses real issues related to partnership.

**LEADER(S):** Kathleen Kyzar, Texas Christian University, Fort Worth; Peggy Kemp, Division for Early Childhood, Wamego, KS**PRESENTER(S):** Janice Fialka, Clinton County RESA Early On® Training and Technical Assistance (Part C), MI; Winnie Looby, University of Vermont, Burlington

9:45 AM-10:45 AM SESSION: 377 ROOM: 312

**Strand J, Session 1: The Life-long Risks and Impacts of Maltreatment of Individuals with Disabilities****TOPIC:** Physical/Health/Multiple Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Children and adults with disabilities are more likely to be maltreated than their nondisabled peers. The risks and impacts of maltreatment are different across the lifespan. This session will focus on the maltreatment of individuals with disabilities during childhood, young adulthood, and in the senior years.

**LEADER(S):** Catherine Corr, Vanderbilt University, Nashville, TN; E. Paula Crowley, Illinois State University, Normal

9:45 AM-10:45 AM • SESSION: 378 • ROOM: 102

**Strategies to Promote Success in Higher Education for Students with ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Tom Smith, University of Arkansas, Fayetteville**■ Preparing for College 101**

Individuals with DD have more options now than ever before to attend college. Preparation for meeting entrance requirements for inclusive postsecondary education programs begins long before graduation. We will discuss the requirements that educators must be aware of when assisting students to meet their postschool goals.

**LEADER(S):** Toni Franklin, Columbus State University, GA**PRESENTER(S):** Mary Hendricks, Jeffrey Conklin, and Gregory Blalock, Columbus State University, GA**■ Preparing Students With ASD for College: Skills and Tools for Success in Higher Education**

Although increasing numbers of students with ASD are enrolling in college, many do not complete their programs because they lack the skills and tools for success. Learn what educators, parents, and students can do to prepare students with ASD for college while increasing the likelihood of a smooth and successful transition.

**LEADER(S):** Kathy Doody, SUNY at Buffalo**PRESENTER(S):** Angela Patti, Buffalo State College, NY

9:45 AM-10:45 AM SESSION: 379 ROOM: 207

**Successful Implementation for Tier 1 and Tier 2 Schoolwide Positive Behavior Interventions and Support****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

We highlight a model for school districts to implement with fidelity SWPBIS. Learn how teachers, school administrators, specialists, and School Resource Officers (SROs) collaborate in the implementation of the SWPBIS process at Tier 1/Tier 2. Including SROs as part of the process will help recast their role as mentors rather than enforcers of Zero Tolerance.

**LEADER(S):** Tabettha Bernstein-Danis, Kutztown University, PA**PRESENTER(S):** Kyleigh Ivory, Kutztown University of Pennsylvania

9:45 AM-10:45 AM SESSION: 380 ROOM: 208

**Teacher2Teacher Session: Building a Culture of Support Through UDL for High Quality Core Instruction****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Building a culture of support across a school building is key when supporting the needs of diverse learners in high quality core instruction. Join us to learn more strategies and techniques in order to build capacity across a school building to meet the needs of diverse learners.

**LEADER(S):** Cheryl Temple, Fairfax County Public Schools, VA**PRESENTER(S):** Nicole Conners, Fairfax County Public Schools, VA

9:45 AM-10:45 AM SESSION: 381 ROOM: 210

**Teacher2Teacher Session: Mindfulness Practices to Support Learning****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Mindfulness is a catchword today for a range of practices. This session will present strategies for classroom teachers and specialists to support student self-regulation, attention, organization, and wellbeing as a learner. Question and answers are invited in this interactive session.

**LEADER(S):** Sandra Delaney, Cambridge Montessori School, MA

9:45 AM-10:45 AM SESSION: 382 ROOM: 204

**The A.B.C.'s of Challenging Behavior****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Self-regulation in a classroom creates a positive impact on student learning and academic achievement. Using cognitive-based strategies within a behavior management system increases the effectiveness in meeting the demands of the individual student while supporting the whole class. We share practical strategies in maintaining a safe learning climate with dysregulated students.

**LEADER(S):** Janis Cameron, Literacy and Learning Solutions, Union, NJ

9:45 AM-10:45 AM SESSION: 383 ROOM: 105

**The Effectiveness of a Text-Centered Literacy Curriculum for Students With Intellectual Disabilities****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

This study examined the effects of a text-centered literacy curriculum for students with ID and low IQs. The curriculum includes specially designed books, with brief lessons delivered by teachers and practice games led by paraprofessionals or tutors. Findings support the effectiveness of the curriculum.

**LEADER(S):** Jill Allor, Southern Methodist University, Dallas, TX**PRESENTER(S):** Stephanie Al Otaiba, Paul Yovanoff, and Miriam Ortiz, Southern Methodist University, Dallas, TX

9:45 AM-10:45 AM SESSION: 384 ROOM: 111

**The Effectiveness of the Family Employment Awareness Training Program: Implications for Practitioners****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

This session describes the Family Employment Awareness Training (FEAT) Program, a family-centered program to increase competitive employment outcomes for individuals with significant support needs. You will learn about the components and efficacy of FEAT, and how to apply the principles of FEAT in classrooms.

**LEADER(S):** Grace Francis, George Mason University, Fairfax, VA**PRESENTER(S):** Judith Gross, Beach Center on Disability, University of Kansas, Lawrence

9:45 AM-10:45 AM SESSION: 385 ROOM: 203

**The Leveled Playing Field****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We highlight the latest writing intervention research for students with LD. We will show you how to close the research-to-practice gap by merging evidence-based writing interventions with engaging writing activities. Learn motivational strategies designed to level the playing field in writing for students with LD.

**LEADER(S):** Mindy Gumpert, Old Dominion University, Norfolk, VA

9:45 AM-10:45 AM SESSION: 386 ROOM: 108

**What Happens in Co-Taught Content-Area Classrooms? An Observation Study****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Panel

Co-teaching in content-area classrooms is challenging work, but how do teachers actually co-teach in these classrooms? We share the results of a study that examined the types of co-teaching, the interaction between students with disabilities and their teachers, and the degree to which literacy strategies were used.

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

**PRESENTER(S):** Chris Lemons, Vanderbilt University, Nashville, TN; Jade Wexler, University of Maryland, College Park

9:45 AM-10:45 AM SESSION: 387 ROOM: 305

**Why Is Social Justice in Special Education So Darn Difficult?****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We share the results of our study which explored educators' growth through the various levels of intercultural development in a professional development seminar. We discuss cultural differences and describe narratives that norm the dominant and subordinate binary, a conflict that drives educators' interpersonal and interprofessional interactions.

**LEADER(S):** Bryan Cichy-Parker, Cichy Learning, Forest Grove, OR

**PRESENTER(S):** Larry Bryant, University of North Texas, Dallas; Lisa McConachie, Portland Public Schools, OR

9:45 AM-10:45 AM SESSION: 388 ROOM: 304

**Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education Research****TOPIC:** Research**FORMAT:** Panel

CEC-DR's Graduate Student Research Colloquium 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

**PRESENTER(S):** Mary Theresa Kiely, Queens College, City University of New York, Queens, NY

9:45 AM-10:45 AM

ROOM: LEARNING LAB 4, HALL D

**★ Exhibitor Showcase: CEC's Online Transition Curriculum – What's Where in Life Centered Education****FORMAT:** Exhibitor Showcase Session

This showcase will demonstrate where to find key LCE components in the online version of CEC's transition curriculum: 450 standards-based objectives; 1,200 lesson plans; differentiated instructional strategies; three alternative assessments; internet resources; and individual student progress reports. A question and answer period will follow the live demo.

**LEADER(S):** Nancy Fones, Council for Exceptional Children, Arlington, VA

9:45 AM-10:45 AM

ROOM: LEARNING LAB 1A, HALL C

**★ Exhibitor Showcase: Proactive and Positive Behavior Management in the Classroom****FORMAT:** Exhibitor Showcase Session

Construct a classroom management plan for increasing student motivation, improving behavior, and increasing student responsibility and on-task behavior. Learn about CHAMPS, a CASE-endorsed approach to classroom discipline that proved useful to thousands of experienced and novice teachers.

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

**9:45 AM-10:45 AM****ROOM: LEARNING LAB 1, HALL C****★ Exhibitor Showcase: Promoting Positive Behavior****FORMAT:** Exhibitor Showcase Session

Learn about an organized 'Toolbox' of strategies and a common language for preventing, understanding, and responding to challenging behaviors through role modeling, building relationships, clarifying expectations, establishing structures and routines, adapting for individual needs, and responding, reflecting, and repairing.

**LEADER(S):** Lisa Tazartes, Ramapo for Children, New York, NY**9:45 AM-10:45 AM****ROOM: LEARNING LAB 2, HALL C****★ Exhibitor Showcase: Reading for Meaning With Read Naturally Live****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. These effective strategies are demonstrated using Read Naturally's web-based software program, Read Live.

**LEADER(S):** Elaine Balum, Read Naturally, Inc., St. Paul, MN**9:45 AM-10:30 AM****SESSION: 390 ROOM: POSTER 12, BALLROOM A****Assessment of Culturally and Contextually Relevant Supports: Validation of a Teacher Self-Assessment****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

In an effort to reduce disproportionality in school settings, teachers may benefit from self-assessing their use of culturally and contextually relevant strategies in the classroom. We discuss the results from an exploratory factor analysis as well as subsequent research and application to classroom settings.

**LEADER(S):** Lindsay Fallon, University of Massachusetts, Boston**9:45 AM-10:30 AM****SESSION: 391 ROOM: POSTER 2, BALLROOM A****Challenges of Alternately Certified Special Educators: A Review of Critical Incidents****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We examine critical incidents reported by first and second year teachers in an alternative certification program. This insight may assist faculty in improving teacher preparation programs and systems of support for novice teachers during their initial, often challenging, years of teaching.

**LEADER(S):** Donna Sayman, Wichita State University, KS**PRESENTER(S):** Calli Lewis Chiu, California State University, Bakersfield; Mandy Lusk, Clayton State University, Morrow, GA**9:45 AM-10:30 AM****SESSION: 392 ROOM: POSTER 8, BALLROOM A****Comparison of Employment Outcomes for Men and Women With Autism Spectrum Disorders****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Descriptive and inferential statistics were utilized to describe and compare employment outcomes of men and women with ASD served by Vocational Rehabilitation agencies. Women with ASD earned lower wages than men and there were also differences in the types of jobs men and women were most likely to obtain.

**LEADER(S):** Sloane Burgess, Kent State University, OH**9:45 AM-10:30 AM****SESSION: 393 ROOM: POSTER 14, BALLROOM A****Deaf Education and Literacy Access: Analyses of Ghanaian and African American Students****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Poster Session

Our work draws on Critical Race Theory to examine practices in deaf education in two countries: Ghana and America. Our discussion will raise awareness of the confluence of issues in language, education, and society faced by educators and researchers as they seek to improve education for Ghanaian and African American deaf students.

**LEADER(S):** Gideon Obosu, University of Cape Coast, Ghana**PRESENTER(S):** Martreece Watson, The Ohio State University, Columbus

9:45 AM-10:30 AM

SESSION: 394 ROOM: POSTER 19, BALLROOM A

**Decreased Enrollment in Teacher Education Programs: What Can We Do?****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Institutions of higher education are experiencing declining enrollment in teacher education programs. We highlight trends in enrollment, provide a review of strategies for student recruitment, and encourage discussion of recruitment issues and solutions.

**LEADER(S):** Hazel Jones, University of Florida, Gainesville

9:45 AM-10:30 AM

SESSION: 395 ROOM: POSTER 6, BALLROOM A

**Effects of a Peer-Mediated Intervention on the Communication Skills of Students With Disabilities in Inclusive Classroom Settings****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We share the findings of a research study that examined the effects of a collaboratively developed, peer-mediated intervention on the social communication skills (responding and initiating) of students with complex communication needs. We also describe ways to implement these strategies in all classrooms and schools.

**LEADER(S):** Alice Rhodes, University of Kentucky, Lexington

9:45 AM-10:30 AM

SESSION: 396 ROOM: POSTER 17, BALLROOM A

**Geometry Interventions for K-12 Students With and Without Disabilities****TOPIC:** Research**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Our study synthesized intervention studies focusing on instruction to improve geometry skills for K-12 students with and without disabilities. We will summarize the existing geometry intervention categories, describe their procedures, and evaluate their pros and cons.

**LEADER(S):** Carly Bergstrom, Flemington-Raritan Regional School District, NJ**PRESENTER(S):** Dake Zhang, Rutgers University, New Brunswick, NJ

9:45 AM-10:30 AM

SESSION: 397 ROOM: POSTER 24, BALLROOM A

**Gifted and Twice-Exceptional Students: Homeschooling, Hackingschooling, Unschooling, and Everything In Between****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

Homeschooling has become a school choice for many families of gifted and twice-exceptional students. Why are they making the choice to abandon traditional learning environments? We will discuss the various approaches families use to meet the diverse learning needs of their children in home learning environments.

**LEADER(S):** Jennifer Jolly, The University of New South Wales, Sydney, Australia

9:45 AM-10:30 AM

SESSION: 398 ROOM: POSTER 15, BALLROOM A

**IEP Participation: Perspectives of Teachers and Latina Mothers****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Language, culture, and lack of social capital can be barriers to parent participation in the IEP process. Through interviews with Latina mothers and teachers, themes about the formal nature of meetings, specific kinds of language necessary, and unspoken expectations were revealed. Implications for reformed practice are offered.

**LEADER(S):** Joseph Passi, Community School District #218, Oak Lawn, IL**PRESENTER(S):** Michelle Parker-Katz, University of Illinois, Chicago

9:45 AM-10:30 AM

SESSION: 399 ROOM: POSTER 22, BALLROOM A

**Impact of Multi-Component PD System on Teacher Self-Efficacy in Writing****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We discuss how self-efficacy in teaching writing and writing orientation impact student performance in writing. Learn how PD including tools, learning modules, and on-going coaching impacts teacher self-efficacy in teaching writing, and how writing orientation and self-efficacy in teaching writing relate.

**LEADER(S):** Kyle Wagner, University of Minnesota, Minneapolis**PRESENTER(S):** Apryl Poch, University of Missouri, Columbia; Jaehyun Shin, University of Minnesota, Minneapolis

9:45 AM-10:30 AM

SESSION: 400 ROOM: POSTER 21, BALLROOM A

**Improving the Sentence and Paragraph Writing of Middle School Students At-Risk for Learning Disabilities****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We present the results of a study of 4 participants at-risk for LD. Learn how the intervention improved the simple sentence and descriptive paragraph writing of all participants. Results are discussed in the context of delivering writing support within RTI systems and writing interventions at secondary tiers of support.

**LEADER(S):** Shawn Datchuk, University of Iowa, Iowa City

9:45 AM-10:30 AM

SESSION: 401 ROOM: POSTER 4, BALLROOM A

**Inclusive Service Learning: Shaping the Perceptions of Students With and Without Disabilities****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Our study focused on the nature of inclusive service-learning. We discuss the foundational elements of inclusive service learning programs; how inclusive service-learning shapes the experiences and perceptions of those involved; and the benefits, challenges, and characteristics of an inclusive service-learning project.

**LEADER(S):** Jennifer Bumble, Vanderbilt University, Nashville, TN

9:45 AM-10:30 AM

SESSION: 402 ROOM: POSTER 9, BALLROOM A

**Increasing Independent Engagement in Children With ASD Using VSM With Video Feedback****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We will share the results of our study that investigated the efficacy of video-based instruction on increasing independent engagement of two second graders with autism. Learn how to use VSM with video feedback to promote independent engagement of students with autism in inclusive classrooms.

**LEADER(S):** Lema Kabashi, University of Wisconsin, La Crosse

9:45 AM-10:30 AM

SESSION: 403 ROOM: POSTER 20, BALLROOM A

**Let's Get Real: Perceptions of Presence and Measures of Social Validity Within TeachLivE Simulation Sessions****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Respondents from six SUNY campuses completed a 'Presence Questionnaire' following TeachLivE mixed simulation sessions. Participants rated their opinions regarding the suspension of disbelief of the simulated environment, ease of use, teaching experience, and use of technology. We will share and discuss the findings.

**LEADER(S):** Heather Walker, University of Buffalo, NY**PRESENTER(S):** Sharon Raimondi, University at Buffalo/ Buffalo State College, NY; Krista Vince Garland, Buffalo State College, NY

9:45 AM-10:30 AM

SESSION: 404 ROOM: POSTER 18, BALLROOM A

**National Competency Based E-portfolios for Interveners****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Interveners are paraprofessionals who acquire nationally recognized competencies to serve students with deafblindness. We provide an overview of a competency-based e-portfolio platform and scoring process which supports the growth and quality of the practice.

**LEADER(S):** Amy Parker, Western Oregon University, Monmouth**PRESENTER(S):** Ritu Chopra, University of Colorado, The PAR<sup>2</sup>A Center, Denver; Leanne Cook, Western Oregon University, Monmouth

**9:45 AM-10:30 AM****SESSION: 405      ROOM: POSTER 7, BALLROOM A****Professional Development Needs of Educators to Enhance Co-teaching Methods in Inclusive Settings****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

Although inclusion is a familiar component in educational settings, many teachers receive little or no training in inclusive co-teaching practices. We examined educators' perceptions of inclusion and identified specific PD needs of both general and special education teachers co-teaching in inclusive environments.

**LEADER(S):** Vicki Luther, Mercer University, Macon, GA**PRESENTER(S):** Laila Richman, Towson University, MD**9:45 AM-10:30 AM****SESSION: 406      ROOM: POSTER 3, BALLROOM A****Promoting Positive Teacher Behavior in Inclusive Classrooms****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We discuss performance feedback as a support of teachers' use of behavior specific praise for student with disabilities in inclusive academic settings. Findings of our study suggest using performance feedback has positive impacts on teachers' use of behavior specific praise.

**LEADER(S):** Benjamin Riden, Pennsylvania State University, State College**9:45 AM-10:30 AM****SESSION: 407      ROOM: POSTER 1, BALLROOM A****Scaffolding the Standards: Developmentally Appropriate Practices and Assessment at the Kindergarten Level****TOPIC:** Accountability Systems for Students with Disabilities**SECONDARY TOPIC:** Assessment**FORMAT:** Poster Session

We highlight a tool to address the kindergarten learning standards and gauge progress of students who struggle, specifically children with disabilities and those who are ELLs. Learn how you can use this tool to move young learners along the continuum of skill acquisition in this era of standards-driven education.

**LEADER(S):** Rebecca Cook, Eastern Illinois University, Charleston**PRESENTER(S):** Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston; Shawn Huisinga, Indiana State University, Terre Haute**9:45 AM-10:30 AM****SESSION: 408      ROOM: POSTER 16, BALLROOM A****Teaching Rate of Change to Students With Disabilities: A Concrete-Representational-Abstract + Writing Approach****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

This single-subject study incorporated a CRA approach and a writing strategy to teach 9th-grade students with disabilities about slope. All participants improved their math scores following intervention. Learn how and why to use the CRA + Writing approach for teaching math concepts.

**LEADER(S):** Kaitlin Bundock, University of Utah, Salt Lake City**9:45 AM-10:30 AM****SESSION: 409      ROOM: POSTER 13, BALLROOM A****The Impact of Play Therapy to Improve the Behavior of At-Risk Preschoolers****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

This interactive session provides a summary of a research study in which preschoolers attending a center for at-risk students were provided individual and group play therapy to improve behavior during group instruction. We will share and discuss the results which indicated medium effect sizes for individual therapy and large effect sizes for group therapy.

**LEADER(S):** Jill Shelnut, Clemson University, SC**PRESENTER(S):** Michelle Dunn, Clemson University, SC**9:45 AM-10:30 AM****SESSION: 410      ROOM: POSTER 11, BALLROOM A****The Voluntary Experiences of Korean University Freshmen Majoring in Special Education in a Special School****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We share the results of a study that investigated how university freshmen majoring in special education implemented a voluntary work program in a special school. We will discuss the differences between the expectation and the real roles on voluntary work, the benefits and difficulties, and strategies.

**LEADER(S):** Misuk Lee, Kongju National University, Korea**PRESENTER(S):** Sohyun Yang, Kongju National University, Korea



9:45 AM-10:30 AM

SESSION: 411 ROOM: POSTER 5, BALLROOM A

**Tiered Teacher Coaching in General Education to Improve Student On-Task Behaviors****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

We provide an overview of a three-tiered teacher coaching package, including video and in-vivo (Bug-in-ear) coaching, on the fidelity of a self-management strategy implemented to support students with persistent behavioral challenges in general education settings. Learn how to apply this strategy to various contexts.

**LEADER(S):** Tosha Owens, University of North Carolina, Charlotte**PRESENTER(S):** Belva Collins, University of Kentucky, Lexington

9:45 AM-10:30 AM

SESSION: 412 ROOM: POSTER 10, BALLROOM A

**Travel Training: Traversing Public Transportation in an Urban Setting for Students With Special Needs****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

Accessing the community is an often lauded, but frequently unrealized goal in the field of special education. Teachers have been developing and implementing strategies to assist special needs students to physically access and traverse the greater Boston area. We will discuss the findings.

**LEADER(S):** Jacob Valeri, The Guild School, MA**PRESENTER(S):** Pamela Schipani-Boyce, The Guild for Human Services, Concord, MA

9:45 AM-10:30 AM

SESSION: 413 ROOM: POSTER 23, BALLROOM A

**Using an iPad for Self-Monitoring to Increase On-Task Behaviors of High School Students With ADHD****TOPIC:** Technology and Media**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

High school students with ADHD were taught to use an iPad with app 'Choiceworks' downloaded to self-manage their behaviors. Their behaviors were observed and compared when the iPad was used. The possibility of using a handheld computer for self-monitoring of students with ADHD will be discussed.

**LEADER(S):** Joy Xin, Rowan University, Glassboro, NJ

11:00 AM-12:00 PM SESSION: 415 ROOM: 102

**Addressing Anxiety in Students With ASD: What Do We Know?****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Anxiety is highly comorbid with ASD and can impact student functioning. However, mental health issues are often overshadowed by the autism diagnosis leaving many students without proper support. Learn about the current research on anxiety interventions for children and youth with ASD that are effective in school settings.

**LEADER(S):** Lisa Simpson, San Jose State University, CA

11:00 AM-12:00 PM SESSION: 416 ROOM: 207

**Addressing Disciplinary Disproportionality Through Best Practices in Proactive Behavioral Support****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

Disproportionality in punitive disciplinary actions and poor academic performance are particularly relevant for minority, economically disadvantaged, and special education student groups. We review findings from the OCR on disproportionality and also evaluate the impact using a proactive system of behavioral supports can have on student groups at risk.

**LEADER(S):** Chris Huzinec, Review360 Pearson, Houston, TX

11:00 AM-12:00 PM SESSION: 417 ROOM: 205

**Beantown Boom: Twenty Strategies to Transition From Teacher Candidate to Beginning Teacher****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 18 years working with first-, second-, and third-year special educators.

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

11:00 AM-12:00 PM  
SESSION: 418 • ROOM: 201

★ **CCBD SHOWCASE** ★

**Everything You Always Wanted to Know About Behavior Supports, But Were Afraid to Ask**

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

We provide an overview of current evidence-based practices for supporting children and youth with challenging behavior. Specifically, applying a function-based logic with data-based decision making for intervention design, instructional strategies and adaptations, and environmental supports will be highlighted.

**LEADER(S):** Timothy Lewis, University of Missouri, Columbia  
**PRESENTER(S):** Joseph Wehby, Vanderbilt University, Nashville, TN

11:00 AM-12:00 PM  
SESSION: 419 • ROOM: 206

★ **CEC-DR SHOWCASE** ★

**Can Reforms to Academic Publishing Improve the Validity of Special Education Research?**

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

Bias threatens the validity of research findings that are the basis of policy and practice. Reforms to academic publishing have been proposed to address sources of bias in research. We discuss pros and cons of these reforms and describe the Transparency and Openness Promotion guidelines.

**LEADER(S):** Bryan Cook, University of Hawaii at Manoa, Honolulu  
**PRESENTER(S):** Bill Therrien, University of Virginia, Charlottesville

11:00 AM-12:00 PM SESSION: 420 ROOM: 107

**Classroom Management for Co-teachers**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Personnel Preparation  
**FORMAT:** Presentation with Q&A

We explore the practices, beliefs, and dynamics associated with effective classroom management in the co-taught classroom. Through case studies, analogies, and real-life anecdotes, you will be able to identify and implement EBPs associated with behavioral and organization techniques in a collaborative learning environment.

**LEADER(S):** Richard Mehrenberg, Millersville University, PA  
**PRESENTER(S):** Sara Howell, Millersville University, PA

11:00 AM-12:00 PM SESSION: 421 ROOM: 110

**College Students With LD Transition Planning and Use of Disability Services at the College Level**

**TOPIC:** Career Development/Transition  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Presentation with Q&A

High school students with SLDs and their case managers were surveyed about students' plans to interact with disability services in college, their current transition services, and factors influencing their decisions. We share the results of the study including teachers' and students' perceptions of transition into postsecondary education.

**LEADER(S):** Kimberly Teasley, University of South Carolina, Columbia  
**PRESENTER(S):** Kathleen Marshall, University of South Carolina, Columbia

11:00 AM-12:00 PM SESSION: 422 ROOM: 302

**Educating Students With Disabilities in the Modern Classroom**

**TOPIC:** Technology and Media  
**SECONDARY TOPIC:** Learning Disabilities  
**FORMAT:** Demonstration

Blended learning refers to instruction that is heavily dependent on Internet resources. We highlight demands on students of varying abilities in these environments and the need for teachers to support students' self-regulation skills. Leave with tools designed to promote self-regulation in blended learning environments.

**LEADER(S):** Richard Carter, Jr., University of Kansas, Lawrence  
**PRESENTER(S):** Mary Frances Rice and James Basham, University of Kansas, Lawrence

11:00 AM-12:00 PM SESSION: 423 ROOM: 200

**Embedding Related Services in Special Classrooms: Pathways for Effective Instruction**

**TOPIC:** Collaboration and Inclusive Practices  
**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities  
**FORMAT:** Demonstration

The delivery of related services for students who receive instruction in special classrooms presents an excellent opportunity to teach concepts and skills to support curricular expectations in the classroom. This interactive session will provide a framework for teachers and related service providers to integrate their services to best meet student needs.

**LEADER(S):** Michael Neiman, Futures Education, Springfield, MA  
**PRESENTER(S):** Paul McDonald, Futures Education of Arizona, Glendale

11:00 AM-12:00 PM SESSION: 424 ROOM: 303

**Examining Disparities in Special Education Rates for Asian Americans: A Subgroup Analysis****TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

This study analyzed data from a large district to assess whether underrepresentation is consistent across Asian ethnic subgroups. Results indicate that underrepresentation across subgroups persists even when accounting for background differences, suggesting that Asian Americans may be overlooked for services.

**LEADER(S):** North Cooc, University of Texas, Austin

11:00 AM-12:00 PM SESSION: 425 ROOM: 202

**Examining the Relationship Between Teacher Practices in Writing and Student Achievement****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Presentation with Q&A

We report findings from a study that examined the frequency that teachers used effective writing practices, implementation quality, and the relation between instruction and student achievement. Recommendations for teaching writing to students with learning disabilities are discussed.

**LEADER(S):** Stephen Ciullo, Texas State University, San Marcos**PRESENTER(S):** Alyson Collins, Texas State University, San Marcos

11:00 AM-12:00 PM SESSION: 426 ROOM: 105

**Facilitating Access to College and Employment Settings****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

We will discuss diversity and disability in higher education from tolerance and access to social and professional inclusion and acceptance of 'individuals with disabilities.' You will learn to facilitate the academic and social success and understand the barriers faced by students with disabilities in postsecondary settings.

**LEADER(S):** Evette Simmons-Reed, Ball State University, Muncie, IN**PRESENTER(S):** Jennifer Cullen, Ball State University, Muncie, IN

11:00 AM-12:00 PM SESSION: 427 ROOM: 305

**Foundations for Designing a Universally Designed, Challenging Curriculum for All Preschool Children****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We share strategies for PD for pre- and inservice educators to implement a curriculum framework supporting the development of a universally designed, challenging curriculum for ALL preschool children. The primary focus will be on how to design a developmentally appropriate, yet challenging scope (content) and sequence.

**LEADER(S):** Eva Horn, University of Kansas, Lawrence**PRESENTER(S):** Susan Palmer, University of Kansas, Lawrence

11:00 AM-12:00 PM SESSION: 428 ROOM: 101

**How Are Transition Coordinators Implementing the Age Appropriate Transition Assessment Mandate?****TOPIC:** Assessment**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Presentation with Q&A

We will share the identified needs and best practices that focus on moving SEA and LEAs beyond simple compliance with the transition assessment mandate. A local practitioner, state-level education agency representative, and higher education researcher will lead the discussion and disseminate EBPs for transition assessment.

**LEADER(S):** Stacie Dojonovic, Fox Chapel School District, PA**PRESENTER(S):** Dale Matusevich, Delaware Department of Education, Dover; Jane Razeghi, Division on Career Development & Transition, Centreville, VA

11:00 AM-12:00 PM SESSION: 429 ROOM: 301

**Increasing Mathematical Problem-Solving Skills Through Self-Regulation in Tier 2 Settings****TOPIC:** STEM**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Learn how teachers can use the metacognitively based I-THINK problem-solving framework to increase the problem-solving performance and solution accuracy of students receiving remedial support for mathematical learning difficulties (MTSS Tier 2). We will provide an overview of the I-THINK framework and discuss implementation strategies.

**LEADER(S):** Jeremy Lynch, Slippery Rock University of Pennsylvania

11:00 AM-12:00 PM SESSION: 430 ROOM: 306

**Introduction to Mindfulness for Educators****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

This session will introduce educators and administrators to mindfulness as an evidence-based method for stress reduction. We will emphasize the need for self-care when experiencing high stress levels, along with the benefits of mindfulness. Participants will learn and practice simple exercises and identify how to implement them.

**LEADER(S):** Kelly Wendel, Vanderbilt University, Nashville, TN**PRESENTER(S):** Sarah Blumberg, Vanderbilt Kennedy Center TRIAD, Nashville, TN; Katie Gregory, Vanderbilt University, Nashville, TN

11:00 AM-12:00 PM SESSION: 431 ROOM: 311

**Program Chair Featured: RTI's Second Decade: Evidence-Based Directions for Grades 1-12****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Trends in findings from rigorous research on RTI (including the national evaluation) will be used to provide guidelines that you can use in your school or classroom. New approaches to screening, importance of vocabulary and comprehension in interventions and directions for RTI in secondary schools emphasized.

**LEADER(S):** Russell Gersten, Instructional Research Group, Los Alamitos, CA**PRESENTER(S):** Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin; Jade Wexler, University of Maryland, College Park**MULTIPLE PRESENTATIONS**

11:00 AM-12:00 PM • SESSION: 432 • ROOM: 308

**Quality Programming, School Readiness & Bilingual Support****TOPIC:** Visual Impairments**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Amy Parker, Western Oregon University, Monmouth
**■ Quality Educational Programs for Students Who Are Visually Impaired or Blind With Multiple Disabilities Including Deafblindness**

The number of students with VI and multiple disabilities has increased dramatically in recent decades resulting in the changing role of professionals responsible for educating this diverse and challenging population. We provide an overview of a quality program for students who are VI or blind with multiple disabilities including deafblindness.

**LEADER(S):** Mary Zatta, Perkins School for the Blind, Watertown, MA**PRESENTER(S):** Sharon Sacks, California School for the Blind, Fremont
**■ An Examination of School Readiness: How Is the Construct Defined for Children Who Are Blind?**

We describe how teachers of the visually impaired (TVI) and primary caregivers define school readiness for children who are blind and use Braille. Research examined current practice in relation to Head Start Early Learning Outcomes Framework and the Expanded Core Curriculum. Participants will discuss recommendations for TVI programs and future research.

**LEADER(S):** Lisa McConachie, Portland Public Schools, OR
**■ Instructional Methods for Visually Impaired Bilingual Learners to Improve Their Understanding of Academic Language**

Students who are visually impaired bilingual learners rely heavily on oral discussion. Often, they are not able to complete a task due to lack of understanding of complex academic language. Our discussion focuses on incorporating realia and verbal scripts into classroom activities to promote understanding academic language.

**LEADER(S):** Jessica Schultz, Prince William County Public Schools, VA**PRESENTER(S):** Susan Schultz, St. John Fisher College, Rochester, NY; Alexander Schultz, Stephen F. Austin State University, Nacogdoches

11:00 AM-12:00 PM SESSION: 433 ROOM: 109

**Strand G, Session 2: Addressing Disproportionate Discipline Practices in Early Childhood Programs****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Recent data indicate that expulsions and suspensions occur at high rates in preschool settings. In addition, stark racial and gender disparities exist in these practices, with young boys of color being suspended and expelled much more frequently than other children; a trend that has remained virtually unchanged over the past decade. In an effort to draw attention to this issue and begin to address disproportionate discipline in early childhood programs, in 2015 the U.S. Departments of Health and Human Services (HHS) and Education (ED) issued a joint policy statement on reducing expulsion and suspension in early childhood settings. This session will provide a brief overview of this policy.

**LEADER(S):** Renee Bradley, OSEP, U.S. Department of Education, Washington, DC**PRESENTER(S):** Lise Fox, University of South Florida, Tampa; Barbara Smith, University of Colorado, Denver

11:00 AM-12:00 PM SESSION: 434 ROOM: 300

**Strand H, Session 2: Better Together: Partnering With Families of School-Age Children****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Families of school-age children typically experience the most disconnect with educators including a lack of communication, parent exclusion, and mistrust. Parents and professionals present a family-partnership tiered approach that supports all families including preplanning, parent engagement, Making Action Plans, and Facilitated IEP meetings.

**LEADER(S):** Shana Haines, University of Vermont, Burlington; Tracy Gershwin Mueller, University of Northern Colorado, Greeley**PRESENTER(S):** Colby Kervick, Katharine Shepherd, and Winnie Looby, University of Vermont, Burlington; Natalie Holdren, University of California, Santa Barbara

11:00 AM-12:00 PM SESSION: 435 ROOM: 312

**Strand J, Session 2: Identifying and Understanding Maltreatment in the Context of Cultural Difference****TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Presentation with Q&A

Maltreatment is interpreted through cultural lenses. One hallmark of maltreatment is the substantial risk of causing harm. We unpack the ways children have been subject to maltreatment in their classrooms, communities, and by their alleged 'advocates.' Strategies for prevention of maltreatment will be provided.

**LEADER(S):** Kelly Carrero, Texas A&M University, Commerce**PRESENTER(S):** Michelle Trotman Scott, University of West Georgia, Carrollton; Quintella Bounds, Harvey School District 152, IL

11:00 AM-12:00 PM SESSION: 436 ROOM: 208

**Supporting Access to the General Education Curriculum: Improving Reading Comprehension for Adolescents With Reading Disabilities****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Improving reading comprehension for adolescents with reading disabilities is foundational to successful access to core class content. Unfortunately, efforts to improve reading comprehension for this population have had limited effect on student outcomes. We discuss two intensive adolescent reading programs designed to support core class success.

**LEADER(S):** Michael Hock, University of Kansas, Lawrence**PRESENTER(S):** Mary Beth Calhoun, University of Miami, Coral Gables, FL; Irma Brasseur-Hock, University of Kansas, Lawrence

11:00 AM-12:00 PM SESSION: 437 ROOM: 103

**Supporting College Success for Students With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Presentation with Q&A

Students with autism are attending college at increasing rates that are expected to grow over time. Learn research-based strategies that have improved positive college outcomes for students with autism including higher education supports, critical transition skills, University programs, and more.

**LEADER(S):** Jodi Duke, George Mason University, Fairfax, VA**PRESENTER(S):** Grace Francis, George Mason University, Fairfax, VA

11:00 AM-12:00 PM SESSION: 438 ROOM: 210

**Teacher2Teacher Session: Starting A Special Education Program Without Time, Curriculum, or a Budget****TOPIC:** Strategies for Entry to the Special Education Career  
**FORMAT:** Demonstration

Special education teachers often have limited curriculum materials/resources, little or no budget, and an overwhelming amount of responsibilities and paperwork. We will provide you with the strategies and tools to help you start a program from scratch without bankrupting your personal time, your checking account, or your soul.

**LEADER(S):** Jeff Weber, Brea Olinda USD, CA

11:00 AM-12:00 PM SESSION: 439 ROOM: 313

**Teaching Struggling and Novice Writers to Construct Scientific Explanations****TOPIC:** STEM**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

The Next Generation Science Standards call for students to engage in scientific practices, such as constructing explanations and engaging in argumentation with evidence. We discuss the results of a study to develop and validate a writing intervention to enable struggling and novice middle school students to compose scientific explanations.

**LEADER(S):** Susan De La Paz, University of Maryland, College Park**PRESENTER(S):** Yewon Lee and Daniel Levin, University of Maryland, College Park

11:00 AM-12:00 PM SESSION: 440 ROOM: 203

**Thinking With Your Hands: The Impact of Gestures on Math Learning****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

Gestures play a crucial role in communication and improve math learning in students. We provide data on the types of gestures conveyed during the learning process in math and demonstrate how gestures allow students to efficiently retrieve and convey information.

**LEADER(S):** Le Tran, University of Texas, Austin**PRESENTER(S):** Amanda Martinez-Lincoln and Sarah Powell, University of Texas, Austin

11:00 AM-12:00 PM SESSION: 441 ROOM: 310

**Traditional and UDL Framed Lesson Plans: A Comparison Study of Student Teachers****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Results will be shared from a comparison study with special/general education student teachers that including lesson planning, implementation, and reflection on lesson. One phase used the standard university adopted framework and the other a UDL framework. We will identify and discuss the differences between traditional/UDL lesson planning.

**LEADER(S):** K. Alisa Lowrey, University of Southern Mississippi, Hattiesburg**PRESENTER(S):** Audra Classen, University of Southern Mississippi, Hattiesburg

11:00 AM-12:00 PM SESSION: 442 ROOM: 111

**Transition-Support and SOP Resources for College-Bound Students With Learning Differences****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Going to college is both exciting and daunting for any student, and support for students with learning differences is critical during this major life transition. This session features a SOP training video for college-bound students and shares no-cost transition-support resources for students, teachers, and families.

**LEADER(S):** Sarah Williams, East Carolina University STEPP Program, Greenville, NC**PRESENTER(S):** Ruben Watson, East Carolina University, Greenville, NC

11:00 AM-12:00 PM SESSION: 443 ROOM: 204

**Triumphs in the Trenches: Engaging Students With EBD in Literacy Learning With a UDL Approach****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

We explored the effect of a technology-enhanced SRSD instructional method for teaching persuasive writing to adolescents with EBD. Findings and implications for technology-enhanced writing instruction for secondary students with EBD will be presented.

**LEADER(S):** Andrew Hashey, State University of New York, Old Westbury**PRESENTER(S):** Diana Sukhram, SUNY, Old Westbury

11:00 AM-12:00 PM SESSION: 444 ROOM: 108

**"I Hate Math!" Making Mathematics More Accessible for Students With Disabilities: What Really Works****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Demonstration

Wait, what? A student with a disability who doesn't like math? Say it isn't so! But yes, we all know this far too well. Steps can be taken to mitigate the many challenges faced by students with disabilities in mathematics education. We share strategies, web sites, handouts, and resources to improve math instruction using research-based techniques.

**LEADER(S):** Sarah Nagro, George Mason University, Fairfax, VA**PRESENTER(S):** Margaret Weiss, George Mason University, Fairfax, VA

11:00 AM-12:00 PM

SESSION: 445 ROOM: LEARNING LAB 4, HALL D

**Caring for Students, Caring for Yourself: Stress Management in the Classroom****FORMAT:** Demonstration

This interactive Learning Lab will focus on tools special educators can use to promote their own wellness and cultivate healthy classrooms for their students: writing their own IEPs for stress management; yoga and mindfulness activities that build personal resilience; and ways to easily incorporate these tools into the school day to empower students to relax, get into the zone and be ready to learn.

**LEADER(S):** Brandi Ansley, Georgia State University, Atlanta**PRESENTER(S):** Carla Tantillo Philibert, Mindful Practices, Chicago, IL

11:00 AM-12:00 PM

ROOM: 304

**★ Exhibitor Showcase: Developing a Districtwide Autism Program: A Training Model for Serving Students With ASD****FORMAT:** Exhibitor Showcase Session

In this session the presenters will provide a quick overview of the essential elements needed to provide effective and sustainable evidence-based programs and strategies for students with ASD across the age range. Come learn about how several state and local agencies developed a model to serve students and support staff.

**LEADER(S):** Cami Algaier, STAR Autism Support, Portland, OR

11:00 AM-12:00 PM

ROOM: LEARNING LAB 1, HALL C

**★ Exhibitor Showcase: Matching Your Training Policies and Procedures to Regulations, Legislation, and Accrediting Body Requirements****FORMAT:** Exhibitor Showcase Session

Is your district where it should be with its crisis response policies, procedures, and training? Join us to explore the who, what, when, and how specified by government regulations of required through legislation related to use of physical interventions and postcrisis expectations.

**LEADER(S):** Pam Sikorski, Marvin Sharp, Crisis Prevention Institute, Inc. (CPI), Milwaukee, WI

11:00 AM-11:45 AM

SESSION: 446 ROOM: POSTER 13, BALLROOM A

**A Preliminary Exploration of Contributions Made by Licensed Childcare Programs Related to Child Find****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

We will discuss the results of a study that explored the extent to which licensed childcare programs in one state were (a) engaging in developmental screening, (b) taking action when concerns arise, and (c) connecting children to existing screening and referral systems.

**LEADER(S):** Andrea Boh, University of Minnesota, Minneapolis**PRESENTER(S):** LeAnne Johnson, University of Minnesota, Minneapolis

11:00 AM-11:45 AM

SESSION: 447 ROOM: POSTER 12, BALLROOM A

**Being Queer and Disabled: Voices of the Hidden****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

There is a reluctance to discuss sex and gender within the context of special education. Often, the assumption is that individuals with disabilities are asexual. Dialog of individuals who self-identify as queer and disabled will be examined to expose their feelings about sex, gender identity, and disability.

**LEADER(S):** James Ingram, Northern Arizona University, Flagstaff**PRESENTER(S):** Holly Lukanob and Michelle Novelli, Northern Arizona University, Flagstaff

**11:00 AM-11:45 AM****SESSION: 448      ROOM: POSTER 18, BALLROOM A****Clinical Practice as a Way for Improving Beliefs Towards Diversity in Teacher Education****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Educational policy reports have urged teacher preparation programs to implement clinical practice in order to produce competent teachers for all students. An exploration of impacts of clinical practice on teachers' beliefs about diversity confirms that it results in improvements in this area.

**LEADER(S):** Sumin Mullins, University of Kansas, Lawrence**11:00 AM-11:45 AM****SESSION: 449      ROOM: POSTER 8, BALLROOM A****Computer-Aided Instruction for Teaching Science to Middle School Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

This study investigated the effects of a CAI instructional package on the acquisition of science content for middle school students with autism. Discussion will include literature review, discussion of methods, visual presentation of results, implications for practice, and suggestions for future research.

**LEADER(S):** Larry Fisher, University of North Carolina, Charlotte**PRESENTER(S):** Bethany McKissick, Mississippi State University, Mississippi State; Luann Ley Davis and Fred Spooner, University of North Carolina, Charlotte**11:00 AM-11:45 AM****SESSION: 450      ROOM: POSTER 3, BALLROOM A****Cultural Content and Classroom Behavior Among Students With Reactive Attachment Disorder****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

We discuss how teachers displaying intercultural competence in social studies class might have a greater understanding of some of the multiple cultural, language, and behavior layers of students with Reactive Attachment Disorder, especially among those who are transnational adoptees.

**LEADER(S):** Raol Taft, University of Missouri, Kansas City**PRESENTER(S):** Candace Schlein, University of Missouri, Kansas City**11:00 AM-11:45 AM****SESSION: 451      ROOM: POSTER 19, BALLROOM A****Effects of Increased Teacher Awareness on Teachers' Interactions With Students Experiencing Homelessness****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We focus on the impact of homelessness on students and the educational requirements teachers must consider when serving this population. We used an intervention package to examine how awareness of student needs affected teacher-student interactions and the student outcomes.

**LEADER(S):** Melissa Sullivan-Walker, University of North Carolina, Greensboro**PRESENTER(S):** Marcia Rock, University of North Carolina, Greensboro**11:00 AM-11:45 AM****SESSION: 452      ROOM: POSTER 6, BALLROOM A****Everyone Belongs Here! Meaningful Inclusion Through Community Building****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Poster Session

Join us in activities for belonging, replicable in classrooms to impact school climate and classroom management. We explore perspectives on belonging, share resources, and demonstrate ways to adapt community-building activities so everyone can participate. Learn to use community builders in your workplace!

**LEADER(S):** Ann Gillies, Colorado Mesa University, Grand Junction**PRESENTER(S):** Samantha Gould, Kaelyn Kresyman, Kate Rogowski, and Mariah Talucci, Colorado Mesa University, Grand Junction, CO



11:00 AM-11:45 AM

SESSION: 453 ROOM: POSTER 16, BALLROOM A

**Forgotten Disability Categories in Special Education Research****TOPIC:** Physical/Health/Multiple Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

A review of journal publications in special education from 2012-2014 reveals a paucity of studies for certain disability categories such as traumatic brain injury, other health impairment, and orthopedic impairment. We highlight the types of articles, focusing on empirical research, published for these disabilities.

**LEADER(S):** Brianna Grumstrup, University of Nevada, Reno**PRESENTER(S):** MaryAnn Demchak and Andrea Forsyth, University of Nevada, Reno

11:00 AM-11:45 AM

SESSION: 454 ROOM: POSTER 24, BALLROOM A

**Igniting the Flame of Curiosity: Examining the Impact of the Kentucky Governor's Scholars Program****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Residential governor's schools offer gifted and high-achieving secondary students an enrichment program encourages them to explore their considerable potential. We share the results of a study examining the longitudinal impact of the Kentucky Governor's Scholars Program on participating scholars.

**LEADER(S):** Kimberly Clayton-Code, Northern Kentucky University, Highland Heights

11:00 AM-11:45 AM

SESSION: 455 ROOM: POSTER 17, BALLROOM A

**Meta-Analysis of Single-Case Treatment Effects on Self-Injurious Behavior for Individuals With ASD and ID****TOPIC:** Research**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

A multi-level meta-analysis was conducted to study the effects of treatment for SIB in individuals with autism and ID. We discuss the results which indicate that treatments were effective overall and treatments unmatched to function were more effective than treatments matched to function.

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

11:00 AM-11:45 AM

SESSION: 456 ROOM: POSTER 9, BALLROOM A

**Multicomponent Reading Interventions for Students With Intellectual Disability****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We examine the characteristics, outcomes, and quality of multicomponent reading interventions for students with ID. We describe the quality of these interventions, effective strategies, and implications for future research.

**LEADER(S):** Kemal Afacan, University of Wisconsin, Madison

11:00 AM-11:45 AM

SESSION: 457 ROOM: POSTER 23, BALLROOM A

**Navigating Challenging Conversations With School Colleagues: Learning Opportunities in Mixed Reality Environments****TOPIC:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

Similar to flight simulators used to train pilots prior to flying an actual airplane, mixed-reality environments can serve as an intermediary step for preservice teachers. We demonstrate how to practice newly learned collaboration and problem-solving skills with adult avatars playing the role of school colleagues.

**LEADER(S):** Kristin Murphy, University of Massachusetts, Boston**PRESENTER(S):** Katherine Zimmer, Kennesaw State University, GA

11:00 AM-11:45 AM

SESSION: 458 ROOM: POSTER 1, BALLROOM A

**Next Steps for Eliminating Barriers to Success: Preventing School Drop-Out and Preparing for College and Career****TOPIC:** Assessment**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

The American dream has often been the completion of high school and transition to college and career. One in 10 students entering college identify as an individual with a disability. Most will not graduate. The diagnostician's report can make the difference between success and failure in higher education.

**LEADER(S):** Rebecca Davis, Eastern New Mexico University, Portales**PRESENTER(S):** Katherine Good, Eastern New Mexico University, Portales; Amberlynn Mauldin, Portales Municipal School District, NM

**11:00 AM-11:45 AM****SESSION: 459      ROOM: POSTER 20, BALLROOM A****Online Teacher Preparation for Special Education:  
What Does the Research Tell Us?****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We provide the results of a literature review of online special education teacher preparation including the types of research, characteristics of the research and activity, and technology. Implications for teacher preparation programs in special education and recommendations for future research will be discussed.

**LEADER(S):** Clare Papay, Think College, University of Massachusetts, Boston**PRESENTER(S):** Audrey Bartholomew, University of New England, Biddeford, ME**11:00 AM-11:45 AM****SESSION: 460      ROOM: POSTER 4, BALLROOM A****PALS and Self-Monitoring to Improve Academics and Behavior for Students With EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We trained practitioners to implement PALS, a peer tutoring reading intervention, with an added self-graphing component. We measured the effect this intervention had on reading and behavioral outcome measures for students in Grades 3-8 with EBD. We will share the findings and implications for practice.

**LEADER(S):** Anne Sinclair, Vanderbilt University, Nashville, TN**PRESENTER(S):** Samantha Gesel, Vanderbilt University, Nashville, TN**11:00 AM-11:45 AM****SESSION: 461      ROOM: POSTER 2, BALLROOM A****Partnership and Family Quality of Life for Families of Children With Deaf-Blindness****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Parents of children with deaf-blindness partner with a wide range of professionals in order to meet their children's developmental needs. We present data from a national deaf-blind family study (birth to 22 years) examining the relationship between partnership practices and specific aspects of family quality of life.

**LEADER(S):** Kathleen Kyzar, Texas Christian University, Fort Worth**11:00 AM-11:45 AM****SESSION: 462      ROOM: POSTER 15, BALLROOM A****Peer Tutoring's Effect on Comprehension for Adolescents With Disabilities: A Systematic Review****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

This review applied the CEC's (2014) Standards for EBP to evaluate the methodological rigor of studies which examined the impact of peer tutoring on comprehension for secondary students with disabilities. Participants will learn the process followed to determine the status of peer tutoring as an EBP.

**LEADER(S):** Turkey Alzahrani, University of Kansas, Lawrence**PRESENTER(S):** Melinda Leko, University of Kansas, Lawrence**11:00 AM-11:45 AM****SESSION: 463      ROOM: POSTER 7, BALLROOM A****Strategies for Successful Inclusion of Children With Significant Disabilities in General Education****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We describe how to overcome barriers to help all school children (K-4), with and without disabilities, access the general education curriculum during inclusive literacy blocks. Strategies for special and general educators to collaborate and implement inclusion are discussed.

**LEADER(S):** Leslie Bross, University of Kansas, Lawrence**PRESENTER(S):** Tyler Hicks, Kristin Dunlap, and Elizabeth Kozleski, University of Kansas, Lawrence**11:00 AM-11:45 AM****SESSION: 464      ROOM: POSTER 21, BALLROOM A****Three-Tiered Models of Prevention: Monitoring Tier 1 Treatment Integrity and Social Validity****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

We illustrate a method of monitoring schoolwide treatment integrity and social validity of comprehensive, integrated, three-tiered models of prevention. We detail the process, timeline, and tools, including data reports for supporting school-site leadership teams' in data-based decisions for continuous improvement.

**LEADER(S):** Emily Cantwell, University of Kansas, Lawrence**PRESENTER(S):** David Royer, Eric Common, and Hailey Love, University of Kansas, Lawrence

**11:00 AM-11:45 AM****SESSION: 465 ROOM: POSTER 11, BALLROOM A****Transition Practices for High School Students With Learning Disabilities****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We examined differences among school districts by gathering information about practices used to prepare students with LD for the transition from secondary school to communities. The findings of this study offer insights and recommendations to improve the current transition practices in secondary schools.

**LEADER(S):** Su-Je Cho, Fordham University, New York, NY**PRESENTER(S):** Diane Rodriguez, Fordham University, New York, NY; Amy MacKenzie, SUNY New Paltz**11:00 AM-11:45 AM****SESSION: 466 ROOM: POSTER 14, BALLROOM A****Understanding Faulty Strategies Among Middle Schoolers When Estimating Fractions on Number Lines****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

In this study, we examined faulty strategies and underlying misconceptions among middle school students with and without mathematics disabilities when estimating fractions using number lines. Join us for a discussion about providing interventions to address students' existing misconceptions when using number lines.

**LEADER(S):** Pamela Stecker, Clemson University, SC**PRESENTER(S):** Dake Zhang, Rutgers University, New Brunswick, NJ**11:00 AM-11:45 AM****SESSION: 467 ROOM: POSTER 5, BALLROOM A****Using a Formative Assessment Scaled Tool to Assess Student Understanding of the Standards****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Determining where students are in their understanding through various formative assessments can be challenging and subjective, often leading to misjudgment. Learn how to use a scaled tool for each standard to make a more objective decision to move forward or reinforce based on student placement with the scale.

**LEADER(S):** Lisa Finnegan, Florida Atlantic University, Boca Raton**11:00 AM-11:45 AM****SESSION: 468 ROOM: POSTER 22, BALLROOM A****Using the Alternative Flipped Classroom to Support Students With Learning Disabilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Students with LD present complex instructional needs that require traditional techniques integrated with technology. One way to blend these methods is with the alternative flipped classroom. We review the benefits for students with LD and provide a step-by-step process for creating learning modules.

**LEADER(S):** Dominique Tetzlaff, University of Nevada, Las Vegas**11:00 AM-11:45 AM****SESSION: 469 ROOM: POSTER 10, BALLROOM A****Using Video-Modeling for Meal Preparation for Adults With IDD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We examined how video-modeling affects adults' with IDD ability to prepare healthy and nutritious meals. We will share the results of our study and also discuss how to help adults with IDD increase nutrition knowledge and maintain healthy meal preparation across lifespan.

**LEADER(S):** Hatice Uyanik, University of Kansas, Lawrence**12:00 PM-1:00 PM****ROOM: LEARNING LAB 1A, HALL C****★ Exhibitor Showcase: Tools for Designing Behavior Plans for Individual Students****FORMAT:** Exhibitor Showcase Session

Learn to identify factors that contribute to chronic misbehavior: escape, lack of information or skill, need for attention, need for power, and more. This session will provide an orientation to Dr. Sprick's resources: The Teacher's Encyclopedia of Behavior Management 100 Problems/500 Plans and Interventions.

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

1:30 PM-2:30 PM    SESSION: 473    ROOM: 309

**Can We Bridge the Implementation Gap? Educator Preparation for Real World Contexts****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Panel

What can we do to ensure teacher candidates and in-service educators are adequately prepared to implement EBPs in today's challenging school contexts? We will highlight innovative practice-based preparation and development opportunities to bridge implementation gaps and ensure educators are ready for the real world.

**LEADER(S):** Abigail Foley, American Institutes for Research, Washington, DC

**PRESENTER(S):** Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC; Amber Benedict, University of Florida, Gainesville; Mary Little, University of Central Florida, Orlando; Devin Kearns, University of Connecticut, Storrs



.....  
1:30 PM-2:30 PM • SESSION: 474 • ROOM: 105

**Collaboration to Support Children with Communicative Disabilities & Deafness****TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Becca Jackson, Minnesota Department of Education, St. Paul, MN

■ **Inside the Big Picture: Interdisciplinary Collaboration in Deaf Education**

We describe preliminary outcomes and insights from a collaborative initiative in Deaf Education Teacher Preparation. We will explore stakeholders' involvement in Deaf Education and the benefits of a collaborative approach to Deaf Education, and share the insights and results from our experiences in this project thus far.

**LEADER(S):** Rachel Friedman Narr, California State University, Northridge

**PRESENTER(S):** Ellen Schneiderman, California State University, Northridge

■ **Why is Interprofessional Practice Important to Teachers and Speech-Language Pathologists?**

Do you know what skills are needed for effective participation in interprofessional practice? Are you familiar with the differences between multidisciplinary, interdisciplinary, and interprofessional collaborations? We explain how IPP differs from IEP teams, and discuss ways teachers, SLPs, and others can foster IPP in schools.

**LEADER(S):** Froma Roth, ASHA, Rockville, MD

1:30 PM-2:30 PM SESSION: 475 ROOM: 205

**Connecting Instruction, Rigorous Content, and State Assessment for Students With Significant Disabilities**

**TOPIC:** Accountability Systems for Students with Disabilities  
**SECONDARY TOPIC:** Collaboration and Inclusive Practices  
**FORMAT:** Presentation with Q&A

Standards-aligned instruction for all includes students with intellectual and multiple disabilities. Given increased demands of content, systematic identification of appropriate learning targets, instructional planning/practices, teaching, and on-going evaluation are critical to student success. Let us show you how!

**LEADER(S):** Sharon Leonard, Pennsylvania Training and Technical Assistance Network (PaTTAN), Harrisburg, PA

**PRESENTER(S):** Audrey Kappel, Pennsylvania Training and Technical Assistance Network (PaTTAN), Harrisburg, PA

1:30 PM-2:30 PM SESSION: 476 ROOM: 101

**Continue, Discontinue, or Adapt? Data-Based Decision Making for Behavior**

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

Academic progress monitoring has become the norm in schools while behavioral progress monitoring has lagged behind. We will discuss data-based decisions for students with challenging behavior. Discussion will be grounded in existing literature, extant data analysis, and findings from teacher focus groups.

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

**PRESENTER(S):** Joseph Wehby, Ted Hasselbring, Amanda Sheaffer, and Alyssa Van Camp, Vanderbilt University, Nashville, TN; Jo Hendrickson, Ashley Rila, and Josephine Fernando, University of Iowa, Iowa City

1:30 PM-2:30 PM SESSION: 477 ROOM: 110

**Developing a New Transition Assessment for Students With Significant Cognitive Disabilities**

**TOPIC:** Career Development/Transition  
**SECONDARY TOPIC:** Assessment  
**FORMAT:** Presentation with Q&A

Most transition assessments for SWSCD do not provide student versions. We describe the development of TAGG-A, which provides a student version along with professional and parent versions. Participants are asked to critique constructs and provide ideas on how to make items interesting and accessible for students.

**LEADER(S):** James Martin, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

**PRESENTER(S):** Amber McConnell, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman; Renee Cameto, SRI International, Menlo Park, CA

1:30 PM-2:30 PM SESSION: 478 ROOM: 207

**Developing and Evaluating a K-3 Multi-Tier or RTI Reading Reform Initiative Using a Regression Discontinuity Design**

**TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports  
**SECONDARY TOPIC:** Research  
**FORMAT:** Presentation with Q&A

We describe the features of an effective reading reform model based on a multi-tier systems of support for students with or at risk for reading difficulties. Data from a rigorous regression discontinuity evaluation suggest that intervention associated with the reading reform model accelerated students' beginning reading skills.

**LEADER(S):** Michael Coyne, University of Connecticut, Storrs

**PRESENTER(S):** Darci Burns and Cindy McGurl, HILL for Literacy, Woburn, MA; Ashley Oldham, University of St. Joseph, West Hartford, CT; Kaitlin Leonard and Taylor Koriakin, University of Connecticut, Storrs

1:30 PM-2:30 PM SESSION: 479 ROOM: 206

**DR 2016 Early Career Award Recipient: School-based Research in ASD: Current Trends and Future Directions****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

The conduct of high quality, school-based research is an increasing priority for children with autism spectrum and related disorders. Using the Advancing Social-communication And Play (ASAP) intervention as a guide, this presentation will discuss the current state of school-based research for children with ASD and suggest directions for future research.

**LEADER(S):** Brian Boyd, University of North Carolina, Chapel Hill

1:30 PM-2:30 PM SESSION: 480 ROOM: 308

**Effect of Auditory Working Memory Training in Students With Visual Impairment****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We discuss Auditory Working Memory Training for 2 students with VI on improving their math problem-solving performance. We provide examples of measures and student data, demonstrate the training procedures, and provide practical recommendations of explicitly embedding cognitive remediation within specific problem contexts.

**LEADER(S):** Dake Zhang, Rutgers University, New Brunswick, NJ



1:30 PM-2:30 PM • SESSION: 481 • ROOM: 305

**Facilitating Successful Inclusion for Preschool Children****TOPIC:** Early Childhood and Early Intervention**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Hailey Love, University of Kansas, Lawrence

**■ Bridging the Research to Practice Gap: Making Inclusion Work for All**

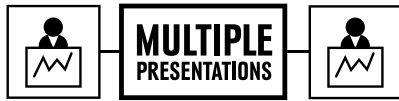
Inclusion practice dilemmas will be discussed based on focus groups with EC practitioners. We provide an overview of challenges and ethical issues related to inclusion and discuss strategies for bridging the research to practice gap by combining research evidence with professional wisdom.

**LEADER(S):** Harriet Able, University of North Carolina, Chapel Hill

**■ Preschool Inclusion: The How, The Why, The Experience**

Drawing from a 3-year qualitative study, participants will learn how to break down perceived barriers of initiating a preschool inclusion program. Learn about one ISD's experience of creating inclusive preschool classrooms as 18 traditional EC special education students were enrolled across 4 Great Start Readiness Preschool classrooms.

**LEADER(S):** Rachel Kopke, Michigan State University, East Lansing



1:30 PM-2:30 PM • SESSION: 482 • ROOM: 102

### **Innovative Technology to Facilitate College and Employment Opportunities for Students with Intellectual Disability**

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** David Cihak, University of Tennessee, Knoxville

#### **■ Using Portable Technology to Teach Employment Tasks to Students With an ID: Annual Update of the Latest and Greatest Technology, Software, and Apps**

This session will examine the use of readily available, inexpensive, and discrete portable electronic assistive technology and related software that can provide prompting and instruction to young adults with an intellectual disability.

**LEADER(S):** James Collins, University of Wisconsin, Whitewater

#### **■ Using Smart Watches to Access an Inclusive College Campus With Students With IDD**

This single-subject study examined a task analysis developed to teach individuals with IDD to set a daily schedule using his or her smart watch and phone to access a college campus. We will show you how to implement this strategy using smart technology with individuals with IDD in your school.

**LEADER(S):** Karl Wennerlind, University of Nevada, Las Vegas

**PRESENTER(S):** Joshua Baker, Matthew Love, and Stephanie Devine, University of Nevada, Las Vegas

1:30 PM-2:30 PM SESSION: 483 ROOM: 203

### **Instead of That ... Say This! How Math Language Impacts Math Learning**

**TOPIC:** Learning Disabilities

**SECONDARY TOPIC:** Research

**FORMAT:** Presentation with Q&A

To understand math, children must interpret oral and written language, which poses a challenge as math vocabulary often has multiple meanings. We provide a math-language guide for teachers and demonstrate how precise and accurate math language influences conceptual understanding.

**LEADER(S):** Sarah Powell, University of Texas, Austin

**PRESENTER(S):** Elizabeth Hughes, Duquesne University, Pittsburgh, PA; Elizabeth Stevens, University of Texas, Austin

1:30 PM-2:30 PM SESSION: 484 ROOM: 201

### **Intensifying Classroom Level Positive Behavior Supports: A Continuum of Practical Tools for Teachers**

**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. You will view and discuss video vignettes of model classroom teachers demonstrating use of researched-based strategies. We 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

**PRESENTER(S):** John McKenna, University of Massachusetts, Lowell; Barbara Mitchell, University of Missouri, Columbia

1:30 PM-2:30 PM SESSION: 485 ROOM: 200

### **Locked Up, Shut Out: The IRIS Center's Resources About Young People With Disabilities in the U.S. Juvenile Justice System**

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Career Development/Transition

**FORMAT:** Demonstration

Many of the young people held at some level of the JJ system are students with disabilities and less than half say they received special education services while confined. Join our OSEP-funded center for an overview and discussion about our online Modules on this important and pressing social and instructional issue.

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

1:30 PM-2:30 PM SESSION: 486 ROOM: 303

**Long-Term English Language Learners With Learning Disabilities: Implications for Policy and Practice****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We share the results from a study of the demographic characteristics and standardized English language development test scores of 828 Long-term English Language learners (LTELLs). Common characteristics of LTELLs with LD compared to LTELLs without LD will be presented. Implications for policy and practice will be addressed.

**LEADER(S):** Laura Rhinehart, California State University, Los Angeles

1:30 PM-2:30 PM SESSION: 487 ROOM: 310

**Practice What You Preach: Curriculum-Based Evaluation (CBE) Decision-Making in Special Education Teacher Preparation****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

CBE has strong support in the literature for K-12 populations and application of the technology is relevant in higher education, especially special education preparation. We describe the process and results of research designed to identify and provide support to candidates who are at risk for program completion.

**LEADER(S):** Gail Coulter, Western Washington University, Bellingham**PRESENTER(S):** Michael Lambert, Keith Hyatt, Aaron Perzigian, and Leanne Robinson, Western Washington University, Bellingham

1:30 PM-2:30 PM SESSION: 488 ROOM: 202

**Program Chair Featured: How Can We Do Both Inclusion and Special Education?****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Public Policy**FORMAT:** Panel

How are IEP goals and FAPE meaningfully addressed in inclusion? Lessons from a system where inclusion has emerged over time (USA) and one more recently begun (Germany) reveal both how inclusion challenges providing individualized instruction and what to do about it. Panelists will discuss best practices with the audience.

**LEADER(S):** David Scanlon, Boston College, Chestnut Hill, MA**PRESENTER(S):** Sheri Berkeley, George Mason University, Fairfax, VA; Mary Beth Calhoon, University of Miami, Coral Gables, FL; Anna-Maria Hintz and Michael Paal, University of Siegen, Germany

1:30 PM-2:30 PM • SESSION: 489 • ROOM: 208

**Providing Access to General Education Curriculum with Technology****TOPIC:** Technology and Media**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Cathy Thomas, University of Missouri, Columbia**Access to the General Curriculum Through Innovative Technology Solutions**

As the educational content rapidly evolves with more digital content, students with disabilities are encountering barriers to the general education curriculum. Learn about educational applications of innovative and accessible technology as well as tools and programs tools to increase access in the K-12 classroom.

**LEADER(S):** Lisa Wadors Verne, Benetech, Palo Alto, CA**iPad Access to the General Middle School Science Curriculum**

We presents findings and share technology from a study conducted in middle school science classroom in a school with an established iPad initiative. Students learned to use built-in and commercial assistive and accessibility features. You will see features and apps demonstrated and have an opportunity to explore functionality.

**LEADER(S):** Cathy Thomas, University of Missouri, Columbia





1:30 PM-2:30 PM • SESSION: 490 • ROOM: 107

### Real-World Solutions to Support Students With Disabilities in General Education Classrooms

**TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Cynthia Shamberger, Fayetteville State University, NC

#### ■ Ten Tips to Support Students Who Struggle

We will share 10 tips to support learners who struggle and which take minimal time, effort, and money to implement. The magic of these tips is that they help the practitioner create a classroom geared to success for all and can be considered supplemental and preventative strategies.

**LEADER(S):** Peggy Marciniak, University of Wisconsin, Platteville

**PRESENTER(S):** Rea Kirk, University of Wisconsin, Platteville

#### ■ Teach All, Reach All: Creating Accessible and Engaging Learning Environments for Today's Students

Are you maximizing student success in your inclusive class? In this interactive session, the most effective research-based techniques to increase student achievement and engagement will be shared. Whether you are a veteran or new to teaching, you will walk away with high-yield instructional strategies for immediate implementation.

**LEADER(S):** Nicole Barrion, Alexandria City Public Schools, VA

**PRESENTER(S):** Allison MacMahon, Alexandria City Public Schools, VA

1:30 PM-2:30 PM SESSION: 491 ROOM: 109

### Strand G, Session 3: Innovation and Improvement Tools, Training and Resources: Instant Access Free of Charge

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

This session will be a not-to-miss resource-packed demonstration of the tools, training modules and resources from OSEP supported projects. All are available on line, instant access and for no fee. The session is designed for practitioners and leaders at the school and district level and those involved in teacher training and professional development. These resources have been used effectively to improve classroom and district practice as well as to improve the quality of teacher training.

**LEADER(S):** Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

**PRESENTER(S):** Renee Bradley, OSEP, U.S. Department of Education, Washington, DC

1:30 PM-2:30 PM SESSION: 492 ROOM: 300

### Strand H, Session 3: Lowering the Safety Net: Supportive Strategies for Partnering With Families Who Have Children Transition Age and Beyond

**TOPIC:** Career Development/Transition

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

**FORMAT:** Presentation with Q&A

Successfully supporting an individual's transition into adulthood can be challenging. One promising practice includes partnering with families to foster informed, supported decision making and the lowering of 'safety nets' for students. We present evidence-based and promising practices to partner with families of transition-aged students with disabilities.

**LEADER(S):** Grace Francis, George Mason University, Fairfax, VA

**PRESENTER(S):** April Regester, University of Missouri, St. Louis; Liz Fuchs, Joyzen, Inc., St. Louis, MO

1:30 PM-2:30 PM SESSION: 493 ROOM: 311

**Strand I, Session 1: Special Education Mixed Methods: An Overview****TOPIC:** Research**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

Presenters will provide an overview of mixed methods special education research. We describe special education mixed-methods research quality indicators needed to evaluate special education research and grant proposals and summarize findings from a systematic literature review of special education mixed methods with comparisons to other social sciences.

**LEADER(S):** Burke Johnson, University of South Alabama, Mobile; Tony Onwuegbuzie, Sam Houston State University, Huntsville, TX; Bryan Cook, University of Hawaii at Manoa, Honolulu; Jeffrey Anderson, Indiana University, Bloomington

**PRESENTER(S):** Alison Boardman, University of Colorado, Boulder; Julie Corrigan, University of Ottawa, Ontario, Canada; John Hitchcock, Indiana University, Bloomington; David Houchins, Georgia State University, Atlanta

1:30 PM-2:30 PM SESSION: 494 ROOM: 312

**Strand J, Session 3: Practical Prevention Tools for Protecting Kids With Disabilities From Maltreatment****TOPIC:** Physical/Health/Multiple Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Demonstration

Learn how to prepare parents and educators with strategies and skills from Hands and Voices and Kidpower International. Support parents in including personal safety objectives in IEP meetings. Practice how to keep kids safe and address behavior problems through intervention, advocacy, personal safety skills, and children's literature.

**LEADER(S):** Janet DesGeorges, Hands & Voices, Boulder, CO; Irene van der Zande, Kidpower Teenpower Fullpower International, Santa Cruz, CA

1:30 PM-2:30 PM SESSION: 495 ROOM: 111

**Students With ID Going to College: Profiles of Effective Practice****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Panel

How do students with ID access college classes, dorm life, and employment? This session offers research and practice-based perspectives on inclusive college pathways. Panelists offer data and share examples and strategies from colleges that are supporting students with ID to access inclusive coursework, housing, and employment.

**LEADER(S):** Meg Grigal, University of Massachusetts, Boston

**PRESENTER(S):** Debra Hart, University of Massachusetts, Boston; Clare Papay, Think College, University of Massachusetts, Boston; Kathleen Becht, University of Central Florida, Orlando; Sarah Bodily, Aggies Elevated, Utah State University, Logan



1:30 PM-2:30 PM • SESSION: 496 • ROOM: 301

### Studying Abroad: Increasing Global Mindedness

**TOPIC:** International Programs/Services

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Clara Hauth, Marymount University, Arlington, VA

#### ■ Preservice Teachers, Studying Abroad, and Critical Theory in London, Paris, and Tanzania

We discuss the need to prepare preservice teachers to engage at the intersection of disability and culture, to develop cross-culturally competence, and to look toward transferring those skills into their teaching practice. We share the results of an analysis of students' reflective journals as they studied abroad.

**LEADER(S):** Nicole DeClouette, Georgia College & State University, Milledgeville

**PRESENTER(S):** Stephanie Tallent, Georgia College & State University, Milledgeville

#### ■ Study Abroad: A Way to Increase Special Educators' Intercultural Sensitivity and Global mindedness and Improve Teaching Practice

We highlight a study abroad program in Hong Kong. Special education teachers observed inclusive schools, interviewed policy makers, and learned strategies to support students with disabilities in inclusive classrooms and their parents. We will discuss how participants implemented what they had learned in their own classrooms and schools.

**LEADER(S):** Lusa Lo, University of Massachusetts, Boston

1:30 PM-2:30 PM SESSION: 497 ROOM: 108

### Supporting Special Educators and Paraprofessionals to Facilitate Student Learning and Independence in Inclusive Settings

**TOPIC:** Collaboration and Inclusive Practices

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

To prevent dependence on adults, special educators must be intentional about the use of paraprofessionals to promote student learning in inclusive settings. We share strategies for special educators that address key considerations related to proximity, team planning, peer supports, and tools to facilitate effective inclusion.

**LEADER(S):** Erin Stewart, University of Washington, Seattle

**PRESENTER(S):** Michael Mahoney, University of Washington, Seattle

1:30 PM-2:30 PM SESSION: 498 ROOM: 306

### Supporting Students With Special Needs in the Online Environment

**TOPIC:** Administration/Supervision

**SECONDARY TOPIC:** Collaboration and Inclusive Practices

**FORMAT:** Presentation with Q&A

Experienced online school Special Education administrators from three statewide online schools (California, Oregon, and Washington) will discuss the roles of the administration, pitfalls to avoid, and lessons learned.

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

**PRESENTER(S):** Aaron Cooke, Oregon Virtual Academy, North Bend; Laura Terrazas, CAVA, Soquel, CA; Erin Arnold, California Managed Schools, Simi Valley

1:30 PM-2:30 PM SESSION: 499 ROOM: 103

### Supporting the Effective Use of Paraprofessionals: Promoting Student Independence

**TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Presentation with Q&A

Despite the frequent use of paraprofessional support, districts often don't have procedures established to make decisions regarding their use. We outline how to plan for the effective use of paraprofessionals with a focus on increasing students' independence while decreasing their reliance on paraprofessional support.

**LEADER(S):** Jena Randolph, UM Thompson Center for Autism and Neurodevelopmental Disorders, Columbia

1:30 PM-2:30 PM SESSION: 500 ROOM: 204

**Supports for Youth Transitioning From Out-of-Home Care Into Academic Settings****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Panel

We discuss the results of a study to determine what services or supports would be beneficial to address the needs of youth reintegrating into the home, school, and community setting following a stay in out-of-home care. We also share what potential benefits these may have for youth and families.

**LEADER(S):** Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln**PRESENTER(S):** Patrick Tyler, Boys Town, National Research Institute, NE

1:30 PM-2:30 PM SESSION: 501 ROOM: 210

**Teacher2Teacher Session: Meeting the Needs of ALL Students in an Inclusive Classroom Setting****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

I will describe familiar co-teaching models and provide example lessons taught using these different models. I will also provide an example of a balanced reading block, including ideas for progress monitoring, student grouping, and small group planning.

**LEADER(S):** Valentina Contesse, Alachua County Public School, FL

1:30 PM-2:30 PM SESSION: 502 ROOM: 304

**Teacher2Teacher Session: Work Smarter, Not Harder by Increasing Student Self-Advocacy and Self-Monitoring****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Developing tools that allow students to self-advocate and self-monitor allow teachers to work smarter, not harder. We will teach you how to implement procedures that have proven successful in our own practice. You will leave with a toolbox of strategies that you can implement immediately in your own classroom.

**LEADER(S):** Jaime LaFlash, Abby Kelley Foster Charter Public School, Worcester, MA**PRESENTER(S):** Janel Peterson, Greater Lawrence Technical School, Andover, MA

1:30 PM-2:30 PM SESSION: 503 ROOM: 302

**Teaching Third Graders Self-Questioning Strategies Using Prompt Fading: A Pathway to Reading Comprehension****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Demonstration

We discuss the effects of embedding and fading self-questioning prompts strategies on the reading comprehension of third graders who are at-risk for academic failure due to reading comprehension difficulties. Learn how these strategies were effective to improve participants' reading comprehension and vocabulary knowledge. (Sign-language translation provided.)

**LEADER(S):** Ralph Gardner, III, The Ohio State University, Columbus**PRESENTER(S):** Gleides Rizzi and Martreece Watson, The Ohio State University, Columbus

1:30 PM-2:30 PM SESSION: 504 ROOM: 104

**Transitioning Together: Implementation of a Family-Centered Transition Intervention for High School Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

The Center on Secondary Education for Students With ASD is conducting a randomized control trial to evaluate an intervention model for high school students with ASD. We present preliminary data from the evaluation of part of the model, Transitioning Together, an education and support program for families.

**LEADER(S):** Leann Smith, University of Wisconsin, Madison**PRESENTER(S):** Kate Szidon, Waisman Center, University of Wisconsin, Madison; Bonnie Kraemer, San Diego State University, CA; Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill

1:30 PM-2:30 PM SESSION: 505 ROOM: 313

**Using and Modifying Mathematics Textbooks for Student Success****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Join us and learn to identify and describe research-based instructional design principles for mathematics textbooks and participate in interactive tasks involving textbook critique/modification. Attendees will also have time to share strategies for textbook use from their own classrooms.

**LEADER(S):** Nicole Hansen, University of Delaware, Newark

**1:30 PM-2:15 PM****SESSION: 507 ROOM: POSTER 10, BALLROOM A****Access to Social Capital In and Out of High School: Why Building Student Social Connections Is Critical****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Utilizing the NLTS2, we identify social capital constructs for adolescents with disability using confirmatory factor analysis. We utilize propensity score matching to determine how access to social capital differs in school and how it impacts long-term outcomes on health, employment, and community engagement.

**LEADER(S):** Kim Fisher, Arizona State University, Tempe**PRESENTER(S):** Hyejin Park, University of Illinois, Urbana-Champaign**1:30 PM-2:15 PM****SESSION: 508 ROOM: POSTER 18, BALLROOM A****Assessing Preservice Special Education Teachers' TPACK Development in Mathematics****TOPIC:** STEM**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

What instructional practices support preservice teachers' understanding and application of instructional technology to enhance math instruction for learners with disabilities? We share the results of our study and discuss how to incorporate this kind of instruction in your own courses.

**LEADER(S):** Tara Kaczorowski, Illinois State University, Normal**1:30 PM-2:15 PM****SESSION: 509 ROOM: POSTER 2, BALLROOM A****Classroom Management of Behavior Disorders in the 21st Century: A Meta-Analysis****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

This presentation examines and quantifies, via a meta-analysis, single-case design research (i.e.,  $n = 23$  studies) related to classroom and behavioral management of students with emotional and behavioral disorders published from 2000 - 2016. Participants will learn what interventions were used in 21st Century research, and how effective such treatments were with students with emotional and behavioral disorders.

**LEADER(S):** Edward Sabornie, North Carolina State University, Raleigh**1:30 PM-2:15 PM****SESSION: 510 ROOM: POSTER 13, BALLROOM A****Contemplation Practices in Inclusive Early Childhood Classrooms****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

We will define contemplative practices by discussing the potential benefits of contemplative education, qualities of a mindful teacher, and summarize components of a mindful curriculum with practical strategies for young children in inclusive early childhood settings.

**LEADER(S):** Kathleen Harris, Seton Hill University, Greensburg, PA**1:30 PM-2:15 PM****SESSION: 511 ROOM: POSTER 8, BALLROOM A****Developing a Postsecondary Program for Individuals With ID on a Research I Campus****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

We discuss how to establish a postsecondary program for individuals with ID at a Research I institution. There has been a growth of postsecondary programs, but very few have been available at research I institutions. Adding these programs provides additional opportunities for young adults with ID.

**LEADER(S):** Tom Smith, University of Arkansas, Fayetteville**1:30 PM-2:15 PM****SESSION: 512 ROOM: POSTER 16, BALLROOM A****Does the Early Literacy Skills Builder Curriculum Work?****TOPIC:** Research**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

The Early Literacy Skills Builder curriculum offers a promising reading program for students with ID, a community neglected by traditional programs. We provide an overview of the ELSB and share the preliminary findings from a randomized control trial which can inform instructional decisions.

**LEADER(S):** Tyler Hicks, University of Kansas, Lawrence**PRESENTER(S):** Leslie Bross, Kristin Dunlap, and Elizabeth Kozleski, University of Kansas, Lawrence

1:30 PM-2:15 PM

SESSION: 513 ROOM: POSTER 3, BALLROOM A

**Educational and Therapeutic Behavioral Services in the School Setting****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

Many school-based therapeutic behavioral services are private and involve high-cost health insurance. To promote affordable and effective programs that help students with behavioral needs, we examine the effectiveness of a state government-funded behavioral intervention program embedded in public schools to serve students with EBD.

**LEADER(S):** Nai-Cheng Kuo, Michigan State University, East Lansing

1:30 PM-2:15 PM

SESSION: 514 ROOM: POSTER 19, BALLROOM A

**Evaluating an Online Tool for Implementing Professional Development in Algebra Progress Monitoring****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We outline module features related to usability, feasibility, and content included in an online system of PD. We examined teachers' ratings including overall satisfaction. In addition to self-report data, we examined change in teacher knowledge and their fidelity when implementing the instructed practices.

**LEADER(S):** Anne Foegen, Iowa State University, Ames

**PRESENTER(S):** Pamela Stecker, Clemson University, SC

1:30 PM-2:15 PM

SESSION: 515 ROOM: POSTER 12, BALLROOM A

**Immediately Adjusting Teaching Strategies for Reducing Language Barriers for ELLs****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We introduce strategies to increase access to curricular content and improve academic outcomes for ELLs with and without disabilities. Learn to adjust vocabulary instructions to meet students' learning needs, increase academic conversations, and consider language proficiency performance indicators in your lesson planning.

**LEADER(S):** Heike Ruedenauer-Plummer, University of Nevada, Las Vegas

1:30 PM-2:15 PM

SESSION: 516 ROOM: POSTER 6, BALLROOM A

**Increasing the Classroom Engagement of Your High School Student by Using a Smart Phone APP****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Learn about the effects of an intervention in which high school students with disabilities are taught to use a smart phone app to self-monitor on-task behaviors. You will learn how to implement this strategy using socially valid technology that increases students' access to general education curriculum.

**LEADER(S):** Kathleen Cook, Augustana College, Sioux Falls, SD

1:30 PM-2:15 PM

SESSION: 517 ROOM: POSTER 24, BALLROOM A

**Modified Course Agreements: Tools for Student Success****TOPIC:** Accountability Systems for Students with Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Modified Course Agreement is a specifically designed method for students who require modifications in content area classes, especially students with ID. Learn about this collaborative tool that general and special education teachers create so students can be held responsible, become successful, and learn content area curriculum.

**LEADER(S):** Helen Dainty, Tennessee Technological University, Cookeville

**PRESENTER(S):** Laura Graves, Tennessee Technological University, Cookeville

1:30 PM-2:15 PM

SESSION: 518 ROOM: POSTER 20, BALLROOM A

**Partnering for Success: Building Preservice Teacher Reading Knowledge and Skills****TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We provide an overview of a collaboration between two teacher education programs and state department of public instruction to improve the reading knowledge and pedagogy of preservice teachers. Results will be provided and the implications for teacher education programs discussed.

**LEADER(S):** Stacy Weiss, East Carolina University, Greenville, NC

**PRESENTER(S):** Gretchen Robinson, University of North Carolina at Pembroke

1:30 PM-2:15 PM

SESSION: 519 ROOM: POSTER 9, BALLROOM A

**Predictors of Success for College Students With Autism: Phase One Results****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Initial data from a planned longitudinal study of predictors of success for college students with ASD are presented. The study used student records, survey methodology, open-ended questions, and follow-up student interviews to gather data to inform increased access and success for college students with ASD.

**LEADER(S):** Amy Accardo, Rowan University, Glassboro, NJ**PRESENTER(S):** Jay Kuder, Rowan University, Glassboro, NJ

1:30 PM-2:15 PM

SESSION: 520 ROOM: POSTER 17, BALLROOM A

**Preventing Adolescents' Behavior Problems: Effects of the Take CHARGE Social Problem-Solving Intervention****TOPIC:** Research**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

SPS interventions can improve students' social-emotional and behavioral outcomes, yet few studies have focused on outcomes for middle schoolers. We describe the effectiveness of Take CHARGE, instructional techniques, and implications for research and practice.

**LEADER(S):** Kristen O'Brien, George Mason University, Fairfax, VA**PRESENTER(S):** Stephen Smith, Ann Daunic, and Michelle Cumming, University of Florida, Gainesville

1:30 PM-2:15 PM

SESSION: 521 ROOM: POSTER 15, BALLROOM A

**Promoting Number Sense Through Number Line Board Games Delivered by Cross-Age Tutors With EBD****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

We discuss the outcomes of using older students with EBD as cross-age tutors to promote number sense skills in young children at risk for math difficulties. This model provides additional instructional support in classrooms while increasing opportunities for tutors with EBD to develop or increase social skills.

**LEADER(S):** Gavin Watts, University of Texas, Austin**PRESENTER(S):** Diane Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

1:30 PM-2:15 PM

SESSION: 522 ROOM: POSTER 4, BALLROOM A

**Promoting Resilience: Importance of Creating Positive Learning Environments****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

The study provides a glimpse into the perspectives of prior students' experiences in general and alternative education. We discuss findings gathered from individuals with EBD. Our focus will be on the impact a positive learning environment has on individuals with EBD and how education can promote resilience.

**LEADER(S):** Staci Zolkoski, University of Texas, Tyler

1:30 PM-2:15 PM

SESSION: 523 ROOM: POSTER 21, BALLROOM A

**Response to Intervention in Reading in Middle School: Administrator and Teacher Perceptions****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We conducted focus groups with middle school educators and administrators who were interviewed regarding implementation of RTI with students with LD and reading difficulties. Common themes from the analysis of data include perceptions of the instructional and assessment procedures, effectiveness, and implementation challenges.

**LEADER(S):** Abigail Allen, Clemson University, SC**PRESENTER(S):** Cathy Thomas and Erica Lembke, University of Missouri, Columbia; Stephen Ciullo, Texas State University, San Marcos

1:30 PM-2:15 PM

SESSION: 524 ROOM: POSTER 7, BALLROOM A

**Teacher Training in Evidence-Based Behavioral Practices: An Action Research Study Exploring Self-Efficacy, Preparedness, and Practice****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

The number one challenge facing early career educators is behavior management. We share the findings of an action research study which explored the impact of teacher training in evidence-based behavioral practices on self-efficacy and the use of behavior practices in a final clinical experience.

**LEADER(S):** Deanna Kay Rice, Fontbonne University, St. Louis, MO**PRESENTER(S):** Renée Lastrapes, University of Houston, Clear Lake

**1:30 PM-2:15 PM****SESSION: 525      ROOM: POSTER 23, BALLROOM A****Teaching Computation of Polynomials Through Multiple Representations to Students With Disabilities****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Computation with polynomials is an important foundational piece of Algebra and causes major complications for students. Learn about an intervention based on multiple visual representations to teach secondary students how to compute polynomials. Lessons learned from a secondary special education teacher's perspective are shared.

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

**PRESENTER(S):** Nicholas Brown, Campus High School, Wichita, KS

**1:30 PM-2:15 PM****SESSION: 526      ROOM: POSTER 14, BALLROOM A****Teaching Mathematics to Students With Special Educational Needs: An Irish Perspective on Teacher Learning****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

This study focuses on a PD program in special education in Ireland. We examine the individual and contextual factors influencing special education teacher learning in mathematics and the perceptions of the transfer of their learning to practice.

**LEADER(S):** Stella Long, Mary Immaculate College, Limerick/Trinity College, Dublin, Ireland

**1:30 PM-2:15 PM****SESSION: 527      ROOM: POSTER 1, BALLROOM A****The Effect of Text Genre on Maze Curriculum-Based Measurement Scores****TOPIC:** Assessment**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

This session presents a study of the influence of text genre on Maze-CBM scores for 9th and 10th grade students. Results of a multilevel analysis to examine the passage effects of genre will be presented with implications and directions for future research.

**LEADER(S):** Marisa Mitchell, University of Maryland, College Park

**PRESENTER(S):** Jade Wexler, University of Maryland, College Park

**1:30 PM-2:15 PM****SESSION: 528      ROOM: POSTER 5, BALLROOM A****Tools for Choosing Evidence-Based Practices to Promote Access to the General Education Curriculum****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

How do we connect what we know about our students to research-based practices that most effectively support them? UDL-based concepts and tools are presented, providing you with hands-on opportunities to create class learning profiles and to connect to various UDL and research-based practices to support student achievement.

**LEADER(S):** Danielle Shaw, American Institutes for Research, Washington, DC

**PRESENTER(S):** Kathryn Balestreri, American Institutes for Research, Washington, DC



1:30 PM-2:15 PM

SESSION: 529 ROOM: POSTER 11, BALLROOM A

**Transition Strategies for Students With Disabilities From Low Socioeconomic Status Households****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Students with disabilities from low SES households have unique transition challenges. We discuss how to improve postsecondary outcomes by utilizing family involvement, dropout prevention, agency collaboration, and self-determination. Learn strategies and resources to improve practices for teaching at-risk students.

**LEADER(S):** Kristopher Yeager, Mojave High School, Las Vegas, NV

1:30 PM-2:15 PM

SESSION: 530 ROOM: POSTER 22, BALLROOM A

**Turning the Page: Current and Future Directions for Digital Reading Materials****TOPIC:** Technology and Media**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Digital reading materials offer undeniable benefits in terms of access and opportunities for improved learning and literacy. However, there are a surprising number of challenges and unresolved issues related to using them. We will discuss three interrelated topics: (a) affordances, (b) questions and challenges, and (c) future directions in the use of digital reading materials.

**LEADER(S):** Cynthia Okolo, Michigan State University, East Lansing

2:45 PM-3:45 PM

SESSION: 532

ROOM: 309

**A Positive Behavior Interventions and Support Training Package for Bus Drivers****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

PBIS offers a framework for setting up preventative measures to address problematic student behavior across a range of environments. We discuss the effect of a PBIS-aligned intervention on the management practices of school bus drivers. A discussion of implications follows a description of findings.

**LEADER(S):** Krystal Kennedy, Tennessee Technological University, Cookeville

2:45 PM-3:45 PM

SESSION: 533

ROOM: 300

**Accessibility and Accommodations: Addressing Challenges With Technology-Based State Assessments****TOPIC:** Technology and Media**SECONDARY TOPIC:** Accountability Systems for Students with Disabilities**FORMAT:** Presentation with Q&A

We highlight challenges that states/districts have experienced in providing student accommodations when implementing technology-based assessments. Learn evidenced-based solutions to address these challenges and ensure that students with disabilities have access to appropriate accommodations.

**LEADER(S):** Kristin Ruedel, American Institutes for Research, Washington, DC

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

2:45 PM-3:45 PM

SESSION: 534

ROOM: 204

**Attitudes Towards Diverse Learners in a Representative School District****TOPIC:** Research**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We will report findings from an anonymous online survey of all of the employees of a Midwestern elementary school district that serves a diverse population of children with mixed racial/ethnic communities and diverse socio-economic demographics. Implications for current practice and policy will be shared.

**LEADER(S):** Peter Smith, University of Chicago, IL

**PRESENTER(S):** James Thompson, University of Kansas, Lawrence

2:45 PM-3:45 PM

SESSION: 535

ROOM: 102

**Beyond Decoding: Reading Comprehension Strategies for Individuals With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Individuals with ASD face unique challenges in comprehending what they are reading. Without this ability, access to general education curriculum and settings may be limited. Learn strategies to enhance reading comprehension, including graphic organizers, visual supports, explicit instruction, and more.

**LEADER(S):** Karen Umstead, Beautiful Minds of Princeton, NJ

**PRESENTER(S):** Sharyn Fisher, Manalapan-Englishtown School District, NJ

2:45 PM-3:45 PM SESSION: 536 ROOM: 205

**Determining College Students' Intentions and Education Majors' Concrete Decisions to Pursue a Special Education Career****TOPIC:** Research**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

The shortage of special education teachers can be attributed to the inadequate supply of graduates from special education programs. We discuss the roles of hard variables and soft variables in determining college students' intentions and education majors' actual decisions to be enrolled in a special education program.

**LEADER(S):** Dake Zhang, Rutgers University, New Brunswick, NJ

2:45 PM-3:45 PM SESSION: 537 ROOM: 207

**Developing Data-Based Decision-Making Skills****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Learn about CBM progress monitoring graph interpretation in the context of data-based decision making. Our discussion includes common issues with CBM graph interpretation identified in previous research, and reading tutors' interpretation skills before and after training and practice. We also provide strategies to improve interpretation skills.

**LEADER(S):** Stephanie Hammerschmidt-Snidarich, University of Minnesota, Minneapolis

**PRESENTER(S):** Dana Wagner, Minnesota State University, Mankato

2:45 PM-3:45 PM SESSION: 538 ROOM: 202

**Difficulty With Math Now Indicates Difficulty With Math Later****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We explore the growth in math performance for students with and without math difficulty to understand the pattern of performance across years. We discuss whether identification of math difficulty is predictive of achievement in later grades and describe the stability of math difficulty across grade levels.

**LEADER(S):** Gena Nelson, University of Minnesota, Minneapolis

**PRESENTER(S):** Sarah Powell, University of Texas, Austin

2:45 PM-3:45 PM SESSION: 539 ROOM: 206

**Does a Tier 1 Instructional Intervention Focused on Proportional Reasoning Meet the Needs of Students With Mathematics Difficulties?****TOPIC:** Research**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

We describe findings of a follow-up study that assessed the efficacy of SBI on the proportional problem-solving performance of students with mathematics difficulties (MD) using a more demographically and geographically diverse sample than a previous study. Implications for educational practice will be discussed.

**LEADER(S):** Asha Jitendra, University of Minnesota, Minneapolis

**PRESENTER(S):** Susan Slater, University of Minnesota, Minneapolis

2:45 PM-3:45 PM SESSION: 540 ROOM: 310

**EBPs in Practice-Based Teacher Preparation Programs: One State's Comprehensive Effort to Improve Teacher Quality****TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We share one state's effort to facilitate Educator Preparation Programs' and LEAs' partnerships in improving the quality of teacher candidate fieldwork. Fieldwork strategies that increase teacher candidate learning of EBPs to meet the needs of diverse learners in teacher preparation programs will be described.

**LEADER(S):** Suzanne Robinson, University of Kansas, Lawrence**PRESENTER(S):** Georgette Nemr, Connecticut State Department of Education, Hartford; Joan Nicoll-Senft, Central Connecticut State University, New Britain; Louise Spear-Swerling, Southern Connecticut State University, New Haven; Ashley Oldham, University of St. Joseph, West Hartford, CT

2:45 PM-3:45 PM SESSION: 541 ROOM: 200

**Empowering Teachers With Low Intensity Strategies to Support Instruction****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Demonstration

We provide an overview of a research-supported training model, including online resources, that you can use to implement instructional choice in your classroom. This training model bridges the research-to-practice gap by training teachers to be involved in all aspects of the research process to improve student outcomes.

**LEADER(S):** Robin Ennis, University of Alabama, Birmingham**PRESENTER(S):** Kathleen Lynne Lane, University of Kansas, Lawrence

2:45 PM-3:45 PM SESSION: 542 ROOM: 107

**Enhanced Student Safety and Success Via Improved CEC Policy and Practices****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Pioneers/Historical Perspectives**FORMAT:** Panel

Students' ability to learn and achieve are significantly diminished if their safety is endangered through trauma and maltreatment. CEC division perspectives are used to examine current and needed CEC activities to address the safety of special education students.

**LEADER(S):** Harold Johnson, Kent State University, OH**PRESENTER(S):** Debra Lively, Saginaw Valley State University, University Center, MI; David Cihak, University of Tennessee, Knoxville; Jamie Hopkins, CEC Pioneers Division Past President, Milford, OH; Michelle Trotman Scott, University of West Georgia, Carrollton; Laurie VanderPloeg, Kent ISD, Grand Rapids, MI



2:45 PM-3:45 PM • SESSION: 543 • ROOM: 308

### **Friendships, Adaptations, and Possibilities**

**TOPIC:** Visual Impairments

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Jessica Schultz, Prince William County Public Schools, VA

#### ■ **Using an Adaptive Board Game and Social Stories to Improve Peer Interactions**

We will share findings from a study designed to improve the socialization skills of adolescents with combined blindness, ID, and autism or autistic characteristics. The social stories and the unique board game, with tactual and auditory features, will be shared along with interaction videos.

**LEADER(S):** Susan Bruce, Boston College, Chestnut Hill, MA

**PRESENTER(S):** Allison Nannemann, Boston College, Chestnut Hill, MA

#### ■ **Friendship Matters: Fostering Relationships Between Students With Visual Impairments and Their Peers**

Friendships are important for youth, with and without disabilities, and contribute to improved quality of life and enhanced educational outcomes. Opportunities to develop these relationships may be reduced for students with VI. Learn evidence-based approaches for promoting positive interactions between students with VI and their peers.

**LEADER(S):** Kathleen Stanfa, Kutztown University of Pennsylvania

**PRESENTER(S):** Nicole Johnson and Megan Middlebrook, Kutztown University of Pennsylvania

#### ■ **This Kid Can't Do Anything!**

Children with severe physical and intellectual disabilities with additional visual impairments present unique instructional challenges for educators. Students with severe disabilities communicate in ways that are easily overlooked. We focus on using the subtle ways children respond to guide direct instruction.

**LEADER(S):** Jessica Schultz, Prince William County Public Schools, VA

**PRESENTER(S):** Alexander Schultz, Stephen F. Austin State University, Nacogdoches; Susan Schultz, St. John Fisher College, Rochester, NY



2:45 PM-3:45 PM • SESSION: 544 • ROOM: 105

### **How Do We Define "Effectiveness?": Examining Models of Special Education Teaching Quality**

**TOPIC:** Measuring Special Education Teacher Effectiveness

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Nathan Jones, Boston University, MA

#### ■ **Project TOP: Measuring Teacher Candidates' Practice Opportunities**

We examined Project TOP, a web-based log designed to enhance teacher educators' capacity to evaluate the effectiveness of candidates' practice opportunities during field experiences. We report findings of a validity and feasibility study exploring TOP's ability to capture candidates' opportunities to practice.

**LEADER(S):** Amber Benedict, University of Florida, Gainesville

**PRESENTER(S):** Margaret Kamman, University of Florida, Gainesville

#### ■ **Recognizing Effective Special Education Teachers (RESET): A Special Education Teacher Observation System**

Special education observation systems aligned with EBP implementation present a promising approach to improving instruction and outcomes for students with disabilities. We will describe the RESET observation tool and present initial evidence of its reliability and validity.

**LEADER(S):** Evelyn Johnson, Boise State University, ID

**PRESENTER(S):** Laura Moylan, Boise State University, ID



2:45 PM-3:45 PM SESSION: 545 ROOM: 104

## Identifying and Addressing the Special Needs of Gifted Learners

**TOPIC:** Gifted and Talented

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Wendy Behrens, Minnesota Department of Education, St. Paul

### ■ Defining Need: Adverse Educational Impact and Gifted Identification

Join us and explore what adverse educational impact looks like in gifted and talented students. We will also discuss the role adverse educational impact should have in making eligibility determinations for GT programming.

**LEADER(S):** Kelly Davis, Hamilton County Department of Education, Chattanooga, TN

**PRESENTER(S):** Ty Campbell and Tara Strang, Hamilton County Department of Education, Chattanooga, TN

### ■ Information Management and Bullying Among High-Ability, Low-Income Middle School Students

High-ability, low-income adolescents reported they would not tell the truth in situations that might expose their academic abilities and named their achievement as the most frequent reason they were picked on. Understanding how exceptional students experience social situations is key to supporting them in school.

**LEADER(S):** Tracy Cross, William and Mary, Williamsburg, VA

**PRESENTER(S):** Jennifer Cross, William and Mary, Williamsburg, VA

### ■ Identification and Talent Development of Gifted Students From Low-Income Households: The Importance of Supplemental Programming

When schools and supplemental programs work collaboratively the successes are significant, both in participant numbers and achievement. Explore models of collaborative programming, how easily they can be applied, and the arguments for investment of personnel and financial resources.

**LEADER(S):** Susan Corwith, Northwestern University, Evanston, IL

2:45 PM-3:45 PM SESSION: 546 ROOM: 305

## Implementation of a Promising Parent-to-Parent Intervention for Students With EBD

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

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

We will describe the components and evidence-base for Parent Connectors, a parent-to-parent support intervention to improve educational and mental health outcomes for youth with IEPs for EBD. The focus will be on the implementation findings from a large randomized clinical trial of Parent Connectors funded by IES.

**LEADER(S):** Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln

**PRESENTER(S):** Kristin Duppong Hurley, University of Nebraska, Lincoln

2:45 PM-3:45 PM SESSION: 547 ROOM: 208

## Implementing Intensive Intervention: Lessons Learned From Five Years of Technical Assistance

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

**FORMAT:** Panel

Over the last 5 years, the National Center on Intensive Intervention has supported 12 districts in 4 states in the implementation and scale-up of strategies for educating students with the most persistent learning and behavioral needs. During this session, panelists will share lessons learned from these five years.

**LEADER(S):** Allison Gandhi, American Institutes for Research, Washington, DC

**PRESENTER(S):** Laura Kuchle, American Institutes for Research, Washington, DC; Chris Lemons and Douglas Fuchs, Vanderbilt University, Nashville, TN; Leslie Anderson, Bristol Warren Regional Schools, Warren, RI

2:45 PM-3:45 PM SESSION: 548 ROOM: 111

**Implementing With the End in Mind: Outcomes-Oriented State and Local Partnerships****TOPIC:** Public Policy**SECONDARY TOPIC:** Accountability Systems for Students with Disabilities**FORMAT:** Panel

OSEP recently initiated Results-Driven Accountability (RDA), a framework that shifts states' accountability from solely monitoring compliance to also improving outcomes for students with disabilities. We will share successes from a state and local partnership, and highlight implications for collaborative implementation efforts under RDA.

**LEADER(S):** Teri Marx, American Institutes for Research, Washington, DC

**PRESENTER(S):** Louis Danielson, American Institutes for Research, Washington, DC; Steve Goodman, Michigan's Integrated Behavior and Learning Support Initiative (MiBLSi), Holland; Emily Klein, Rhode Island Department of Education, Providence; Kathryn Tancrelle, Hopkins Hill Elementary School, Coventry, RI

2:45 PM-3:45 PM SESSION: 549 ROOM: 101

**Improving Accuracy in Early-Reading Screening Decisions****TOPIC:** Assessment**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Data collected from a statewide reading project were analyzed to determine differences between early-reading CBM across three CBM publishers. Suggestions for changes in assessment practices to improve efficiency, while maximizing accuracy in instructional decision-making will be discussed.

**LEADER(S):** Amanda Kern, University of Massachusetts, Amherst

**PRESENTER(S):** Jeremy Ford, Boise State University, ID; John Hosp and Michelle Hosp, University of Massachusetts, Amherst; Kristen Missall, University of Washington, Seattle



2:45 PM-3:45 PM • SESSION: 550 • ROOM: 313

**Improving Family Partnerships During the IEP Process****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Tracy Gershwin Mueller, University of Northern Colorado, Greeley

### ■ An Alternative IEP Dispute Resolution Model Improves Satisfaction and Working Relationships

SpedEx, an experimental alternative IEP dispute resolution model in MA results in 90% signed IEPs. Mixed methods surveys and interviews of parent and school participants identify factors influencing outcomes and dis/satisfaction. Comparisons to other options and tips for practice will be shared.

**LEADER(S):** David Scanlon, Boston College, Chestnut Hill, MA

**PRESENTER(S):** Michael Kelly, Boston College, Chestnut Hill, MA

### ■ Involving Students in the Living IEP

Short Abstract: Students with disabilities need instruction in the elements of their IEP to self-advocate for accommodations, set and achieve goals, and participate as a full member of the IEP team. Learn simple strategies that can be enacted in the classroom to increase middle school students' knowledge of and participation in their IEP.

**LEADER(S):** Hannah Nolan-Spohn, Chicago Public Schools, IL

### ■ Writing and Utilizing Strengths-Based IEPs in Schools and With Families

Best practices suggest utilizing strength-based approaches throughout education, however special education retains deficit-based frameworks. This session provides special educators and teacher educators the rationale and strategies for using a strength-based model in the IEP planning process.

**LEADER(S):** Michelle Damiani, Hartwick College, Oneonta, NY

**PRESENTER(S):** Carrie Rood, SUNY Cortland; Brent Elder, Rowan University, Glassboro, NJ

2:45 PM-3:45 PM SESSION: 551 ROOM: 110

**Inclusive Transportation Options for Youth After High School****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

Too often, transportation is not considered in transition education, and educators and transportation have little connection to support an inclusive transportation continuum. This session helps educators, families and students leverage mobility resources to enhance transportation choice.

**LEADER(S):** Judy Shanley, Easterseals, Chicago, IL

2:45 PM-3:45 PM SESSION: 552 ROOM: 108

**Mathematical Problem Solving for Students With ID Using Peer-Mediated Instruction****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We share the results of a study that investigated the effects of peer-mediated instruction on mathematical word problem solving for middle school students with moderate/severe ID. We determined if peer-tutees could generalize their mathematical skills to unfamiliar peers, and collected pre/post tutor and tutees social attitudes and perceptions data.

**LEADER(S):** Luann Ley Davis, University of North Carolina, Charlotte**PRESENTER(S):** Fred Spooner, University of North Carolina, Charlotte

2:45 PM-3:45 PM SESSION: 553 ROOM: 312

**Posttraumatic Anxiety Through Resiliency****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Students throughout the world have experienced traumatic events that have impacted their well-being and the educators working with them. We provide practical suggestions to use with students following adversity for them to embrace the positive aspects of well-being, build resiliency, and flourish.

**LEADER(S):** Dwaine Souveny, Dynamic Development, Alberta, Canada

2:45 PM-3:45 PM SESSION: 554 ROOM: 201

**Reducing Disruptive Behavior by Targeting Middle Schoolers' Executive Function, Stress, and Coping****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Middle school students with behavior problems demonstrate executive functioning (EF) deficits, experience high peer stress, and have difficulty effectively coping with stress. We will provide evidenced-based approaches to foster EF and coping as a way to improve student behavior and social interactions.

**LEADER(S):** Michelle Cumming, University of Florida, Gainesville**PRESENTER(S):** Stephen Smith and Ann Daunic, University of Florida, Gainesville; Kristen O'Brien, George Mason University, Fairfax, VA

2:45 PM-3:45 PM SESSION: 555 ROOM: 303

**Safeguarding Equitable Access to Curriculum Through Culturally and Linguistically Responsive IEPs****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We will focus on the importance of incorporating culturally and linguistically responsive material into diverse learners' IEPs to ensure equitable curriculum access. We discuss a guide designed to examine the cultural and linguistic responsiveness of IEPs for ELs and students from other diverse backgrounds with an LD.

**LEADER(S):** John Hoover, University of Colorado, Boulder**PRESENTER(S):** Jennifer Erickson, Eagle County School District, CO; Le Tran, University of Texas, Austin

2:45 PM-3:45 PM SESSION: 556 ROOM: 302

**Select the Right App for That****TOPIC:** Technology and Media**FORMAT:** Demonstration

Mobile devices have become commonplace; however, these devices are often underutilized as AT. We will focus on identifying and evaluating applications as AT and will explore a range of applications, resources, and tools to maximize the effectiveness of mobile devices as AT.

**LEADER(S):** Lance Neeper, University of Maine, Farmington**PRESENTER(S):** Sarah Ringer and Alisa Tibbetts, University of Maine, Farmington

2:45 PM-3:45 PM SESSION: 557 ROOM: 311

**Strand I, Session 2: Mixed Methods Research Across Special Education: Secondary-Transition, Visual Disabilities, and Teacher Preparation****TOPIC:** Research**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

Mixed methods will be discussed across the following areas: (a) secondary-transition, (b) visual disabilities, and (c) teacher preparation. Presenters will discuss how to address the research-to-practice gap for students with disabilities. The status and future directions for each area of research will be discussed.

**LEADER(S):** Valerie Mazzotti, University of Oregon, Eugene; Carole Beal, University of Florida, Gainesville; Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Jeffrey Anderson, Indiana University, Bloomington

**PRESENTER(S):** Thomas Christ, University of Bridgeport, CT; Howard Goldstein, University of South Florida, Tampa; Kris Varjas, Georgia State University, Atlanta; John Hitchcock, Indiana University, Bloomington; David Houchins, Georgia State University, Atlanta



2:45 PM-3:45 PM • SESSION: 558 • ROOM: 109

**Strategies for Serving Gifted Children****TOPIC:** Gifted and Talented**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Susan Johnsen, Baylor University, Waco, TX

### ■ Theory to Practice: Classroom Strategies to Support Gifted Students With ADHD

Gifted students with ADHD have difficulties with executive skills which can result in behavioral problems or learning issues and prevent them from developing their full academic and social emotional potential. We will integrate theory with practice to help gifted learners with ADHD become successful.

**LEADER(S):** Debbie Troxclair, Lamar University, Beaumont, TX**PRESENTER(S):** Eleonor Van Gerven, Slim! Educatief, Netherlands

### ■ What Does an Effectively Differentiated Classroom Look Like?

This session is designed to help you work smarter to focus on those necessary elements for a classroom to be effectively differentiated. From tips on classroom management to the philosophical components of differentiation, we help you design your classroom to meet the needs, interests, and readiness levels of your students.

**LEADER(S):** Tracy Inman, The Center for Gifted Studies/Western Kentucky University, Bowling Green**PRESENTER(S):** Julia Roberts, The Center for Gifted Studies/Western Kentucky University, Bowling Green

### ■ The Exceptionality of Children With Gifts and Talents

Too often people mistakenly believe that gifted children will succeed in life no matter what and that accommodations aren't necessary since they are often already at grade level. This is far from the truth! We explore how these students truly are exceptional children cognitively, socially, and emotionally.

**LEADER(S):** Tracy Inman, The Center for Gifted Studies/Western Kentucky University, Bowling Green**PRESENTER(S):** Julia Roberts, The Center for Gifted Studies/Western Kentucky University, Bowling Green



2:45 PM-3:45 PM SESSION: 559 ROOM: 103

**Suspension and Students With Low Incidence Disabilities: Implications of Trends Over Time****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

We present data on trends in suspension practices by race for students with autism and ID in one state over a 12-year period. Data suggest that the odds of suspension have increased over time for various groups of students. Implications of these findings will be discussed.

**LEADER(S):** Michael Krezmien, University of Massachusetts, Amherst

**PRESENTER(S):** Jason Travers, University of Kansas, Lawrence; Kristine Camacho, Tantasqua Regional School District, Fiskdale, MA

2:45 PM-3:45 PM SESSION: 560 ROOM: 304

**Teacher2Teacher Session: Goal Setting and Data Collection Using Google Forms****TOPIC:** Technology and Media**FORMAT:** Demonstration

Data collection is a key part of providing and managing IEP goals. Google Forms is a quick and easy way to collect, share, and manage data. I will share not only HOW to create the forms, but also show a variety of forms for data collection for behavior, IEP goals, self-management, writing, reading, math data.

**LEADER(S):** Brenda Carrington, Meramec Valley School District, MO

2:45 PM-3:45 PM SESSION: 561 ROOM: 210

**Teacher2Teacher Session: Pathway to Push-In****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Participants will see examples of what co-teaching looks like in the virtual environment, hear from teachers and students participating in a co-teaching model, and will leave excited about how co-teaching can benefit students in their own schools.

**LEADER(S):** Alison Gott, California Connections Academy, San Juan Capistrano

**PRESENTER(S):** Ashley Silver and Denise Keen, California Connections Academy, San Juan Capistrano

2:45 PM-3:45 PM SESSION: 562 ROOM: 301

**Using Multimedia to Support Preservice Teachers' Knowledge and Acquisition of Self-Regulated Strategy Development****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Our study extended previous research on Content Acquisition Podcasts (CAPs) by examining the ability of participants to apply the learned information in a teaching scenario. We discuss the results which indicated that the CAP group outperformed both comparison groups on the posttest and the teaching observation checklist.

**LEADER(S):** John Romig, University of Virginia, Charlottesville

**PRESENTER(S):** Todd Sundeen, University of Northern Colorado, Greeley; Kate Peebles, Jesse Philips, and Michael Kennedy, University of Virginia, Charlottesville

2:45 PM-3:45 PM SESSION: 563 ROOM: 203

**Writer's Checklist: Scaffolding Struggling Writers to Meet CCSS in Writing****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

We will introduce a writer's checklist, an evidence-based practice, designed to improve students' writing ability. Personalized directions in the writer's checklist will empower students to write independently. Join us and learn to use the writer's checklist that was developed based on CCSS, goals, rubrics, and students' needs.

**LEADER(S):** Thilagha Jagaiah, University of Connecticut, Storrs

**PRESENTER(S):** Deborah Howard and Natalie Olinghouse, University of Connecticut, Storrs

2:45 PM-3:45 PM SESSION: 564 ROOM: 306

**YES You Must! How to Sustain Substantial Change Through Effective Leadership****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

This session will highlight sustained change through a number of targeted areas including a clear definition of change, leadership commitment, and more. Practical ideas and strategies will be the emphasis as we encourage participants to incorporate these practices in their school and work environments.

**LEADER(S):** Gina Scala, East Stroudsburg University of Pennsylvania**PRESENTER(S):** Kris Hirschmann, K12 Inc., Tacoma, WA

2:45 PM-3:30 PM

SESSION: 567 ROOM: POSTER 21, BALLROOM A

**A Swift Way to Build Multi-Tiered Systems of Support****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Dr. Wayne Sailor and colleagues (2014) formulated a general schema for enacting a MTSS in schools to improve outcomes for all students. After overviewing this schema, findings from a rigorous quasi-experimental study will be reported. These findings suggest the proposed MTSS schema can drive equity-based education.

**LEADER(S):** Tyler Hicks, University of Kansas, Lawrence**PRESENTER(S):** Jeong Choi, SWIFT Center, University of Kansas, Lawrence

2:45 PM-3:30 PM

SESSION: 568 ROOM: POSTER 5, BALLROOM A

**Behind the Scenes: Preparing Preservice Teachers for the Multiple Roles in a Co-Teaching Relationship****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Poster Session

We discuss the findings of a study that explored how preservice teachers develop their understanding of the multi-faceted process of a co-teaching relationship. We explore the processes of planning, instructing, assessing, and reflecting being modeled for them by their college faculty.

**LEADER(S):** Eunjoo Kim, Indiana University Northwest, Gary**PRESENTER(S):** Sharon Pratt, Indiana University Northwest, Gary; Sangsu Baek, Daegu University, South Korea

2:45 PM-3:30 PM

SESSION: 569 ROOM: POSTER 18, BALLROOM A

**Crafting a Signature Year-Long Dual Certification Internship in a Diverse Urban School: Outcomes and Insights****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We examine findings from a study that evaluated a year-long internship for dual certification candidates in an urban school. We will explore features of the model, outline findings that suggest positive outcomes for preservice teachers and schools, and offer direction for future research.

**LEADER(S):** Colby Kervick, University of Vermont, Burlington**PRESENTER(S):** Emma Jenkins, Flynn Elementary School, Burlington, VT

2:45 PM-3:30 PM

SESSION: 570 ROOM: POSTER 13, BALLROOM A

**Early Childhood Searchable Database (The ACCEPT Project)****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We will provide an overview of a U.S. Department of Education funded collaboration project between four North Carolina community colleges and a higher education institution. Of particular interest will be a virtual database of early childhood special education resources that includes evidence-based practices.

**LEADER(S):** Reem Muharib, University of North Carolina, Charlotte

2:45 PM-3:30 PM

SESSION: 571 ROOM: POSTER 8, BALLROOM A

**Examining Eye Gaze of Children With ASD in Social Conversation Probes****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

This study investigated if the lack of eye gaze in children with ASD is resulted from the disability itself or a lack of motivation. We discuss the results which suggest that participants were intrinsically motivated and were able to make eye gaze when the conversational topics pertained to the preferred interests.

**LEADER(S):** Lindsay Glugatch, Santa Barbara, CA**PRESENTER(S):** Mian Wang and Jessica Hai, University of California, Santa Barbara

**2:45 PM-3:30 PM****SESSION: 572 ROOM: POSTER 11, BALLROOM A****Expectations, Engagement, and Empowerment in Career Exploration and Transition to Employment****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

Learn how to engage culturally diverse youth with ED in career exploration, transition assessment, and goal-setting that promotes positive futures related to postgraduation outcomes. We describe strategies and discuss the impact on students' perceptions of self-determination and career barriers.

**LEADER(S):** Sarah Johnston-Rodriguez, Northern Illinois University, DeKalb

**PRESENTER(S):** Sharon Slover, The Menta Group, Chicago, IL

**2:45 PM-3:30 PM****SESSION: 573 ROOM: POSTER 16, BALLROOM A****Fidelity of Augmented Reality-Based Video Modeling Instruction by Special Education Teacher Candidates****TOPIC:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We examined the fidelity of use of the application Aurasma by special education teacher candidates as a video-based instructional support for students with high incidence LD. We discuss the effects of Aurasma as a tool to provide instructional supports to elementary school students with high incidence disabilities.

**LEADER(S):** Sarah Howorth, Mercyhurst University, Erie, PA

**PRESENTER(S):** Cole Lowe, Mercyhurst University, Erie, PA

**2:45 PM-3:30 PM****SESSION: 574 ROOM: POSTER 3, BALLROOM A****Functional Assessment-Based Interventions: Measuring Preservice Teachers' Knowledge, Confidence, and Perceptions of Usefulness****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

We share data for ECSE teacher candidates as they learned about and applied FABIs with preschool children in field experience classrooms. Learn how preservice teacher educators can use this tool as they assess candidates' development in skills to support children's behavior.

**LEADER(S):** Wendy Oakes, Arizona State University, Tempe

**2:45 PM-3:30 PM****SESSION: 575 ROOM: POSTER 14, BALLROOM A****How Much Is Enough? Observing Small Group Interventions to Improve Outcomes****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

Supporting quality intervention implementation requires regular observation and feedback to interventionists, however, personnel struggle to find time to complete and provide feedback. Learn how schools can reliably evaluate intervention quality by sampling a portion of the overall lesson to provide more time on consultation.

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

**PRESENTER(S):** Ronda Fritz, Eastern Oregon University, La Grande

**2:45 PM-3:30 PM****SESSION: 576 ROOM: POSTER 19, BALLROOM A****Insights Gained From Special Education Student Teachers Interviewing Paraprofessionals****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Poster Session

This session presents in-progress personnel preparation research into the relationship between special educators and paraprofessionals. There will be implications for both practicing teachers and paraprofessionals, teacher educators, and those who supervise paraprofessionals.

**LEADER(S):** Rob Schulze, Johnson State College, VT

**PRESENTER(S):** Megan Cavanaugh and Ashley Goddard, Johnson State College, VT

**2:45 PM-3:30 PM****SESSION: 577      ROOM: POSTER 12, BALLROOM A****Intervention for ELs With Language Impairments:  
Looking at Silent Pauses in Storytelling****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We discuss the results of a study that examined the effects of a story grammar intervention paired with repeated story retells for ELs with language impairments. Effects on participants' pauses during storytelling, implementation of the intervention, and implications for research and practice will be discussed.

**LEADER(S):** Rhonda Miller, Coastal Carolina University, Conway, SC

**2:45 PM-3:30 PM****SESSION: 578      ROOM: POSTER 6, BALLROOM A****Modifications and Accommodations in the Inclusive Classroom****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

In order to meet the challenges of the rigor presented by Common Core and higher level learning standards, teachers will be presented with practical examples and strategies which will lead to increased success for all students in an inclusive setting.

**LEADER(S):** Pamela Stroud, Lyndonville Central School, NY  
**PRESENTER(S):** Kathryn Franks, Lyndonville Central School, NY

**2:45 PM-3:30 PM****SESSION: 579      ROOM: POSTER 20, BALLROOM A****Preparing Early Childhood Education Teachers for  
English Language Learners With Special Needs****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Challenges of preparing EC education teachers for ELLs with special needs are highlighted on Project Early Identification, Early Intervention Opportunities. Preservice teachers' strengths and areas for growth are addressed. We provide lessons learned and suggestions for future teacher preparation programs.

**LEADER(S):** Oneyda Paneque, Miami Dade College, FL  
**PRESENTER(S):** Raul Escarpio and Christina Muelle, Miami Dade College, FL

**2:45 PM-3:30 PM****SESSION: 580      ROOM: POSTER 15, BALLROOM A****Reducing Stress for the Child With Learning and  
Attention Differences****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

This session will equip teachers with practical strategies to decrease stress and increase well-being in their students. You will learn about the impact of stress on brain function and why kids with learning differences are especially susceptible to stress, and gain tools for reducing students' daily stress levels and increasing their resilience.

**LEADER(S):** Julie Meek, Lee Pesky Learning Center, Boise ID

**2:45 PM-3:30 PM****SESSION: 581      ROOM: POSTER 4, BALLROOM A****Schema-Based Instruction for CLD Students With ED****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Culturally and linguistically diverse (CLD) students who have emotional disabilities (ED) in secondary math classes struggle to be successful. We will explore the impact of schema-based instruction in math story problem solving in a resource math class with CLD students with ED.

**LEADER(S):** Susan Stoddard, Marana High School, Tucson, AZ  
**PRESENTER(S):** Claudia Rodas, Northern Arizona University, Flagstaff

**2:45 PM-3:30 PM****SESSION: 582      ROOM: POSTER 10, BALLROOM A****Science Instruction in Inclusive Classrooms and  
Students With Learning Disabilities****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Students with LD in middle school science inclusive classrooms were studied to document learning through inquiry-based instruction. Results revealed difficulty in understanding science process knowledge, challenges with the science curriculum, and strategies that impact learning. Implications are discussed.

**LEADER(S):** Allison McGrath, University of Illinois, Chicago

**2:45 PM-3:30 PM****SESSION: 583      ROOM: POSTER 24, BALLROOM A****Special Education as Educational Innovation: An Examination****TOPIC:** Public Policy**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Innovation is highly prized in education. An argument can be made, however, that since its beginnings, special education has been founded and still draws upon innovations in policies and practices. We examine this premise using a number of examples and consider its implications for education as a whole.

**LEADER(S):** Muhammad Salman Bin Mohamed Khair, World Innovation Summit for Education (WISE) - QF, Doha, Qatar

**PRESENTER(S):** Clayton Keller, Qatar University, Doha, Qatar

**2:45 PM-3:30 PM****SESSION: 584      ROOM: POSTER 23, BALLROOM A****Special Education Law Training for Master's Level Preservice Teachers in the U.S.****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

We present results of a review of the course offerings on special education law by preservice special education programs. We identified if, and to what extent, 88 master's level teacher preparation programs across the U.S. provide a course on this topic, and whether this relates to specific program characteristics.

**LEADER(S):** Samantha Goldman, Assumption College, Worcester, MA

**2:45 PM-3:30 PM****SESSION: 585      ROOM: POSTER 17, BALLROOM A****Super-Duper Fun: Close Reading for Persuasive Writing for 5th - 6th Grade****TOPIC:** Research**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Fifth- and sixth-grade students with LD learned a set of reading and writing strategies for reading informational text to support persuasive writing. We discuss the gains among students in essay elements, holistic quality, words written, genre knowledge, attitude toward writing, and writing self-efficacy.

**LEADER(S):** Angelique Aitken, Arizona State University, Tempe

**PRESENTER(S):** Ashley Barkel, Mary Lou Fulton Teachers College, Arizona State University, Tempe; Amber Ray, Arizona State University, Tempe

**2:45 PM-3:30 PM****SESSION: 586      ROOM: POSTER 9, BALLROOM A****Supporting and Assessing Implementation of High School Programs for Students With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We describe the features of a comprehensive treatment model for high school students with ASD developed by the Center on Secondary Education for Students With ASD. We review the principles from implementation science that supported its use, and identify a tool for assessing implementation of the model.

**LEADER(S):** Samuel Odom, University of North Carolina, Chapel Hill

**PRESENTER(S):** Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill; Leann Smith, University of Wisconsin, Madison; Kate Szidon, Waisman Center, University of Wisconsin, Madison; Laura Hall and Bonnie Kraemer, San Diego State University, CA

**2:45 PM-3:30 PM****SESSION: 587      ROOM: POSTER 1, BALLROOM A****The School-Based Mental Health Checklist: A Tool for Teachers and Schools****TOPIC:** Assessment**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

We describe the School-Based Mental Health Checklist, a tool that employs a 3-step process to identify children with mental health needs, locate school and community resources, and develop an action plan to address these needs. We present potential outcomes of using the SBMHC and discuss implications.

**LEADER(S):** Mark Zablocki, Illinois State University, Normal

**PRESENTER(S):** Craig Blum, Illinois State University, Normal

**2:45 PM-3:30 PM****SESSION: 588      ROOM: POSTER 2, BALLROOM A****The State of the Art of Special Education and Arts Education****TOPIC:** Arts in Special Education**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We examine how research and programmatic content in educational journals provides guidance for including students with disabilities in arts education. Visual displays are used to illustrate an analysis of trends and topics published in educational journals addressing arts education and students with disabilities from 2000 through 2016.

**LEADER(S):** Jean Crockett, University of Florida, Gainesville**PRESENTER(S):** Sharon Malley, Consultant, Arlington, VA**2:45 PM-3:30 PM****SESSION: 589      ROOM: POSTER 22, BALLROOM A****Using Student-Individualized Technology-Based Instruction to Improve Math Vocabulary for Middle School Students With Disabilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We share the findings from a study in which teacher-led instruction was combined with technology-based instruction to teach math academic vocabulary to middle school students with high incidence disabilities. Implications for classroom practice and future research will be presented.

**LEADER(S):** Mari Beth Coleman, University of Tennessee, Knoxville**PRESENTER(S):** Gretchen Johnson, Knox County Schools, Knoxville, TN**2:45 PM-3:30 PM****SESSION: 590      ROOM: POSTER 7, BALLROOM A****Web-Based Support for Korean-American Families of ELLs With and Without Disabilities****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

Learn about a web site providing support for Korean families of ELLs with and without disabilities, as well as educators serving this population. We will describe the web content and various services provided for Korean families by Korean and English speaking professionals.

**LEADER(S):** Su-Je Cho, Fordham University, New York, NY**PRESENTER(S):** Ji-Ryun Kim, SUNY Cortland**4:00 PM-5:00 PM****SESSION: 593****ROOM: 200****Collaborative Leadership Teams: Changing School Practices to Include ALL Learners****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Demonstration

The MCIE Collaborative Leadership Action Planning Model describes protocol for designing collaborative leadership teams, assessing schoolwide strengths and needs, developing an action plan for changing school practices and designing professional learning, and evaluating results. We demonstrate the model and impact on instructional practices.

**LEADER(S):** Barbara Gruber, Maryland Coalition for Inclusive Education, Inc., Hanover**PRESENTER(S):** Elissa Lockman Turner, Maryland Coalition for Inclusive Education, Inc., Hanover**4:00 PM-5:00 PM****SESSION: 594****ROOM: 102****Educator Perspectives of the Benefits and Barriers to Technology Use in Support of Students With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

This session presents findings from a survey of high school educators about the use of technology as a support for students with autism. These findings will provide practitioners and researchers with insights into some of the barriers that are impeding widespread supportive technology use.

**LEADER(S):** Susan Hedges, University of North Carolina, Chapel Hill

4:00 PM-5:00 PM SESSION: 595 ROOM: 207

**Effectiveness of a Tier 2 Vocabulary Intervention for At-Risk Kindergarteners****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We describe intervention strategies for young children at risk of reading difficulty that integrates principles of explicit vocabulary instruction within shared storybook readings. Learn effective vocabulary intervention techniques that can be used with at-risk children in the early elementary grades.

**LEADER(S):** Susan Rattan, University of Rhode Island, Kingston**PRESENTER(S):** Sharon Ware, University of Connecticut, Storrs

4:00 PM-5:00 PM SESSION: 596 ROOM: 208

**Filling the Fluency Gap: Using Mobile Technology for Students With Math Difficulties****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Technology and Media**FORMAT:** Presentation with Q&A

We will demonstrate the use of mobile technology to deliver interventions to students with math-related difficulties. Learn how pedagogical features of mobile applications can be used to enhance fluency and generalization of basic math facts. Evidence from classroom-based research will be shared to validate effectiveness of these procedures.

**LEADER(S):** Shobana Musti-Rao, Pace University, NY**PRESENTER(S):** Mandy Paulson, Pace University, New York, NY

4:00 PM-5:00 PM SESSION: 597 ROOM: 108

**General Curriculum Access for Students With PANDAS, PANS, and Related Neurological Disorders****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Panel

We provide an overview of increasingly common neurological disabilities that impact classroom functioning across physical, socio-emotional, academic, and behavioral domains. Learn ready-to-implement strategies and initiatives to support students with these disorders at the classroom, school, and district levels.

**LEADER(S):** Patricia Rice Doran, Towson University, MD**PRESENTER(S):** Amy Mazur, Educational Consultant, Washington, DC; Emily Klein, Rhode Island Department of Education, Providence; Gabriella True, Northeast PANS/PANDAS Parents Association, Raynham Center, MA

4:00 PM-5:00 PM • SESSION: 598 • ROOM: 313

**Improving Family Partnership through Teacher Preparation****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Shana Haines, University of Vermont, Burlington**Parents of Children With Disabilities Informing Faculty About Preparing Early Childhood Educators**

This session will describe parents' perspectives on the content and skills needed in preparing future early childhood educators for working with young children with disabilities. Quantitative survey data and qualitative focus group interview data will be presented with implications for teacher education.

**LEADER(S):** Reem Muharib, University of North Carolina, Charlotte**PRESENTER(S):** Kristen Monteith, Central Piedmont Community College, Charlotte, NC**Preparing Competent Teacher Candidates to Collaborate With Families of Students With Disabilities**

To enhance collaboration and communication skills in working with families, a Family Project was integrated into a course for special education teacher candidates. Project details and outcomes will be presented. The need to prepare competent teacher candidates to collaborate with families will be discussed.

**LEADER(S):** Joy Xin, Rowan University, Glassboro, NJ**PRESENTER(S):** Amy Accardo and Midge Shuff, Rowan University, Glassboro, NJ

4:00 PM-5:00 PM SESSION: 599 ROOM: 203

**Individualizing Early Writing Instruction Using Data: Teachers Identify Facilitators and Barriers****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Panel

Teachers received PD and coaching to implement DBI to improve children's early writing outcomes and then identified facilitators and barriers to implementation. Based on their perspectives, we provide recommendations to support teachers' use of data to individualize instruction for children with intensive early writing needs.

**LEADER(S):** Kristen McMaster, University of Minnesota, Minneapolis

**PRESENTER(S):** Apryl Poch and Erica Lembke, University of Missouri, Columbia

4:00 PM-5:00 PM SESSION: 601 ROOM: 107

**Lessons From Middle School Teachers on Providing Literacy Instruction Within Co-Taught Classrooms****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We discuss the findings from a multi-state study examining teachers' perceptions of providing literacy instruction within co-taught classrooms. Learn how teachers' perceived their co-teaching and literacy practices and factors that influenced these practices. Insights for literacy instruction within co-taught classrooms are shared.

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

**PRESENTER(S):** Anne Sinclair, Vanderbilt University, Nashville, TN; Yan Wei, University of Connecticut, Storrs; Erin Clancy and Jade Wexler, University of Maryland, College Park

4:00 PM-5:00 PM SESSION: 602 ROOM: 310

**Operationalizing High Leverage Practices and Evidence-Based Practices in Reading Across MTSS****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

We discuss MTSS as a framework to use of high leverage practices and EBPs in reading K-12. Through videos and case studies, you will learn how EBPs in reading can be delivered effectively using CEC/CEEDAR's high leverage practices and intensified or adapted as students move from Tier 1 to Tier 3.

**LEADER(S):** Dia Jackson, American Institutes for Research, Washington, DC

**PRESENTER(S):** Suzanne Robinson, University of Kansas, Lawrence

4:00 PM-5:00 PM SESSION: 603 ROOM: 305

**Parent-Implemented Intervention With an App to Enhance Expressive Language in Young Children****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Technology and Media**FORMAT:** Demonstration

Early childhood special educators face many challenges teaching young children with expressive language delays. One of those challenges is teaching parents effective strategies to address the expressive language delays in the home setting. We will demonstrate a method for intervention using an app on a tablet device (iPad).

**LEADER(S):** Yvette Evans, Illinois State University, Normal

**PRESENTER(S):** Craig Blum, Illinois State University, Normal



4:00 PM-5:00 PM SESSION: 604 ROOM: 309

**Practice-Based Approaches to Improving Teacher Education Within a MTSS Framework: Examples From Dual Certification Programs****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Panel

We describe a practice-based approach to teacher education to prepare general and special education teachers for multi-tiered instruction. Faculty describe practice opportunities they developed to ensure that their teacher candidates, prepared within a dual certification program, could provide effective multi-tiered instruction.

**LEADER(S):** Mary Brownell, CEDAR Center, University of Florida, Gainesville**PRESENTER(S):** Amber Benedict, University of Florida, Gainesville; Brian Barber, Kent State University, OH; Cara Richards-Tutor, California State University, Long Beach

4:00 PM-5:00 PM SESSION: 605 ROOM: 201

**Program Chair Featured: Legal and Ethical Dilemmas: Tips for Avoiding Personal and Professional Liability****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Special educators are unwittingly placed in a position of trust and their actions are subject to constant scrutiny in a profession fraught with practical dilemmas. Participants will apply IDEA mandates and CEC's Ethical Principles to every-day special education predicaments and learn tips to avoid professional liability.

**LEADER(S):** Constance Lyttle, Urban Special Leaders for Tomorrow (USELT) Project at Drexel University, Philadelphia, PA**PRESENTER(S):** LaTwyne Wise, USELT at Drexel University/Philadelphia School District, PA; Guy Desjardins, School District of Philadelphia/Edison High School, Levittown; Mauria Uhlik, Drexel University, Philadelphia, PA/District of Columbia Public School, Washington, DC

4:00 PM-5:00 PM SESSION: 606 ROOM: 312

**Program Chair Featured: The VIP Experience: Global Inspiration and Opportunity****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

What is the VIP Experience? Participants will take an international journey to explore the experiences of Vulnerable International People. Learn about the experiences of others in different countries and cultures, explore opportunities, and hear how international exposure can develop skills in special education services and beyond.

**LEADER(S):** M. Christopher Tabakin, iHi International, Inc., Exton, PA

4:00 PM-5:00 PM SESSION: 607 ROOM: 210

**Program Chair Featured: Using Think Alouds and Read Alouds to Support English Learners With Disabilities****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

This session will provide participants with a model using Think Alouds and Read Alouds to increase reading comprehension skills in inclusive settings for English learners with disabilities. Strategies for preservice course integration and professional development for teachers in the field will be presented.

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

4:00 PM-5:00 PM SESSION: 608 ROOM: 206

**Reading Long Words: A Comprehensive Evaluation of Explicit Phonics Instruction****TOPIC:** Research**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

This evaluation of phonics programs explored the instructional strategies for reading multisyllabic words contained in widely used reading intervention programs. We discuss the results, which raise questions about the value of syllable type and division instruction.

**LEADER(S):** Natasha Axelson, Bristol-Warren Regional School Department, RI**PRESENTER(S):** Devin Kearns, University of Connecticut, Storrs

4:00 PM-5:00 PM SESSION: 609 ROOM: 300

**Realities and Lessons Learned in Online and Blended Learning for Students With Disabilities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Panel

Online and blended education are active and growing in every district across the country. We will highlight some of the common practices, policies, and lessons learned for supporting students with disabilities in these highly digital environments. Resources and considerations for practice will be provided.

**LEADER(S):** James Basham, University of Kansas, Lawrence

**PRESENTER(S):** Jose Blackorby, CAST, Inc., Wakefield, MA; Sean Smith, Richard Carter, Jr., and Mary Frances Rice, University of Kansas, Lawrence; Ellen Schiller, SRI, Menlo Park, CA

4:00 PM-5:00 PM SESSION: 610 ROOM: 202

**Revision Instruction and Self-Efficacy Beliefs of Middle School Students With Learning Disabilities****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We examined the effects of revision instruction on writing quality, attitudes, and self-efficacy beliefs of students with LD. Learn strategies for co-teaching and integrating peer revision into content area writing instruction that addresses Common Core Writing Standards.

**LEADER(S):** April Whitehurst, University of North Carolina, Greensboro

**PRESENTER(S):** Pamela Williamson and Sarah Letson, University of North Carolina, Greensboro; Jessica Williams, Evergreen Community Charter School, Asheville, NC



4:00 PM-5:00 PM • SESSION: 611 ROOM: 109

**School Supports for Students with a Traumatic Brain Injury****TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Christel Murphy, Cincinnati Children's Hospital Medical Center, OH**■ School Re-Entry for Children With Traumatic Brain Injury**

We share the school re-entry experiences for children with TBI from the parents' perspective. Their narratives are framed in the medical and social models as well as special education. Findings suggest that throughout the process, community is a constant while parents' advocacy roles shift.

**LEADER(S):** Anne Crylen, Grand Valley State University, Allendale**■ Understanding ImPACT Testing and Educating Secondary Students Who Have Experienced a Concussion or TBI**

This interactive session provides an overview of the research practices related to TBIs and concussion. The National Center for Education Statistics I 2015 reported that less than 0.5% of children being served in special education have a TBI. An overview of imPACT testing will be provided.

**LEADER(S):** Lisa Rose Johnson, Egg Harbor Township Public Schools, NJ

4:00 PM-5:00 PM SESSION: 612 ROOM: 204

**Sources and Examples of Evidence-Based Practices for Emotional and Behavioral Disorders****TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

A proliferation of purported EBPs, especially from online sources, leaves consumers confused and overwhelmed. We describe a framework for identifying EBPs for students with EBD, key features of credible sources of EBPs, examples of such sources, and five specific practices considered evidence-based for EBD.

**LEADER(S):** Timothy Landrum, University of Louisville, KY**PRESENTER(S):** Lauren Collins, University of Hawaii, Honolulu

4:00 PM-5:00 PM SESSION: 613 ROOM: 311

**Strand I, Session 3: Mixed Methods With Single-Case Research: An Emphasis on Students With Emotional Behavioral Disorders****TOPIC:** Research**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Panel

Presenters will provide an in-depth analyses of emotional-behavioral disorders. We will discuss how other research designs can be used with single-case research and provide examples where methodologies can be combined to create a more valid and informed study.

**LEADER(S):** John Hitchcock, Indiana University, Bloomington; Bryan Cook, University of Hawaii at Manoa, Honolulu; Maureen Conroy, University of Florida, Gainesville

**PRESENTER(S):** Bonnie Nastasi, Tulane University, New Orleans, LA; David Houchins, Georgia State University, Atlanta; Isadore Newman, University of Akron, OH

4:00 PM-5:00 PM SESSION: 614 ROOM: 110

**Student Led IEPs: Building Self-Determination From PK-12!****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

During this session facilitators will present a districtwide 5-year strategic plan for including students in their IEP meetings and how it positively impacted attendance, discipline, and school climate. Teachers will present hands-on activities designed to increase student engagement during IEPs meetings.

**LEADER(S):** Jenny McClintic, Houston County Schools, GA

**PRESENTER(S):** Zabrina Cannady, Natalie Preston, and Gina Suckow, Houston County Schools, GA

4:00 PM-5:00 PM SESSION: 615 ROOM: 304

**Teacher2Teacher Session: Tools for Determining Language Difference or Learning Disability****TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Demonstration

This session will provide various resources and strategies to help special education teachers, ESL teachers, and classroom teachers work together to identify more accurately, which ELLs need special education services and which ELLs do not. Learn how to provide students with the supports and services they need to succeed.

**LEADER(S):** Helene Becker, Norwalk Public Schools, CT**PRESENTER(S):** Cassandra Perrone, Norwalk Public Schools, CT

4:00 PM-5:00 PM SESSION: 616 ROOM: 105

**Teaching Conversation Skills to Students With High Functioning Autism and Other Social Cognition Challenges****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Panel

We will explain why it is important to take a social cognitive approach to conversation skills instruction for students with HFA (i.e., teaching both the 'how' and 'why' of conversation), and share a variety of hands-on activities for teaching conversation skills. Outcomes data will also be shared.

**LEADER(S):** Lynn Cannon, Ivymount School, Arlington, VA

4:00 PM-5:00 PM SESSION: 617 ROOM: 103

**Teaching Scientific Content Knowledge to Improve Healthy Lifestyle Decision Making of Adults With ID and Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

We sought to determine if instruction in human body systems through explicit instruction and scientific inquiry would result in young adults with ID and autism making informed decisions about lifestyle choices. Strategies used include text-based learning, group instruction, choral response, and active learning.

**LEADER(S):** Melissa Ainsworth, George Mason University, Fairfax, VA

**PRESENTER(S):** Christine Passut, Fairfax County Public Schools, VA; Marci Jerome and Jodi Duke, George Mason University, Fairfax, VA

4:00 PM-5:00 PM SESSION: 618 ROOM: 111

**The National Longitudinal Transition Study 2012: Characteristics and Experiences of Youth in Special Education****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Research**FORMAT:** Panel

The panel will present findings from the surveys recently conducted for the NLTS 2012, which examine the characteristics and school experiences of a nationally representative sample of youth with disabilities. Discussants will reflect on the policy relevance and implications of the presented findings.

**LEADER(S):** Yumiko Sekino, Institute of Education Sciences, U.S. Department of Education, Washington, DC

**PRESENTER(S):** Stephen Lipscomb, Mathematica Policy Research, Cambridge, MA; Michael Bryan, RTI International, Research Triangle Park, NC; Valerie Mazzotti, University of Oregon, Eugene; Johnny Collett, Council of Chief State School Officers, Washington, DC

4:00 PM-5:00 PM SESSION: 619 ROOM: 302

**Too Much, Too Late: Delivering Culturally Responsive Teaching in Field-Based and Student Teaching Experiences****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

Our study chronicles the year-long outcomes of undergraduate preservice teacher candidates' ability to design and deliver culturally responsive lesson plans during field-based placements and student teaching settings after receiving instruction in a special education methods course. Recommendations for research and practice for TEPs are provided.

**LEADER(S):** Cathy Kea, North Carolina A&T State University, Greensboro



4:00 PM-5:00 PM • SESSION: 620 • ROOM: 301

**UDL in Teacher Preparation Programs****TOPIC:** Technology and Media**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Sara Juarez, California State University, Fresno

### ■ Incorporating UDL in K-12 Inclusive Settings and Teacher-Preparation Courses

We will discuss concepts and guidelines of UDL including how iPads/iPods and Android smartphone applications are used for instruction of students with disabilities. Lesson plans that incorporate UDL principles and how to apply UDL in inclusive settings will be demonstrated.

**LEADER(S):** Mikyung Shin, Jeonju University, Seoul, South Korea

**PRESENTER(S):** Hyunjoo Lee, Inha University, Incheon, South Korea; Nari Choi, University of Florida, Gainesville

### ■ UDL and Technology in Practice: Modeling Use for Teacher Candidates' Classroom Instruction

We will demonstrate ways the principles of UDL, instructional technology, and educational applications are implemented in a teacher preparation program. Using your own device, you will use several educational applications and learn about universally designed choice-based assessment activities.

**LEADER(S):** Sara Juarez, California State University, Fresno

**PRESENTER(S):** Kimberly Coy, California State University, Fresno

4:00 PM-5:00 PM SESSION: 621 ROOM: 308

**Undergraduate Students' Understanding of ASD and Disabilities Through Service Learning****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

The implementation of service-learning courses regarding ASD and other disabilities for undergraduate students will be presented. The impact of service learning on students' understanding of and dispositions toward individuals with disabilities will be shared along with strategies for implementing service learning.

**LEADER(S):** Tara Regan, Frank Porter Graham Child Development Institute, UNC, Chapel Hill**PRESENTER(S):** Jessica Amsbary and Harriet Able, University of North Carolina, Chapel Hill

4:00 PM-5:00 PM SESSION: 622 ROOM: 101

**Using Convergent Assessments for Effective and Meaningful Intervention****TOPIC:** Assessment**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

This session will focus on DEC Recommended Practices in assessment and instruction to link assessment to instruction for young children with disabilities and their families. We will discuss the use of multiple sources of assessment to inform instruction within routines through systematic instructional strategies.

**LEADER(S):** Yaoying Xu, Virginia Commonwealth University, Richmond

4:00 PM-5:00 PM SESSION: 623 ROOM: 104

**Using Legos as Concrete Manipulatives to Support Narrative Comprehension in Elementary Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Students with ASD tend to have difficulty comprehending narrative texts. This difficulty may be in the student's ability to see the coherent whole versus focusing solely on the details. We discuss the results of our study to explore the effectiveness of LEGO manipulatives for students while reading narrative texts.

**LEADER(S):** Vincent Connelly, University of New Hampshire, Durham

4:00 PM-5:00 PM SESSION: 624 ROOM: 205

**Using School Visits to Prepare Doctors to Better Serve Children With Disabilities****TOPIC:** Research**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

We will present the results of a pilot curriculum for medical students designed to improve their understanding of special education programs and facilitate collaboration with school personnel. Third-year medical students visited classrooms that included children with significant special needs. Pre- and post-intervention data and future directions will be discussed.

**LEADER(S):** Nancy Vitalone-Raccaro, Rowan University, Glassboro, NJ**PRESENTER(S):** Mary Sheppard and Jacqueline Kaari, Rowan University, Glassboro, NJ

4:00 PM-5:00 PM SESSION: 625 ROOM: 306

**What Every Aspiring Special Education Leader Needs to Know****TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Are you interested in learning about what it takes to be an effective special education teacher leader or administrator? Learn about the exciting career paths open to effective leaders, how to enhance your leadership skills, and the diverse roles and responsibilities that challenge and reward strong leaders in special education.

**LEADER(S):** Laurie VanderPloeg, Kent ISD, Grand Rapids, MI

4:00 PM-4:45 PM

SESSION: 627 ROOM: POSTER 16, BALLROOM A

**A Review of SRSD Writing Instruction for Secondary Students With EBD****TOPIC:** Research**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

This literature review synthesized research on the SRSD model for writing instruction for secondary students with EBD to determine the effectiveness of the treatment on writing and self-regulation outcomes. Preliminary findings reveal positive effects for writing measures and mixed effects for self-regulation measures.

**LEADER(S):** Megan Carroll, Meadows Center for Preventing Educational Risk at UT, Austin**PRESENTER(S):** Diane Bryant, Meadows Center for Preventing Educational Risk at UT, Austin; Lisa Sigafos and Gavin Watts, University of Texas, Austin

**4:00 PM-4:45 PM****SESSION: 628      ROOM: POSTER 7, BALLROOM A****Addressing Food Selectivity for Individuals With ASD Using High-Probability Sequencing: A Systematic Review****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Individuals with ASD have an increased risk of food selectivity and high-probability (high-p) sequencing is frequently used to address inappropriate behaviors. We evaluate the methodology, quality, and outcomes of food selectivity interventions featuring high-p sequencing for individuals with ASD.

**LEADER(S):** Seth King, Tennessee Technological University, Cookeville

**4:00 PM-4:45 PM****SESSION: 629      ROOM: POSTER 1, BALLROOM A****An Online, Science-Based, Assessment Battery to Evaluate Children's Self-Control****TOPIC:** Assessment**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

We present an online battery of assessments that evaluate different aspects of self-control, based on well validated scientific findings. Students ages 9-21 take this battery in 20-25 minutes. Results are grouped into meaningful group and individual patterns.

**LEADER(S):** Marc Hauser, Risk-Eraser, West Falmouth, MA

**4:00 PM-4:45 PM****SESSION: 630      ROOM: POSTER 10, BALLROOM A****Are Teachers Being Taught to Implement a UDL Framework? A Review of Current Personnel Preparation Practices****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

In 2015, the National Goals Conference urged universities to identify effective preparation practices that ensure all educators can implement a UDL framework. We surveyed program coordinators at accredited universities to determine if their practices prepare educators to implement a UDL framework.

**LEADER(S):** Peter Temple, Virginia Commonwealth University, Richmond

**PRESENTER(S):** Colleen Thoma and LaRon Scott, Virginia Commonwealth University, Richmond

**4:00 PM-4:45 PM****SESSION: 631      ROOM: POSTER 21, BALLROOM A****Close Reading for 3rd-Grade Struggling Readers: Discourse and Comprehension Strategies****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We share the results of a study that taught 3 strategy frameworks for fostering Close Reading discussions and comprehension of informational text to seven 3rd grade Tier 2 students. Learn the strategies which included a cooperative learning skills framework, marking text, and a main idea/key details.

**LEADER(S):** Troy Mariage, Michigan State University, East Lansing

**PRESENTER(S):** Arfang Dabo, Michigan State University, East Lansing

**4:00 PM-4:45 PM****SESSION: 632      ROOM: POSTER 5, BALLROOM A****Collaborative Teaming Within Tiered Systems: Implications for the Roles of Special Educators****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

We highlight a study of high-functioning prereferral teams and the roles of special educators. The research team identified key characteristics of effective teams and roles of special educators in identifying, implementing, and monitoring instructional and behavioral interventions within tiered levels of support.

**LEADER(S):** Jon Strazza, Burlington, VT

**4:00 PM-4:45 PM****SESSION: 633      ROOM: POSTER 3, BALLROOM A****Effects of the Good Behavior Game on Disruptive Behavior During for Students With EBD in Germany****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Unstructured times often are challenging for students with EBD. We discuss how the successful implementation of rules using an evidence-based approach like the Good Behavior Game can be helpful to make behavior expectations transparent.

**LEADER(S):** Johanna Krull, The University of Cologne, Germany**PRESENTER(S):** Anna-Maria Hintz and Michael Paal, University of Siegen, Germany**4:00 PM-4:45 PM****SESSION: 634      ROOM: POSTER 23, BALLROOM A****Findings Across Educator Training Studies in Special Education: A Comprehensive Review****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We present findings from a comprehensive review of research studies that test the efficacy of educator training designed to improve implementation of practices delivered to students with disabilities. We provide practical implications for how to design effective and efficient training based on our review.

**LEADER(S):** Matthew Brock, The Ohio State University, Columbus**PRESENTER(S):** Helen Malone, John Schaefer, and Natalie Andzik, The Ohio State University, Columbus**4:00 PM-4:45 PM****SESSION: 635      ROOM: POSTER 8, BALLROOM A****How Do I Solve the Problem? Unique Combination of Two Evidence-Based Practices in Teaching Mathematics****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

We share the results of the study that examined the effectiveness of video-based intervention with CRA instruction to teach mathematics to students with autism. We offer practitioners with practical strategies and tips to develop and implement individualized intervention in teaching mathematics to students with ASD.

**LEADER(S):** Gulnoza Yakubova, University of Maryland, College Park**PRESENTER(S):** Elizabeth Hughes, Duquesne University, Pittsburgh, PA**4:00 PM-4:45 PM****SESSION: 636      ROOM: POSTER 2, BALLROOM A****Impact of Brain-Based Instructional Strategy on Academic Performance of Students Who Are Deaf or Hard of Hearing****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We discuss a Brain-Based Instructional Strategy in mathematics for students who are deaf or hard of hearing. We share the results which showed that it was more effective at improving students' attitude to mathematics than the conventional method; also tension and test-phobia toward mathematics was reduced.

**LEADER(S):** Catherine Ayantoye, Emporia State University, KS**4:00 PM-4:45 PM****SESSION: 637      ROOM: POSTER 13, BALLROOM A****Implementing a Mental Health Curriculum in Your Classroom With Students With Disabilities****TOPIC:** Research**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

This session will help you understand the feasibility of implementing a mental health curriculum in your classroom with students with disabilities. Find out what parts of teaching a mental health curriculum were successful and well liked by the teachers who implemented it.

**LEADER(S):** James Sinclair, University of Missouri, Columbia

**4:00 PM-4:45 PM****SESSION: 638      ROOM: POSTER 22, BALLROOM A****Increasing Independence of Students With Visual Impairments Through iPad Applications****TOPIC:** Technology and Media**SECONDARY TOPIC:** Visual Impairments**FORMAT:** Poster Session

Many applications have been developed to accommodate in the education of students with VI, however many educators don't know what is available or how to efficiently utilize this technology. We share results from a survey of teachers on the most useful applications by age group and visual diagnosis.

**LEADER(S):** Lindsey Thompson, Kutztown University of Pennsylvania**PRESENTER(S):** Kelsey McGuire, Kutztown University of Pennsylvania**4:00 PM-4:45 PM****SESSION: 640      ROOM: POSTER 12, BALLROOM A****Literacy Education for Black d/Deaf Students: A Critical Review of the Literature****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Poster Session

This session draws on Critical Race Theory to examine practices around Deaf Education spanning 30 years to raise awareness of the confluence of issues in language, education, and society faced by educators and researchers as they seek to improve education for Black d/Deaf students.

**LEADER(S):** Martreece Watson, The Ohio State University, Columbus**4:00 PM-4:45 PM****SESSION: 641      ROOM: POSTER 14, BALLROOM A****Measuring the Benefits of Virtual Manipulatives to Teach Algebra to Secondary Students With LD****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We share the results of a study that assessed the benefits of computer-based virtual manipulatives and DI to teach secondary students with LD in mathematics how to solve algebraic equations. Learn how virtual manipulatives are beneficial in teaching students with LD higher order mathematical concepts.

**LEADER(S):** Rajiv Satsangi, George Mason University, Fairfax, VA**PRESENTER(S):** Rachel Hammer, George Mason University, Fairfax, VA**4:00 PM-4:45 PM****SESSION: 642      ROOM: POSTER 6, BALLROOM A****Personalized Learning: New Opportunities to Support Success for Students With Disabilities and Other Complex Learners****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

Learn about the benefits and challenges of personalized learning—a student-centered approach to learning. We discuss why it is gaining momentum around the country and shows early signs of boosting achievement for traditionally underserved students.

**LEADER(S):** Ace Parsi, National Center for Learning Disabilities, Washington, DC**PRESENTER(S):** Lindsay Jones, National Center for Learning Disabilities, Washington, DC**4:00 PM-4:45 PM****SESSION: 643      ROOM: POSTER 4, BALLROOM A****Special Educators' Perceptions About Students With Disabilities In and Out of Juvenile Justice****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

We conducted a reintegration survey and focus groups with special educators to examine their perceptions about reentry of youth from the JJ system. Suggestions to best serve youth in schools to prevent involvement with JJ and policy implications for mental health will be discussed.

**LEADER(S):** Sarup Mathur, Arizona State University, Tempe**PRESENTER(S):** Heather Griller Clark, Arizona State University, Tempe; Janis Shoop, Arizona Department of Education, Phoenix**4:00 PM-4:45 PM****SESSION: 644      ROOM: POSTER 17, BALLROOM A****Statewide Assessment of Teachers' Perceptions Related to Educating Students With ASD****TOPIC:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We present findings from a statewide program evaluation survey involving special educators serving in PK-12 settings. Information gathered includes perceptions on the importance and level of preparedness across instructional areas, use of instructional practices, and access to training on EBPs for individuals with ASD.

**LEADER(S):** Sarah Blumberg, Vanderbilt Kennedy Center TRIAD, Nashville, TN



4:00 PM-4:45 PM

SESSION: 645 ROOM: POSTER 9, BALLROOM A

**Task Sequencing Mathematics Problems for Increasing Behavioral Momentum****TOPIC:** STEM**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

Teachers often differentiate independent work to meet the needs of individual students by reducing the quantity and/or difficulty of assignments. Task sequencing research suggests that interspersing additional brief tasks in mathematics produces positive results for students with EBD and LD. The purposes of this presentation are to: (a) provide an overview of task sequencing, its theoretical basis and effects; and (b) present available resources for creating sequenced mathematics assignments.

**LEADER(S):** Jared Morris, The Pennsylvania State University, State College

4:00 PM-4:45 PM

SESSION: 646 ROOM: POSTER 18, BALLROOM A

**The Effect of Caregiver Responsiveness During Bids for Joint Interaction for Children With Congenital Blindness****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

Our study examined the effect of caregiver responsiveness during bids for joint interaction using the Communication Play Protocol. We share the results and discuss how children with congenital blindness prototypically and non-prototypically respond to a bid for joint social interaction.

**LEADER(S):** Robyn Herrera, California State University/University of California, Los Angeles

4:00 PM-4:45 PM

SESSION: 647 ROOM: POSTER 15, BALLROOM A

**Using Digital Textbook to Prepare Preservice Special Education Teacher Candidates in a New Digital Landscape****TOPIC:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We discuss the results and implications of surveys and assessments conducted to determine how the digital textbook experience changed the knowledge, readiness, and attitude of preservice teacher candidates in using digital textbooks to support students with various types of disabilities in an inclusive classroom setting.

**LEADER(S):** Sung Hee Lee, Youngstown State University, OH

4:00 PM-4:45 PM

SESSION: 648 ROOM: POSTER 11, BALLROOM A

**What Does It Mean To Be(Come) a Culturally Responsive Special Education Teacher?****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Presenters will share their journey of becoming a culturally competent special educator. They will address the essential knowledge, skills, and dispositions in working with CLD students. They will focus on culturally responsive practices in special education diagnostic evaluation, program decision-making, and more.

**LEADER(S):** Ying Hui-Michael, Rhode Island College, Providence

**PRESENTER(S):** Alexandra Puleo, Providence Schools, RI; Katie Meloro, Highlander Charter School, Providence, RI; Jenelle Mercurio, Cranston Schools, RI

4:00 PM-4:45 PM

SESSION: 649 ROOM: POSTER 20, BALLROOM A

**Where Is Dad? Why Does It Matter? What We Know About Father Involvement in EC Special Education****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

We share the findings from a transdisciplinary research team that examined father involvement in the lives of young children with disabilities. In addition to the defining father involvement, we will discuss how it impacts child and family outcomes and providers' beliefs.

**LEADER(S):** Jenna Weglarz-Ward, University of Nevada, Las Vegas

**PRESENTER(S):** Rosa Milagros Santos, University of Illinois, Urbana-Champaign

# SATURDAY, APRIL 22

Saturday Sessions (8:00 AM–3:15 PM) | 183

Saturday Workshops (9:00 AM–12:00 PM) | See pages 41–42

## SATURDAY SESSIONS • APRIL 22

8:00 AM-9:00 AM SESSION: 652 ROOM: 303

**A Systematic Review of Culturally Responsive Pedagogy for Black and Latino Students With Disabilities****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

This session will share the findings from a synthesis of research on CRP as it pertains to Black and Latino students with disabilities. Learn how to incorporate culture into your classrooms by becoming culturally competent and utilizing and legitimizing the culture of their students in your pedagogical practices.

**LEADER(S):** Mishka-Sheree Walker-Anderson, University of Texas, Austin

8:00 AM-9:00 AM SESSION: 653 ROOM: 206

**Becoming an Informed and Research-Driven Practitioner: Understanding Replication****TOPIC:** Research**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

We highlight the salient features of replication in special education research including results of a study, a definition of replication, and the prevalence of replication within the research. You will learn how to apply your understanding of replication to evaluate the research base of the tools available to you.

**LEADER(S):** Hannah Mathews, University of Virginia, Charlottesville

**PRESENTER(S):** Shanna Hirsch, Clemson University, SC



8:00 AM-9:00 AM • SESSION: 654 • ROOM: 308

**Camp Abilities, Adapting Sports, Supporting Positive Behavior****TOPIC:** Visual Impairments**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Kathleen Farrand, Arizona State University, Tempe

■ **Adapting Sports in a Physical Education Setting for Students Who Are Blind or Visually Impaired**

We discuss the benefits of participating in physical education for students with VI which include increasing their physical activity and fitness levels and feeling more included with their peers. Learn how to adapt the physical education curriculum in order to fit the needs of your students.

**LEADER(S):** Carly Erdmann, Kutztown University of Pennsylvania

**PRESENTER(S):** McKenzie Fagan, Kutztown University of Pennsylvania

■ **Classroom and Individualized Behavior Management Considerations for Students With Visual Disabilities**

Students with VI, like typically developing students, may struggle with social and behavioral skills. Due to their sensory needs these often need modifications when designing behavioral interventions. Learn strategies to use when designing and implementing individualized and classwide behavior management interventions.

**LEADER(S):** Andrea Capizzi, Vanderbilt University, Nashville, TN

8:00 AM-9:00 AM SESSION: 655 ROOM: 107

**Co-Taught and Solo-Taught Classes: Case Studies of Similarities and Differences****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

One critical feature of co-taught classrooms is substantively different instruction for students with disabilities. We describe our observational study of 3 high school math and science co-teaching pairs and their solo-taught classes. Similarities and differences in instructional delivery, grouping patterns, and use of EBPs are discussed.

**LEADER(S):** Margaret Weiss, George Mason University, Fairfax, VA

**PRESENTER(S):** Wendy Rodgers, University of Virginia, Charlottesville

8:00 AM-9:00 AM SESSION: 656 ROOM: 205

**DIAMOND Project: Using Accessibility Supports to Improve Educational Outcomes for Students With Disabilities****TOPIC:** Accountability Systems for Students with Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We will present trends from online focus groups and interviews on accessibility in K-12 assessments that were conducted with teachers in 9 states. Learn about the challenges these teachers face, the strategies they employ, and the additional resources they need when using accessibility supports with students with disabilities.

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

**PRESENTER(S):** Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis

8:00 AM-9:00 AM SESSION: 657 ROOM: 313

**Didactic Instruction and Performance Feedback: How Should We Be Training Our Paraeducators?****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

We will discuss the effects of two training approaches on paraeducators' use of positive behavior support strategies with students with disabilities in inclusive settings. We will further discuss teacher and paraeducator dyad training, a performance feedback training program and suggestions for implementation, directions for future research, and action steps for practitioners.

**LEADER(S):** Emily Sobeck, University of Pittsburgh, PA

**PRESENTER(S):** Rachel Robertson and Rachel Schwartz, University of Pittsburgh, PA

8:0 AM-9:00 AM SESSION: 658 ROOM: 201

**Improving Academic Outcomes: Using Self-Management Skills and Student-Teacher Conferencing****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Effective classroom management begins with academic engagement enhanced by teacher-student interactions. Learn how brief student-teacher conferencing in which self-management strategies are introduced, monitored, and reinforced can serve to increase positive student-teacher interactions as well as interactions with the academic content.

**LEADER(S):** Karen Rizzo, Pennsylvania State University, State College

8:00 AM-9:00 AM SESSION: 659 ROOM: 110

**Improving Reading Outcomes of Postsecondary Students With Intellectual Disabilities****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Research on the effects of reading interventions for persons with ID in postsecondary settings is sparse. In this session, findings will be presented from a reading intervention study with 7 students with ID in a 4-year postsecondary program, followed by a discussion of practical implications for implementation.

**LEADER(S):** Heidi Graff, George Mason University, Fairfax, VA

**PRESENTER(S):** Jason Sutton and Sheri Berkeley, George Mason University, Fairfax, VA

8:00 AM-9:00 AM SESSION: 660 ROOM: 202

**Improving the Sentence and Paragraph Writing of Students With LD: Combining Explicit Instruction and Precision Teaching****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Adequate writing progress depends in part on fluency with sentence construction and closely related writing skills of syntax and grammar/usage. We discuss an intervention based on explicit instruction and precision teaching procedures that improved sentence and paragraph writing.

**LEADER(S):** Shawn Datchuk, University of Iowa, Iowa City

8:00 AM-9:00 AM • SESSION: 661 • ROOM: 102

**Interventions and Strategies to Increase Social Engagement and Competence of Students with ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Multi-Presentation Session**MODERATOR(S):** L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN**■ SMILE Intervention: Increasing Social Engagement in Elementary and Middle School Students With ASD and EBD**

The SMILE intervention is a social skills intervention for elementary and middle school students with ASD and EBD. It utilizes individualized lessons, a prompting procedure, fading procedure, and peer involvement to increase social engagement during lunch. Results from three studies will be discussed.

**LEADER(S):** Rebecca Hartzell, University of Arizona, Tucson**■ Using Peer-Mediated Strategies to Increase Social Competence for Students With Autism**

This presentation looks at fidelity from a study conducted by The Center on Secondary Education for Students with Autism Spectrum Disorder (CSESA) focused on implementing peer-mediated interventions to foster social competence and connections for youth with ASD.

**LEADER(S):** April Leah Clinard, University of North Carolina, Chapel Hill

8:00 AM-9:00 AM • SESSION: 662 • ROOM: 104

**Listening to Hear: Parent Beliefs, Perceptions and Insights****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Colby Kervick, University of Vermont, Burlington**■ Parent Perspectives on Special Education Decisions and Services for Their Children With IDD**

We discuss the results of a study to understand parent perspectives on placement decisions and special education services for their children with IDD. A qualitative data analysis revealed differences between the school's offerings and student needs, changes in parent identities, and varied implementation of services.

**LEADER(S):** Alison Zagona, University of Arizona, Tucson**PRESENTER(S):** Jennifer Kurth and Hailey Love, University of Kansas, Lawrence**■ Provider and Family Insights on Supporting Early Emotional Development After Child Abuse**

For children who experience abuse, it is unclear how foster and biological families are supported in understanding and addressing their role. To enhance emotional development, caregiver self-efficacy, and successful reunification, provider and parent insights from one Northeastern child welfare program are discussed.

**LEADER(S):** Nicole Edwards, Rowan University, Glassboro, NJ**PRESENTER(S):** Catherine Corr, Vanderbilt University, Nashville, TN



8:00 AM-9:00 AM • SESSION: 663 • ROOM: 105

### Math Instruction for Students with Severe and Multiple Disabilities

**TOPIC:** Physical/Health/Multiple Disabilities

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Kharon Grimmet, Purdue University, West Lafayette, IN

#### ■ Mathematics Instruction for Secondary Students With Multiple Disabilities, Including Visual Impairments

Teachers of students with multiple disabilities, including VI, often do not know how to provide quality instruction in mathematics in order to address the required state standards. Learn practical strategies for delivering instruction in mathematics to these students.

**LEADER(S):** Anne Brawand, Kutztown University of Pennsylvania

**PRESENTER(S):** Nicole Johnson, Kutztown University of Pennsylvania

#### ■ Teaching Beginning Geometry Skills to Students With Severe Disabilities

We share the results of a study on teaching beginning geometry skills to students with severe disabilities. EBPs in geometry instruction were combined with constant time delay for effective mathematics instruction for these students. Future directions for research and practice will be discussed.

**LEADER(S):** Kristin Lyon, Illinois State University, Normal

**PRESENTER(S):** Allison Kroesch, Illinois State University, Normal

8:00 AM-9:00 AM SESSION: 664 ROOM: 300

### Noted: Digital Pens and Note-Taking Strategies for Students With Language-Based Learning Disabilities

**TOPIC:** Technology and Media

**SECONDARY TOPIC:** Learning Disabilities

**FORMAT:** Panel

We discuss the results of a study on the use of digital note-taking technology with high school students with SLD. The goal of the project was to understand the degree to which this intervention can support students' note-taking skills, promote retention of material, and reduce cognitive effort during note-taking.

**LEADER(S):** Sarah Irvine Belson, American University, Washington, DC

8:00 AM-9:00 AM SESSION: 665 ROOM: 207

### Positive Behavioral Interventions and Supports in Rural High Schools: A Multi-District Collaboration

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

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

The presenters will share materials, resources, and strategies in an interactive format so that attendees leave with what is needed to start PBIS in a rural school, strategies for overcoming challenges, and professional development resources.

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

**PRESENTER(S):** John McKenna, University of Massachusetts, Lowell

8:00 AM-9:00 AM SESSION: 666 ROOM: 301

### Practicing What We Preach: Using UDL to Design a Postgraduate Inclusion Course

**TOPIC:** International Programs/Services

**SECONDARY TOPIC:** Personnel Preparation

**FORMAT:** Presentation with Q&A

UDL presents educators with an effective pedagogy to reach and teach all learners. We demonstrate how one Australian teacher educator utilized the principles of UDL in the redesign of a postgraduate inclusion course, making it universally accessible while simultaneously modelling best practice.

**LEADER(S):** Sue O'Neill, University of New South Wales, Australia

8:00 AM-9:00 AM SESSION: 667 ROOM: 312

**Program Chair Featured: Increasing Interactions in the Collaborative Classroom: Easy Steps for Raising Achievement****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Looking for new simple ways to maximize your partnerships? Experiencing a lack of overall engagement by students? If either of these are on your radar, increasing interactions may be the solution. Physical space, interaction patterns, and evidence-based strategies will be examined in this session.

**LEADER(S):** Rebecca Hines, University of Central Florida, Orlando

8:00 AM-9:00 AM SESSION: 668 ROOM: 200

**Strand K, Session 1: Supporting All Students' Academic and Behavioral Needs through Multi-Tiered System of Support****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Multi-Tiered Systems of Support, like PBIS, are designed to support ALL students. We describe a school-wide approach to promoting students' academic and behavioral success and fostering a positive school climate, and we highlight the importance of aligning and integrating initiatives (e.g., PBIS, climate, academics, bullying prevention) to maximize efficiency.

**LEADER(S):** Tamika La Salle and George Sugai, University of Connecticut, Storrs

8:00 AM-9:00 AM SESSION: 669 ROOM: 210

**Strand L, Session 1: Contrasting Approaches for Incorporating UDL in University-Based Teacher Preparation Programs****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Panel

Panelists present a range of approaches from course modification and creation to complete program revision inspired by the UDL framework. We will provide examples of modeling UDL practices and provide lesson templates and observation protocols incorporating UDL features for assessing teacher candidates in clinical settings.

**LEADER(S):** Elizabeth Hartmann, Lasell College, Newton, MA**PRESENTER(S):** Elizabeth Berquist, Towson University, MD; Richard Jackson and Scott Lapinski, Boston College, Chestnut Hill, MA

8:00 AM-9:00 AM SESSION: 670 ROOM: 302

**Strand M, Session 1: Winning the Trifecta: Be Positive and Get Moving****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Presentation with Q&A

In addition to helping students achieve academic successes, we are in a unique position to utilize a multitude of resources to help students achieve successful communication and overcome fears of communication failures. Learn how to create positive communication opportunities and use exercise to improve learning.

**LEADER(S):** Candace Moore, Shallowater ISD and Lubbock ISD, TX

8:00 AM-9:00 AM SESSION: 671 ROOM: 311

**Strand N, Session 1: Future Quest Island: Helping Middle School Students With and Without Disabilities to Be College and Career Ready!****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

We provides an overview of Future Quest Island, an online accessible tool for middle school youth with and without disabilities that aligns 21st-century technology skills with college and career readiness. We also share challenges and strategies for professionals, students, and families to prepare middle school youth to set and achieve college and career goals.

**LEADER(S):** Debra Hart, University of Massachusetts, Boston**PRESENTER(S):** Meg Grigal, University of Massachusetts, Boston; Meaghan Carroll-Ratteau, Institute for Community Inclusion, University of Massachusetts, Boston

8:00 AM-9:00 AM SESSION: 672 ROOM: 101

**Teacher2Teacher Session: Augmentative and Alternative Communication in Your School: Simple Not-to-Miss Lessons****TOPIC:** Technology and Media**FORMAT:** Demonstration

Join me in this fast moving session that is packed with video examples on augmentative and alternative and alternative communication (AAC). I will share three important lessons from my teaching practice that have made a profound difference in the lives of the children with complex communication needs I serve.

**LEADER(S):** Samuel Sennott, Portland State University/  
Earl Boyle's School, OR

8:00 AM-9:00 AM SESSION: 673 ROOM: 203

**Teacher2Teacher Session: The 5 Step AIM Process: A District's Journey****TOPIC:** Technology and Media**FORMAT:** Demonstration

Learn how a 2-year PD initiative has completely changed the way we serve students with high incidence reading disabilities. We will describe how we started, and share what we have learned, data collected, and future plans. See how a systematic approach to identifying, assessing, documenting, and providing AIM is possible.

**LEADER(S):** Deb Meyne, Mississippi Bend Area Education Agency, IA

8:00 AM-9:00 AM SESSION: 674 ROOM: 103

**The Solutions Project: Real-World Mathematical Problem Solving for Students With Severe Disabilities****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

We will describe teacher training materials and findings from a 3-year project on teaching mathematical problem solving with generalization to real-world problems for students with moderate/severe disabilities. The intervention includes instruction combined with EBP's for teaching academics to this population.

**LEADER(S):** Alicia Saunders, University of North Carolina, Charlotte

**PRESENTER(S):** Diane Browder and Fred Spooner, University of North Carolina, Charlotte; Jenny Root, Florida State University, Tallahassee

8:00 AM-9:00 AM SESSION: 675 ROOM: 305

**Translating Evidence-Based Practices Into Routine Practices With Young Children With Autism****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Using the NPDC technical report, an in-depth review of 113 single-case designs focusing on 13 EBP's of children with autism below the age of 6 was conducted to determine the extent to which practices, as described, supported routine implementation by practitioners. We share and discuss the results.

**LEADER(S):** Andrea Boh, University of Minnesota, Minneapolis

**PRESENTER(S):** LeAnne Johnson, University of Minnesota, Minneapolis

8:00 AM-9:00 AM SESSION: 676 ROOM: 310

**Using Video Analysis to Develop Preservice Special Educators' Abilities to Identify Effective Instruction, Provide Useful Peer Feedback, and Improve Use of EBP's****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

We discuss the impact of video analysis on preservice special education teachers enrolled in an advanced methods course. Areas examined in our study included their ability to identify EBP's, provide feedback about instruction to peers, and integrate EBP's into instruction of students with high incidence disabilities.

**LEADER(S):** Amber Benedict, University of Florida, Gainesville

**PRESENTER(S):** Carly Roberts, University of Washington, Seattle

8:00 AM-9:00 AM SESSION: 677 ROOM: 204

**What Works With Students With Schizophrenia? From the Perspective of Teachers With Experience****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Although schizophrenia is included in the emotional disturbance definition and use of research-based practices is legally mandated, very little is known about effective interventions for students with schizophrenia. We surveyed educators of students with schizophrenia and share the results and compare it to the extant research literature.

**LEADER(S):** Jessica Wery, Elon University, NC

**PRESENTER(S):** Jacqueline Spencer, Elon University, NC



**8:00 AM-8:45 AM****SESSION: 679      ROOM: POSTER 1, BALLROOM A****A Review of Behavior-Specific Praise in K-12 Settings: Applying CEC's Quality Indicators for EBPs****TOPIC:** Research**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

We present findings from a comprehensive literature review on behavior-specific praise statements using the CEC Standards for Evidence-Based Practices in Special Education (2014). Limitations, future directions, and implications for practice, including steps for implementation in the classroom, are shared.

**LEADER(S):** Robin Ennis, University of Alabama, Birmingham**PRESENTER(S):** David Royer, University of Kansas, Lawrence**8:00 AM-8:45 AM****SESSION: 680      ROOM: POSTER 2, BALLROOM A****A Closer Look at the Preparation of Special Education Teachers in Math****TOPIC:** Strategies for Entry to the Special Education Career**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We provide an overview of a national survey of special education teacher preparation programs at 40 institutions. Learn key areas of mathematics development that are absent from many programs, ways to incorporate these areas within PD, and the implications for learners receiving special education services.

**LEADER(S):** Sarah Watt, Miami University, Oxford, OH**8:00 AM-8:45 AM****SESSION: 681      ROOM: POSTER 6, BALLROOM A****A Universal Design for Learning in Teaching: A Review****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Twenty-five empirical studies were examined to identify how research on UDL has been conducted from teachers' perspectives including K-12 and postsecondary classroom settings. We discuss how UDL has been used in various ways for teaching practice and share implications for effective UDL implementation.

**LEADER(S):** Haerin Park, Boston College, Chestnut Hill, MA**8:00 AM-8:45 AM****SESSION: 682      ROOM: POSTER 16, BALLROOM A****Evaluating Support Needs and Implementing Mand Training With an Elementary-Age Student With Severe Disabilities****TOPIC:** Physical/Health/Multiple Disabilities**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

The effects of an online learning module on the implementation of mand training by a classroom team were investigated to determine whether training improved manding for a student with multiple, severe disabilities. We share the results of the implementation which are promising!

**LEADER(S):** James Thompson, University of Kansas, Lawrence**PRESENTER(S):** Stephanie DeSpain, Northern Illinois University, DeKalb**8:00 AM-8:45 AM****SESSION: 683      ROOM: POSTER 8, BALLROOM A****Examining Immigrant Families' Needs for Educational and Therapeutic Services/Supports for Their Child With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Compared with children of U.S. born parents, children with ASD in immigrant families confront many unique challenges that affect their access to and use of therapeutic resources and educational services. We will examine the most pressing needs immigrant families face when raising their child with autism.

**LEADER(S):** Xiuchang Huang, Duquesne University, Pittsburgh, PA**PRESENTER(S):** Jie Zhang, The College at Brockport SUNY; Xiaohan Chen and Siddiq Ahmed, Duquesne University, Pittsburgh, PA

**8:00 AM-8:45 AM****SESSION: 684 ROOM: POSTER 11, BALLROOM A****Facilitating Home-School Partnerships Through the Development of Preference-Based Routines****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Poster Session

We discuss the findings from a study to facilitate strong school-family partnerships to improve the communication skills of students with severe or multiple disabilities. This intervention included team meetings to define a target communication goal, develop a routine, learn EBSs, and support the implementation.

**LEADER(S):** Sarah Cox, Florida State University, Tallahassee**PRESENTER(S):** Sarah Ivy, Florida State University, Tallahassee**8:00 AM-8:45 AM****SESSION: 685 ROOM: POSTER 13, BALLROOM A****Fostering Classroom Membership and Participation of High School Students With Severe Disabilities in Inclusive Settings****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Social interactions have been valued as an important inclusion outcome for students with severe disabilities. We share results from classroom observations that recorded naturally occurring classroom interactions of high school students with autism or ID. We also discuss recommendations and strategies for educational teams.

**LEADER(S):** Yun-Ching Chung, Illinois State University, Normal**PRESENTER(S):** Karen Douglas, Illinois State University, Normal**8:00 AM-8:45 AM****SESSION: 686 ROOM: POSTER 20, BALLROOM A****How Can We Increase African American Students' Participation in Gifted and Talented Education?****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Poster Session

The underrepresentation of CLD students in gifted education programs remain problematic in schools across the U.S. We will discuss the effect of principals' perceptions and common practices on the enrollment and retention of Black students' participation in secondary gifted and talented programs.

**LEADER(S):** Winter Bingham, Bowie State University, MD**8:00 AM-8:45 AM****SESSION: 687 ROOM: POSTER 17, BALLROOM A****How Effective Are Mathematical Interventions for Secondary Students With Mathematics Difficulties?****TOPIC:** Research**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

This meta-analysis evaluated the effectiveness of mathematical interventions for secondary students with mathematics difficulties. Results indicated that students receiving a mathematical intervention outperformed students in the control condition. Implications for educational practice will be discussed.

**LEADER(S):** Ahmed Alghamdi, University of Minnesota, Minneapolis**PRESENTER(S):** Scott Hefte and Asha Jitendra, University of Minnesota, Minneapolis**8:00 AM-8:45 AM****SESSION: 688 ROOM: POSTER 4, BALLROOM A****Including Students With Behavior Disorders: The Relationship Between School Climate and Academic Outcomes****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

This study investigated perceptions of school climate and their relationship with academic outcomes in a school that includes students with BD. Participants include students and teachers from Grades 3-5, and 3 administrators. We discuss inclusive practices when students with BD are included.

**LEADER(S):** Suzanne Vinnes, Boston University, MA**8:00 AM-8:45 AM****SESSION: 689 ROOM: POSTER 14, BALLROOM A****Including Students With Severe Disabilities in Elementary Schools in Japan****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Physical/Health/Multiple Disabilities**FORMAT:** Poster Session

As the Japanese government develops an inclusive education system, students with disabilities are choosing elementary schools as their educational placement. A focus-group interview was conducted to investigate the efforts by special education teachers to provide support for their students' needs.

**LEADER(S):** Yumiko Saito-Kitanosako, National Institute of Special Needs Education, Japan**PRESENTER(S):** Kazusa Wakabayashi, National Institute of Special Needs Education, Japan

**8:00 AM-8:45 AM****SESSION: 690 ROOM: POSTER 10, BALLROOM A****Language Learning Through The Arts: Vocabulary Learning During a Summer Arts Program****TOPIC:** Arts in Special Education**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Learn how integrating the arts can support vocabulary development with students with disabilities who are also language learners. We share the findings from Language Learning Through the Arts which examined how language is shared around an activity for children that included at-risk and students with disabilities.

**LEADER(S):** Maria Soria, University of Illinois, Chicago**PRESENTER(S):** Michael Scaletta and Giselle Nunez, University of Illinois, Chicago**8:00 AM-8:45 AM****SESSION: 691 ROOM: POSTER 9, BALLROOM A****Preparing Students With Developmental Disabilities for Postsecondary Education****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Attending college is an achievable goal for students with DD. However many students are not adequately prepared for this endeavor. Implications for collaborative program planning between educators and parents will be presented.

**LEADER(S):** Mary Hendricks, Columbus State University, GA**PRESENTER(S):** Toni Franklin, Jeffrey Conklin, and Gregory Blalock, Columbus State University, GA**8:00 AM-8:45 AM****SESSION: 692 ROOM: POSTER 7, BALLROOM A****Project Collaborative Care: Serving Infants and Toddlers With Disabilities in Child Care Settings****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

We describe a study exploring the experiences of child care and early intervention providers in serving infants and toddlers with disabilities in child care settings. We discuss the factors that support and hinder the inclusion of young children in child care settings and professional collaboration between providers.

**LEADER(S):** Jenna Weglarz-Ward, University of Nevada, Las Vegas**PRESENTER(S):** Rosa Milagros Santos, University of Illinois, Urbana-Champaign**8:00 AM-8:45 AM****SESSION: 693 ROOM: POSTER 22, BALLROOM A****Riding the Wave of Technology: Preparing for Tablet/Device Deployments in School Environments****TOPIC:** Technology and Media**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Poster Session

Technology is not only the wave of the future but it drives current instructional practices. When a school district determines to ride the wave, there are many important policies and protocols that need to be analyzed in technology deployment. Learn from our team about the ebbs and flows of our journey.

**LEADER(S):** Justin Lien, Drexel University, Philadelphia, PA/District of Columbia Public School, Washington, DC**PRESENTER(S):** Aimee Cepeda and Allison McGowan, District of Columbia Public Schools, Washington, DC**8:00 AM-8:45 AM****SESSION: 694 ROOM: POSTER 19, BALLROOM A****Seeing the Classroom in a Different Light: Rubric-Based Reflections in Practice****TOPIC:** Measuring Special Education Teacher Effectiveness**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We examine a rubric as part of a reflective exercise in learner-centered PD. The use of this rubric provides a practical tool for teachers and practitioners to self-assess their engagement of students, their use student-centered instruction principles, and application of effective teaching practices.

**LEADER(S):** Kevin Good, George Mason University, Fairfax, VA**PRESENTER(S):** Soo Ahn, Kelley Regan, and Anya Evmenova, George Mason University, Fairfax

**8:00 AM-8:45 AM****SESSION: 695      ROOM: POSTER 15, BALLROOM A****Teaching First Graders With Math and Language  
Difficulty to Solve Word Problems With "Pirate Math"****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI);  
Multi-Tier System of Supports**FORMAT:** Poster Session

Students with comorbid mathematics and language comprehension difficulty respond poorly to word-problem solving instruction relative to typically developing peers. You will learn components of a Tier-2 tutoring program for instructing students with mathematics and language comprehension difficulty how to solve word problems.

**LEADER(S):** Pamela Seethaler, Vanderbilt University, Nashville, TN**PRESENTER(S):** Lynn Fuchs and Caitlin Craddock, Vanderbilt University, Nashville, TN**8:00 AM-8:45 AM****SESSION: 696      ROOM: POSTER 5, BALLROOM A****Teaching General Education Teachers About Special  
Education****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI);  
Multi-Tier System of Supports**FORMAT:** Poster Session

Few teachers receive training to meet the needs of students with disabilities in the general education classroom. What is their role? What are their responsibilities? What must all teachers do to ensure that students with disabilities and other special needs receive the quality education they're entitled to?

**LEADER(S):** David Bateman, Shippensburg University, PA**PRESENTER(S):** Jenifer Cline, Great Falls Public Schools, MT;  
Bethany McConnell, University of Pittsburgh, Johnstown**8:00 AM-8:45 AM****SESSION: 697      ROOM: POSTER 18, BALLROOM A****The Benefits of Using Thematic Units for Students  
With Visual Impairments****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

Children with visual impairments often have difficulty developing a sense of classroom routine and may not have the same level of motivation as their peers. We will share results from a single-subject study on the benefits of using thematic units with preschool students with visual impairments.

**LEADER(S):** Megan Middlebrook, Kutztown University of Pennsylvania**8:00 AM-8:45 AM****SESSION: 698      ROOM: POSTER 3, BALLROOM A****Use of Response Cards With Middle School Students  
With EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We investigated the increase in engagement and on-task behavior for students with EBD who were taught how to use response cards during mathematics instruction. We share the findings which revealed that academic responding and on-task behavior increased during sessions when students were using response cards during instruction.

**LEADER(S):** Lisa Didion, University of Texas, Austin**PRESENTER(S):** Jessica Toste, University of Texas, Austin**8:00 AM-8:45 AM****SESSION: 699      ROOM: POSTER 21, BALLROOM A****Use of RTI in Mathematics in Secondary Schools****TOPIC:** Response to Intervention (RtI); Multi-Tier System  
of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We present research regarding different models schools are employing to implement RTI for mathematics in middle and high schools. The session will discuss the effectiveness of the models as well as how they compare to researched models of elementary implementation in mathematics.

**LEADER(S):** Emily Bouck, Michigan State University,  
East Lansing**PRESENTER(S):** Jiyoung Park, Michigan State University,  
East Lansing**8:00 AM-8:45 AM****SESSION: 700      ROOM: POSTER 12, BALLROOM A****Utilizing Self-Prompting AT to Enhance Vocational  
Opportunities for Individuals With ASD****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual  
Disabilities**FORMAT:** Poster Session

Learn how self-prompting AT can facilitate success of adolescent and young adults with ASD in vocational tasks. We will discuss the differences in traditional job coaching and video prompting on the effectiveness and efficiency of learning vocational tasks by individuals with ASD.

**LEADER(S):** Jennifer Cullen, Ball State University, Muncie, IN**PRESENTER(S):** Evette Simmons-Reed, Ball State University,  
Muncie, IN



9:15 AM-10:15 AM • SESSION: 703 • ROOM: 105

### Augmentative and Alternative Communication in School Settings

**TOPIC:** Communicative Disabilities and Deafness

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Caron Mellblom-Nishioka, California State University, Dominguez Hills

#### ■ Social Interactions of Elementary School Students Who Used Speech-Generating Devices Across School Settings

This session will focus on communicative interactions events of 23 students across school settings. We discuss the critical need for more communication interventions for students with disabilities and the gaps and limitations surrounding communication interventions in schools.

**LEADER(S):** Natalie Andzik, The Ohio State University, Columbus

**PRESENTER(S):** Yun-Ching Chung, Illinois State University, Normal

#### ■ Implementation of AAC in the Classroom

Engage in an interactive session on implementing communication systems, from low tech to high tech, into the classroom. This session will help you understand how different evidence-based strategies can be incorporated in your classrooms to improve all students' communication skills.

**LEADER(S):** Dana Hall, P.G. Chambers School, NJ

**PRESENTER(S):** Jen Jacobs, P.G. Chambers School, Cedar Knolls, NJ

9:15 AM-10:15 AM SESSION: 704 ROOM: 206

### Bullying and Students With Disabilities: A Systematic Literature Review of Intervention Studies

**TOPIC:** Research

**SECONDARY TOPIC:** Emotional and Behavioral Disorders

**FORMAT:** Presentation with Q&A

We share the results of a systematic review of bullying intervention literature for students with disabilities including the procedures and results of applying the CEC 2014 quality indicators to this body of literature. Join us and discuss how to use various anti-bullying programs in your classrooms/schools.

**LEADER(S):** Zachary Johnson, Georgia State University, Atlanta

**PRESENTER(S):** David Houchins, Georgia State University, Atlanta

9:15 AM-10:15 AM SESSION: 705 ROOM: 310

### Changing the Landscape: Improving Novice Teachers' Use of Classroom Management Through Practice-Based Professional Development

**TOPIC:** Personnel Preparation

**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career

**FORMAT:** Presentation with Q&A

Research has demonstrated that systematic, on-going teacher PD is more effective than one-shot workshops. An overview of a framework and results from a study examining the effect on classroom management with novice teachers will be presented.

**LEADER(S):** Shanna Hirsch, Clemson University, SC

**PRESENTER(S):** Lauren Evanovich, University of Louisville, KY

9:15 AM-10:15 AM SESSION: 706 ROOM: 107

### Effective Co-Teaching in Math and Science Classrooms

**TOPIC:** Collaboration and Inclusive Practices

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

**FORMAT:** Presentation with Q&A

Educators must learn strategies for planning differentiated instruction and co-teaching. Participants will analyze video footage of math and science lessons showing how co-teachers use routines and a 'playbook' for efficient planning. Learn how teachers with different subject area expertise can effectively plan and teach in less familiar subjects.

**LEADER(S):** Rhonda Bondie, Fordham University, New York, NY

9:15 AM-10:15 AM SESSION: 707 ROOM: 303

**Effects of a Culturally Responsive Social Skills Curriculum Elementary African American Students At-Risk for EBD****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Demonstration

An examination of office disciplinary referrals within the SWPBS reveal overrepresentation of African American students. One way to address this is through culturally responsive social skills instruction. We discuss the results of a study that investigated the effectiveness of a CRSSC developed with parental input.

**LEADER(S):** Robai Werunga, University of North Carolina, Charlotte**PRESENTER(S):** Tosha Owens, University of North Carolina, Charlotte

9:15 AM-10:15 AM SESSION: 708 ROOM: 308

**Effects of Video-Based Instruction and Interleaved Worked Solution Strategy on Mathematics Performance****TOPIC:** STEM**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Supporting students' math literacy and successful independent problem solving is important. Two targeted interventions that have evidence based in math are Video-Based instruction (VBI) and Interleaved Worked Solution Strategy (IWSS). We evaluate the effectiveness of a combined VBI-IWSS intervention to solve multi-stepped math problems.

**LEADER(S):** Elizabeth Hughes, Duquesne University, Pittsburgh, PA**PRESENTER(S):** Gulnoza Yakubova, University of Maryland, College Park

9:15 AM-10:15 AM SESSION: 709 ROOM: 202

**Equal Sign Exploration: Explicit Equal Sign Instruction on Mathematical Problem Solving for Elementary Students With Low-Language Abilities****TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

How does Equal Sign Exploration, an explicit equal-sign instructional intervention, impact mathematical problem solving? Learn about an intervention that improved students' abilities to solve equations using numerical and visual representations. We will model intervention procedures, review materials, and report teacher responses.

**LEADER(S):** Caitlyn Majeika, Vanderbilt University, Nashville, TN**PRESENTER(S):** Amanda Sheaffer, Vanderbilt University, Nashville, TN; Jason Chow, Virginia Commonwealth University, Richmond

9:15 AM-10:15 AM SESSION: 710 ROOM: 101

**Evaluation Model for Educational Programs for Students With Behavioral Needs****TOPIC:** Assessment**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

Programs designed to meet the needs of students with BD need to be evaluated for essential, research-based elements to ensure the acquisition of student goals and ultimately success. We will provide quality indicators as well as an evaluation tool that can be used to evaluate programming for students with behavioral needs.

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

9:15 AM-10:15 AM SESSION: 711 ROOM: 108

**I Want a Divorce! How to Prevent Your Co-Teaching Marriage From Falling Apart****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Collaborating and co-teaching in secondary schools presents special education teachers with multiple challenges. By learning how to be an effective communicator and negotiator you will be a more successful co-teacher and advocate for your students, thus better meeting the needs of all students.

**LEADER(S):** Suzanne Kemp, University of Nebraska, Lincoln



9:15 AM-10:15 AM • SESSION: 712 • ROOM: 110

### Impacting Future Work Opportunities for Students with ASD

**TOPIC:** Career Development/Transition

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Dale Matusevich, Delaware Department of Education, Dover

#### ■ Ensuring Access to Work-Based Learning Experiences for “Future Ready” Students With ASD

Postsecondary outcomes for students on the autism spectrum are bleak. Participating in meaningful work-based learning experiences have proven to enhance outcomes, however many students don’t have access to these experiences. Learn practical strategies to embed these opportunities within the school and community setting.

**LEADER(S):** Kara Hume, Frank Porter Graham Child Development Institute/UNC, Chapel Hill

**PRESENTER(S):** Tara Regan, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Kate Szidon, Waisman Center, University of Wisconsin, Madison

#### ■ Who Works? We Do! Students’ Voices on Successful Transition From School to Work

Studies indicate factors associated with employment for individuals with ASD, but what do these individuals feel really works? A survey was conducted with graduates from a university /school transition program. View students’ perspectives via video interviews that share factors leading to successful employment.

**LEADER(S):** Patricia Arter, Marywood University, Scranton, PA

**PRESENTER(S):** Francis DeMatteo, Marywood University, Scranton, PA

9:15 AM-10:15 AM SESSION: 713 ROOM: 301

### Incorporating Performance Indicators for Special Education Teachers in Standard Evaluation Models

**TOPIC:** Measuring Special Education Teacher Effectiveness

**SECONDARY TOPIC:** Administration/Supervision

**FORMAT:** Demonstration

After a brief review of research about special education teacher evaluation, you will participate in a review of CEC standards of preparation and practice. Participants will then work collaboratively to develop tools to supplement evaluation using the model in their school, district or state.

**LEADER(S):** Tiffany Mrla, Learning & Behavior Solutions, Inc., Springdale, AR



9:15 AM-10:15 AM • SESSION: 714 • ROOM: 305

### Legal issues for High School Students with Disabilities

**TOPIC:** Public Policy

**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Kelly Acosta, University of Florida, Gainesville

#### ■ Legal Aspects of Postsecondary Transition: A 25-Year Review of Circuit Court Decisions

The postsecondary transition requirement was added to IDEA 1990. We provide an overview of 25 years of circuit court decisions related to transition, including transition service requirements, descriptive statistics of decisions, and recommendations for legally appropriate transition programming for students with disabilities.

**LEADER(S):** Angela Prince, University of Tennessee, Chattanooga

**PRESENTER(S):** Antonis Katsiyannis, Clemson University, SC

#### ■ LD and ADHD Accommodation Documentation for Entrance Exams: Legal Developments and Implications

Documenting LD and/or ADHD for accommodations on college entrance exams can be challenging and changes in federal enforcement of relevant laws are imminent. We will review the developments and documentation guidelines of 10 exams and provide recommendations for disability documentation.

**LEADER(S):** Will Lindstrom, University of Georgia, Athens

**PRESENTER(S):** Jennifer Lindstrom, University of Georgia, Athens

9:15 AM-10:15 AM SESSION: 715 ROOM: 300

**Literacy, Technology, and Deaf Education: Evaluating a Reading Intervention Delivered Through Skype****TOPIC:** Technology and Media**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

Reading is an essential skill for school success. We highlight the beneficial effects of a technology-assisted, direct instruction intervention on the oral reading fluency of African American deaf and hard of hearing high school students at-risk for reading failure using a culturally relevant modification of REWARDS via Skype.

**LEADER(S):** Martreece Watson, The Ohio State University, Columbus

9:15 AM-10:15 AM SESSION: 716 ROOM: 201

**Multiple Perspectives on How a Change in the Law Affected the Provision of Mental Health Related Services****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Public Policy**FORMAT:** Presentation with Q&A

In 2011, a California law that required county departments of mental health to provide mental health services to special education students ended and full responsibility for these services was transferred to school districts. We share findings from a survey regarding how the change affected children with EBD and their families.

**LEADER(S):** Lois Weinberg, California State University, Los Angeles

**PRESENTER(S):** Jenny Chow, Paul Luelmo, and Bryan Thornton, California State University/UCLA, Los Angeles

9:15 AM-10:15 AM SESSION: 717 ROOM: 205

**Music Therapy in Early Intervention****TOPIC:** Arts in Special Education**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

We provide an overview of music therapy in early intervention. Our discussion includes the effectiveness of individual and group music therapy strategies on infant and toddler development, and multicultural music therapy in supporting family culture/diversity in early intervention.

**LEADER(S):** Cynthia Koskela, Harvard University, Cambridge, MA

9:15 AM-10:15 AM SESSION: 718 ROOM: 312

**Program Chair Featured: Effectively Integrating Technology Across the Curriculum****TOPIC:** Technology and Media**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

This session will provide participants with a model for infusing educational technology across the academic curriculum. Strategies for professional development of both student and faculty as well as tools for measuring student outcomes will be included.

**LEADER(S):** Diana Rogers-Adkinson, Southeast Missouri State University, Cape Girardeau



9:15 AM-10:15 AM • SESSION: 719 • ROOM: 207

**RTI Approaches to Behavioral Supports****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Multi-Presentation Session

**MODERATOR(S):** Blair Lloyd, Peabody College of Vanderbilt University, Nashville

### ■ Adapting and Individualizing Behavioral Supports for Non-Responders: A Problem-Solving Framework

Join us and learn about approaches to adapt and individualize Tier 2 and Tier 3 behavioral supports. In contrast to standard protocols that intensify intervention by increasing dosage, we describe a flexible, problem-solving framework that focuses on relevant student and contextual variables and their impact on responsiveness to treatment.

**LEADER(S):** Blair Lloyd, Peabody College of Vanderbilt University, Nashville

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

### ■ The Building Leader's Role in Response to Intervention for Students With Problem Behaviors

Practitioners have seen more promise with RTI related to academics rather than behavior. We examine factors for leadership during the development of RTI--behavior practices and procedures. Discussion includes context/culture, teacher development, processes for data-based decision making, FBA and BIP, and Tier 2/3 interventions.

**LEADER(S):** Ted Esser, Millard Public Schools, Omaha, NE

**PRESENTER(S):** Terry Houlton and Lori Bartels, Millard Public Schools, Omaha, NE



9:15 AM-10:15 AM SESSION: 720 ROOM: 200

**Strand K, Session 2: Positive Classroom Behavior Support: Critical Foundations, Practices, and Systems****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Positive Classroom Behavior Support (PCBS) is an empirically-supported, preventative, and positive approach to classroom management. We provide a rationale for PCBS, highlight key practices that promote students' academic and social behavior outcomes, and describe systems to support teachers' implementation of PCBS.

**LEADER(S):** Jennifer Freeman, University of Connecticut, Storrs**PRESENTER(S):** Diane Myers, Texas Woman's University, Denton; Brandi Simonsen, University of Connecticut, Storrs

9:15 AM-10:15 AM SESSION: 721 ROOM: 210

**Strand L, Session 2: Universal Design for Learning Online****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Panel

Learning Management Systems presents opportunities and obstacles in both teacher preparation and PD. Panelists will present a range of flipped, blended, and fully online approaches for course/program delivery. Emphasis will be given to incorporating the principles of UDL in the design phase of course planning.

**LEADER(S):** Skip Stahl, CAST, Wakefield, MA**PRESENTER(S):** Yvel Crevecoeur, The City College of New York, NY; Scott Lapinski, Boston College, Chestnut Hill, MA; Cynthia Curry, CAST, Wakefield, MA

9:15 AM-10:15 AM SESSION: 722 ROOM: 302

**Strand M, Session 2: Winning the Trifecta: Organizational Strategies and Alternative Service Delivery Models****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Presentation with Q&A

Use of an organizational system is a component in developing executive function skills. Learn how utilizing multiple alternative service delivery models in addition to a traditional models adds flexibility, increased opportunities for collaboration, and ultimately increased student success.

**LEADER(S):** Candace Moore, Shallowater ISD and Lubbock ISD, TX

9:15 AM-10:15 AM SESSION: 723 ROOM: 311

**Strand N, Session 2: Preparing for College? Effective Transition Practices for Students With Intellectual Disability****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Opportunities for students with ID to go to college are increasingly available. We give an overview of inclusive postsecondary education options and then provide practical tips for teachers to support students with ID and their families in learning about postsecondary education programs and preparing for college.

**LEADER(S):** Clare Papay, Think College, University of Massachusetts, Boston**PRESENTER(S):** Nancy Hurley, University of Massachusetts, Boston

9:15 AM-10:15 AM SESSION: 724 ROOM: 313

**Survival Guide for the First-Year Special Education Teacher****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Strategies for Entry to the Special Education Career**FORMAT:** Presentation with Q&A

How do we support novice teachers as they embark on a career in special education? Join us for an interactive session introducing CEC's latest guide for new special education professionals. The guide provides strategies and helps alleviate stresses that new teachers feel as they prepare for the classroom.

**LEADER(S):** Catherine Thompson, George Mason University, Fairfax, VA**PRESENTER(S):** Clara Hauth, Marymount University, Arlington, VA

9:15 AM-10:15 AM SESSION: 725 ROOM: 204

**Systematic Screening of Internalizing and Externalizing Behaviors to Inform Student Supports and Services****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Assessment**FORMAT:** Panel

We describe how schools can effectively conduct systematic screenings of internalizing and externalizing behavioral concerns. Topics include schoolwide assessments that identify population-level need, the SRSS-IE, a screening tool for internalizing and externalizing behaviors, and implementation of screenings as a regular school practice.

**LEADER(S):** Jennifer Green, Boston University, MA**PRESENTER(S):** Wendy Oakes, Arizona State University, Tempe; Kathleen Lynne Lane, University of Kansas, Lawrence

9:15 AM-10:15 AM SESSION: 726 ROOM: 104

**Teacher2Teacher Session: Kapow! Bam! Boom! History Through Graphic Novels****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

The integration of technology allows educators to access graphic novels and craft personalized lessons. I will share my lessons which include activities that promote close reading, analysis of primary and secondary resources, evaluation/integration of multiple sources, and written arguments based on history.

**LEADER(S):** Richard McNeil III, Massapequa High School, NY

9:15 AM-10:15 AM SESSION: 727 ROOM: 203

**Teacher2Teacher Session: The Story of Basketball, Discovery and Ultimate Success: A look Into Successful Inclusion in the Secondary Setting****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Demonstration

Basketball, discovery and ultimate success will lead you through a student, teacher, and transition program director's point of view on how to foster a schoolwide inclusive environment. We will share strategies on how to cultivate an inclusive environment both in the classroom and the school.

**LEADER(S):** Meghan LeFevers, Gaston County School, NC**PRESENTER(S):** Aubrey Bridges, Winthrop Think College, Rock Hill, SC

9:15 AM-10:15 AM SESSION: 728 ROOM: 103

**Using Evidence-Based Practice to Teach Common Core Math Standards to Students With Significant Cognitive Disabilities****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

New math standards are changing expectations for teachers of students with significant cognitive disabilities. How do teachers deliver effective instruction to facilitate better outcomes for students? Results from instructional videos uncover EBP to include modeling, systematic response prompting, and math verbalization.

**LEADER(S):** Deborah Fulmer, University of Pittsburgh, PA**PRESENTER(S):** Jesse Dvorchak, Naomi Zigmond, Justin Coy, and Jill Gleason, University of Pittsburgh, PA

9:15 AM-10:00 AM

SESSION: 729 ROOM: POSTER 3, BALLROOM A

**Brief Prompting to Reduce Attention-Seeking Disruptive Behavior****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We share the findings from a study that examined the effects of a brief prompting procedure just prior to classroom instruction in an attempt to decrease the attention-seeking disruptive behavior. We discuss implications for practical applications of similar intervention approaches in classroom settings.

**LEADER(S):** Jason Gordon, University of Tennessee, Knoxville**PRESENTER(S):** Mari Beth Coleman and David Cihak, University of Tennessee, Knoxville

9:15 AM-10:00 AM

SESSION: 730 ROOM: POSTER 6, BALLROOM A

**Differentiated Literacy Strategies for Emergent K-12 Readers With Significant Needs****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Using the principles of differentiated instruction, we can increase students' skills using evidence-based strategies and materials. Learn how to develop a differentiated literacy lesson and teach emergent readers using shared and guided reading strategies in K-12 settings.

**LEADER(S):** Robin Brewer, University of Northern Colorado, Greeley

9:15 AM-10:00 AM

SESSION: 731 ROOM: POSTER 12, BALLROOM A

**Enhancing the Collaborative Practices With Pre-Professional Occupational Therapists and Early Childhood Special Education Students****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

This session will share data from an innovative teacher education design of structured opportunities for collaboration between preprofessional OTs and preprofessional EC special education students. Our focus will be on improving the academic and behavioral outcomes to support improved developmental outcomes and school readiness of children.

**LEADER(S):** Allison Mullady, Arizona State University, Tempe**PRESENTER(S):** Kathleen Farrand, Arizona State University, Tempe

9:15 AM-10:00 AM

SESSION: 732 ROOM: POSTER 1, BALLROOM A

**Formative Assessment: A Preschool Case Study Examining Links to Scaffolding, Challenges, and Barriers****TOPIC:** Assessment**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

We present the results and practical implications of a case study to understand formative assessment processes through the perspective of 6 preschool teachers in special education settings. Presented are the results of the qualitative study including themes and a revised model of formative assessment processes.

**LEADER(S):** Cindy Collado, Dominican University of California, San Rafael

9:15 AM-10:00 AM

SESSION: 733 ROOM: POSTER 4, BALLROOM A

**Influential Factors in Interpreting and Understanding Disciplinary Infractions With Students With EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

We examined case studies of students with EBD and determined influential information when interpreting disciplinary infractions leading to manifestation determinations. We discuss the results which indicated the importance of internal and external factors.

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

9:15 AM-10:00 AM

SESSION: 734 ROOM: POSTER 8, BALLROOM A

**Investigating the Effects of Outdoor Learning Environments on Elementary Students With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

We describe practitioners' perceptions of the benefits and drawbacks of outdoor learning environments for students with autism. This is the first phase of a single case research study of the effects of outdoor learning environments on social-emotional and academic outcomes. Recommendations for practice discussed.

**LEADER(S):** Samantha Friedman, Elon University, NC**PRESENTER(S):** Scott Morrison and Jessica Wery, Elon University, NC

9:15 AM-10:00 AM

SESSION: 735 ROOM: POSTER 9, BALLROOM A

**Looking Outward: Seeking Answers to Student Engagement Challenges in Distance Education Models****TOPIC:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

The purpose of our study was to understand challenges in promoting and measuring student engagement across three different distance education courses. We will use the results to discuss looking outside higher education to improve distance education learning environments.

**LEADER(S):** Sarah Nagro, George Mason University, Fairfax, VA**PRESENTER(S):** Jodi Duke, George Mason University, Fairfax, VA

9:15 AM-10:00 AM

SESSION: 736 ROOM: POSTER 2, BALLROOM A

**Mentoring: A Collaborative Model for Doctoral Scholars****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

A collaborative model for doctoral scholars, highlights the mentoring component of a federally funded leadership personnel preparation project. A full-time mentor is provided each funded scholar enrolled in the NUSELI doctoral program and has led to the 100% graduation rate of the program.

**LEADER(S):** Jillian Gourwitz, University of Central Florida, Orlando**PRESENTER(S):** Suzanne Martin and Dena Slanda, University of Central Florida, Orlando

**9:15 AM-10:00 AM****SESSION: 737      ROOM: POSTER 13, BALLROOM A****Parent and Teacher Perspectives of the Social Competence of Young Children as a Function of Linguistic Diversity****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

This session will present research about parent and teacher perceptions of the social emotional development of DLLs and strategies for early childhood educators to be better prepared to effectively teach CLD students. Learn how appropriate opportunities and interventions can be provided to help support closing the achievement gap.

**LEADER(S):** Christine Baxter, University of Nevada, Las Vegas**PRESENTER(S):** Cristina Reding, University of Nevada, Las Vegas**9:15 AM-10:00 AM****SESSION: 738      ROOM: POSTER 11, BALLROOM A****Project AIM – Teaching Decimals****TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Students with mathematics difficulties are expected to access a rigorous curriculum through standards-based mathematics and benefit from strategies that scaffold mathematics instruction. We share lessons used in Tier 2 intervention classes to boost students mathematics outcomes.

**LEADER(S):** Elisheba Kiru, University of Texas, Austin**PRESENTER(S):** Diane Bryant, Meadows Center for Preventing Educational Risk at UT, Austin**9:15 AM-10:00 AM****SESSION: 739      ROOM: POSTER 7, BALLROOM A****Social Skills Instruction for Students With Disabilities: Peer-Mediated Opportunities for Inclusive Classrooms****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Learn peer-mediated strategies for improving the social and academic outcomes of students in inclusive classrooms. We discuss how to use peer-mediated learning as a vehicle for 'accidentally' facilitating opportunities for students to learn and practice social skills.

**LEADER(S):** Aaron Perzigian, Western Washington University, Bellingham**9:15 AM-10:00 AM****SESSION: 740      ROOM: POSTER 14, BALLROOM A****Supporting Language and Literacy Development of Pupils with EAL in Irish Primary Schools: Teacher Perspectives****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

Learn about the complexities of the role of the elementary school teacher in supporting EAL learners in Irish schools, at a time of significant curricular and policy reform in Irish primary education. We examine the teaching approaches used by teachers in Irish elementary classrooms to support these learners.

**LEADER(S):** Fíodhna Gardiner-Hyland, Mary Immaculate College, University of Limerick, Ireland**9:15 AM-10:00 AM****SESSION: 741      ROOM: POSTER 18, BALLROOM A****Teaching Orientation and Mobility Skills to Students Who Are Blind or Visually Impaired****TOPIC:** Visual Impairments**SECONDARY TOPIC:** Visual Impairments**FORMAT:** Poster Session

Geocaching is a treasure hunting game that utilizes GPS enabled devices to navigate to a specific area and find a hidden treasure. Letterboxing is the same type of activity that utilizes written clues that lead to the hidden treasure. Learn how to use these activities as a teaching method for orientation and mobility skills.

**LEADER(S):** Diane Pevsner, University of Alabama, Birmingham**PRESENTER(S):** Paula Tapia, Baldwin County Schools, AL**9:15 AM-10:00 AM****SESSION: 742      ROOM: POSTER 15, BALLROOM A****Teaching Struggling Writers to Write Informational Text****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports**FORMAT:** Poster Session

This interactive session targets teacher implementation of a writing intervention for upper elementary students. We will introduce an intervention for teaching students to write text using provided information and using text structures as an organizational tool. Empirical evidence will also be presented.

**LEADER(S):** Michael Hebert, University of Nebraska, Lincoln**PRESENTER(S):** J. Ron Nelson, University of Nebraska, Lincoln

**9:15 AM-10:00 AM****SESSION: 743      ROOM: POSTER 19, BALLROOM A****Teaching Student-Teachers to Recruit Feedback During Supervision Meetings****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Poster Session

We evaluated the effects of a mnemonic strategy on student teachers' feedback-seeking behaviors. Results indicated that the intervention increased participants' feedback-seeking behaviors, and skills generalized to a second supervisor. Implications for research and practice are discussed.

**LEADER(S):** Paula Chan, Cleveland State University, OH**PRESENTER(S):** Ellen Murfey, Cleveland State University, OH**9:15 AM-10:00 AM****SESSION: 744      ROOM: POSTER 16, BALLROOM A****Teaching Summary Writing Skills to High School Writers With Disabilities****TOPIC:** Research**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

Our study explored a summary writing strategy on the writing and reading comprehension of high school students with disabilities. We discuss the results which indicated that the students wrote longer and higher quality summaries and improved their reading comprehension scores after learning the strategy.

**LEADER(S):** Kristie Asaro-Saddler, University at Albany, NY**9:15 AM-10:00 AM****SESSION: 745      ROOM: POSTER 17, BALLROOM A****The Effects of a Simple Sentence Writing Intervention on Postsecondary Students With IDD****TOPIC:** Research**SECONDARY TOPIC:** Assessment**FORMAT:** Poster Session

We will provide the methods and results of a simple sentence writing intervention on 4 postsecondary students with IDD. The intervention focused on teaching students the critical components of writing (e.g., subject-verb agreement, capitalization, punctuation) through the use of explicit instruction and picture-word prompts.

**LEADER(S):** Derek Rodgers, University of Iowa REACH Program, Iowa City**PRESENTER(S):** Shawn Datchuk, University of Iowa, Iowa City**9:15 AM-10:00 AM****SESSION: 746      ROOM: POSTER 5, BALLROOM A****Think Big, Start Small: Diverse Perspectives on UDL Implementation in an Urban Public School****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Poster Session

The leadership team of a Boston public school present a collaborative action research study on the implementation of inclusive practices using the UDL framework. They analyzed their practice, leadership, and PD which yielded reflections and action plans on how to educate all students in CLD settings.

**LEADER(S):** Elizabeth Hartmann, Lasell College, Newton, MA**9:15 AM-10:00 AM****SESSION: 747      ROOM: POSTER 20, BALLROOM A****UDL in a College Classroom: Practicing What We Preach****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We highlight UDL features that one college course utilized to help prepare future general educators to meet the needs of students with diverse learning needs. Helpful tips for teacher educators are provided, including ways this university course has evolved over the last 5 years.

**LEADER(S):** Catherine Semnoski, University of Rhode Island, Kingston**PRESENTER(S):** Adam Moore, University of Rhode Island, Providence**9:15 AM-10:00 AM****SESSION: 748      ROOM: POSTER 10, BALLROOM A****Using Schema-Based Instruction to Support the Word Problem Solving Skills of Students With EBD****TOPIC:** STEM**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

In this interactive session, we share the results from a single-case, multiple baseline study examining the effects of schema-based instruction on the word problem solving skills of 3 third graders with emotional and/or behavioral disorders. Strategies, resources, and materials are provided.

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

10:30 AM-11:30 AM SESSION: 750 ROOM: 301

**A Collaborative Approach to Enhancing Inclusive Education in Indonesia****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

We report findings from a qualitative study involving a participatory workshop in Yogyakarta, Indonesia with members from 7 schools engaged in establishing inclusive principles and practice within their communities. Outcomes highlight the importance of cultural and organizational qualities and quality of classroom practice.

**LEADER(S):** David Evans, University of Sydney, New South Wales, Australia**PRESENTER(S):** Michelle Bonati, University of Sydney, New South Wales, Australia

10:30 AM-11:30 AM SESSION: 751 ROOM: 101

**Advancing Gifted Students' Vocabulary, Communication, and Inquiry Skills: Increasing Achievement and Engagement****TOPIC:** Gifted and Talented**SECONDARY TOPIC:** Cultural and/or Linguistic Diversity**FORMAT:** Presentation with Q&A

Learn evidence-based strategies to help gifted students increase their vocabulary and communication skills, develop higher level thinking skills, and achieve advanced levels of academic proficiency and inquiry. We will share ideas for advancing students' language proficiency, engagement, and creativity to make students more effective thinkers, communicators, and inquirers.

**LEADER(S):** Donna Knoell, Educational Consultant, Shawnee Mission, KS

10:30 AM-11:30 AM SESSION: 752 ROOM: 310

**Coaching as PD in High School Settings: Supporting Educators in Effective Implementation of EBPs for Adolescents With ASD****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Coaching is a key ingredient for the successful implementation of EBPs for students with ASD, particularly in high school settings. We describe a coaching model supported by principles of implementation science and share data from its implementation.

**LEADER(S):** Suzanne Kucharczyk, University of Arkansas, Fayetteville**PRESENTER(S):** Kate Szidon, Waisman Center, University of Wisconsin, Madison

10:30 AM-11:30 AM SESSION: 753 ROOM: 108

**Collaboration Between a Public-School and College to Establish a Summer School for Students With Disabilities****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

Learn about an academic summer school program established by a college in partnership with a local school district. This collaboration offers an alternative approach where, under the supervision of college professors and qualified mentor teachers, students with disabilities are taught by graduate student teachers.

**LEADER(S):** Anjali Misra, SUNY College at Potsdam

10:30 AM-11:30 AM SESSION: 754 ROOM: 303

**Culturally and Linguistically Diverse Parents' Participation and Language Access in IEP Meetings****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

We share findings from research with CLD parents about their participation and language access during their children's IEP meetings. Implications include facilitators of and barriers to CLD parents' engagement during IEP meetings with a focus on teacher practices that promote meaningful engagement by CLD parents.

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

10:30 AM-11:30 AM SESSION: 755 ROOM: 202

**Disciplinary Literacy, General Strategy Instruction, and the Education of Students With Learning Disabilities****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Working with struggling adolescent learners to improve literacy outcomes in content area courses? We review the research on disciplinary literacy providing examples of research-based instruction to meet our student's needs. Teacher handouts on best practice and a list of additional resources will be shared!

**LEADER(S):** Michael Faggella-Luby, Texas Christian University, Fort Worth**PRESENTER(S):** Patricia Graner, University of Kansas, Lawrence; Sally Drew, Central Connecticut State University, New Britain

10:30 AM-11:30 AM SESSION: 756 ROOM: 102

**Evidence-Based Practices: Practical E-learning Tools for Teachers of Students With ASD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

The Autism Focused Intervention Resources and Modules consists of free, self-paced learning modules and resources for 27 EBPs for teachers of students with ASD. We will present strategies for matching EBPs to student goals and using online modules to implement these practices with fidelity.

**LEADER(S):** Ann Sam, Frank Porter Graham Child Development Institute, UNC, Chapel Hill**PRESENTER(S):** Ann Cox, Frank Porter Graham Child Development Institute/UNC, Chapel Hill; Samuel Odom, University of North Carolina, Chapel Hill

10:30 AM-11:30 AM SESSION: 757 ROOM: 110

**High School Students' With Mild Disabilities Requests for Accommodations: The Effects of Self-Advocacy and Conflict Resolution Instruction****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Self-advocacy interventions have been identified as critical skills for students with disabilities in accessing accommodations. We will discuss the results of a study that examined the effects of SACR instruction on the ability to request and negotiate accommodations for high school seniors with mild disabilities.

**LEADER(S):** Debra Holzberg, University of North Carolina, Charlotte**PRESENTER(S):** Dana Rusher, University of North Carolina, Charlotte

10:30 AM-11:30 AM SESSION: 758 ROOM: 206

**I'm Not Prepared for This: Professional Development Needs of General and Special Education Inclusion Teachers****TOPIC:** Research**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

Many general and special educators have expressed frustration and concern with lack of teacher preparation and knowledge to successfully teach inclusion classes. Based on a focus group study of K-12 general and special educators, principals, and superintendents, we discuss the professional development needs of practicing K-12 general and special educators.

**LEADER(S):** Melissa Sreckovic, University of Michigan, Flint**PRESENTER(S):** De'Andre Shepard, University of Michigan, Flint

10:30 AM-11:30 AM SESSION: 759 ROOM: 300

**Leveraging Scarce Resources: Using Technology to Support Best Practices and Peer Mentoring for Rural and Underserved Communities****TOPIC:** Technology and Media**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

UW ECHO in education offers an innovative approach to building professional capacity in state and local education agencies, through the training of best practices and peer/expert mentoring. Learn the results of the pilot, areas of potential replication, and further evaluation of the ECHO model in education.

**LEADER(S):** Canyon Hardesty, Wyoming Institute for Disabilities, Laramie

10:30 AM-11:30 AM SESSION: 760 ROOM: 207

**Low-Cost, Low-Effort Behavior Interventions for Students Who Need Additional Behavior Support****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Demonstration

Many schools utilize schoolwide PBIS to manage student behavior, but not all students will respond to schoolwide interventions. We present three different low-cost/low-effort evidence-based practices that teachers can utilize with any student, regardless of disability, to reduce problem behavior before intensive intervention is required.

**LEADER(S):** Sara Snyder, University of Georgia, Athens**PRESENTER(S):** Rachel Cagliani, University of Georgia, Athens

10:30 AM-11:30 AM SESSION: 761 ROOM: 201

**Parents Speak: A Phenomenological Study on Living With a Child With EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Many people believed that with the Patient Protection and Affordable Care Act, mental illnesses would be treated on parity with physical illness. However, loopholes exist, meaning denial of services, exorbitant co-pays, and limits on treatments. We examine the experiences of families trying to receive services for their children with EBD.

**LEADER(S):** Shanon Taylor, University of Nevada, Reno**PRESENTER(S):** Ann Bingham, University of Nevada, Reno

10:30 AM-11:30 AM SESSION: 762 ROOM: 204

**Pathway to Graduation: A Summer Reading Intervention Project for Middle School Students****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Presentation with Q&A

We describe a summer reading intervention project for middle school students who are struggling readers and exhibit behavioral deficits. The purpose of the program was to intervene with struggling readers and to develop motivational skills. Learn to identify opportunities for similar programs in your school.

**LEADER(S):** Amanda Hilsmer, Samford University, Birmingham, AL**PRESENTER(S):** Nicolette Christians, Spectrum Education and Behavior Services, Bothell, WA

10:30 AM-11:30 AM SESSION: 763 ROOM: 200

**Strand K, Session 3: Supporting District, State, and Regional Implementation Capacity: Lessons Learned from Northeast PBIS****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

The Northeast Positive Behavioral Interventions and Supports (NEPBIS) Network is invested in building regional capacity to efficiently support district- and state-level implementation of Multi-Tiered Systems of Support. We describe components of district and state implementation, present a blueprint for capacity building, and describe key regional supports that promote local capacity.

**LEADER(S):** Adam Feinberg, University of Connecticut, Storrs**PRESENTER(S):** Brandi Simonsen, Jennifer Freeman, and Susannah Everett, University of Connecticut, Storrs; Bob Putnam, The May Institute, Norwood, MA

10:30 AM-11:30 AM SESSION: 764 ROOM: 210

**Strand L, Session 3: Professional Development for School and District Improvement Through the UDL Lens****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Panel

Teachers and school leaders need PD to build school capacity for examining barriers inherent to traditional practice. We will present PD approaches ranging from one shot awareness sessions to extended researcher/practitioner collaborations employing UDL guidelines and principles of improvement science.

**LEADER(S):** Kirk Behnke, CAST, Wakefield, MA**PRESENTER(S):** Richard Jackson and Martin Scanlan, Boston College, Chestnut Hill, MA; Jennifer Levine, CAST, Inc., Wakefield, MA

10:30 AM-11:30 AM SESSION: 765 ROOM: 302

**Strand M, Session 3: Winning the Trifecta: Using Video Modeling and App Smashing****TOPIC:** Technology and Media**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Will Rogers said, 'Even if you're on the right track, you'll get run over if you just sit there.' Are you tired of just sitting on the same old track and doing the same old thing? This session will provide you with innovative and pictorial resources. Get Ready to Roll!

**LEADER(S):** Candace Moore, Shallowater ISD and Lubbock ISD, TX

10:30 AM-11:30 AM SESSION: 766 ROOM: 311

**Strand N, Session 3: Inclusive Dual Enrollment Transition Services: Effective Partnerships Between High Schools and Colleges for Students With ID****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

We will discuss how to establish an evidenced-based inclusive dual enrollment transition program by building partnerships between high schools and colleges. We will also describe the activities and outcomes of these partnerships and their impact on college access and employment for students with ID.

**LEADER(S):** Maria Paiewonsky, University of Massachusetts, Boston**PRESENTER(S):** Ty Hanson, University of Massachusetts, Boston; Caroline Parker, Education Development Center, Waltham, MA

10:30 AM-11:30 AM SESSION: 767 ROOM: 107

**Strategies for Teachers' Collaboration Skills in Behavior Management****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

We share teacher reflections and interviews during behavioral coaching with 5 general educators who had difficulty managing students' challenging behaviors in their classrooms. Learn strategies to collaborate around challenging behavior and practical applications of the collaborative and behavior management skills teachers can employ.

**LEADER(S):** Anne Butler, University of Illinois, Urbana-Champaign**PRESENTER(S):** Lisa Monda-Amaya, University of Illinois, Urbana-Champaign



10:30 AM-11:30 AM SESSION: 768 ROOM: 104

**Teacher2Teacher Session: Cross-Lit: Constantly Varied Functional Reading and Writing****TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Demonstration

Cross-Lit is a fast paced course that promotes independence with organization, data, critical thinking, problem solving, word development, writing and self-reflection. We will lead attendees through a sample lesson and provide evidence-based research for each component of this literacy-based academic workout.

**LEADER(S):** Patricia Billeau, Special School District of St. Louis County, MO

10:30 AM-11:30 AM SESSION: 769 ROOM: 105

**Teacher2Teacher Session: iEngage: Using Apps to Engage Students and Families in the Classroom****TOPIC:** Technology and Media**FORMAT:** Demonstration

Engaging students with EBD in higher level learning can be difficult and incorporating family involvement can be challenging. We will show you how to engage students using the Classkick app and how to integrate families using the Seesaw app. Learn our best practices to spark both student and family commitment to learning!

**LEADER(S):** Riley Barry, Centennial School of Lehigh University, Bethlehem, PA

**PRESENTER(S):** Kaela Swartley, Centennial School of Lehigh University, Bethlehem, PA

10:30 AM-11:30 AM SESSION: 770 ROOM: 305

**Teacher2Teacher Session: Using Technology to Engage Students and Differentiate Foundational Skills****TOPIC:** Technology and Media**FORMAT:** Demonstration

Learn how technology was leveraged to differentiate instruction and increase engagement in a high school classroom. We will share results of research conducted using Quizlet to deliver the Words Their Way curriculum to a high school, cross-categorical special education classroom with students with LD and attention disorders.

**LEADER(S):** Kara Kennedy, Leyden High School District 212, IL

10:30 AM-11:30 AM SESSION: 771 ROOM: 313

**The Early Childhood Personnel Center: Building a Comprehensive System of Personnel Development****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Presentation with Q&A

We provide an overview of TA by the ECPC, an OSEP-funded center to assist state leaders to facilitate the development of an EC comprehensive and integrated system of professional development. Nine states have participated in the TA process. Information about the outcomes for each state will be described.

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

10:30 AM-11:30 AM SESSION: 772 ROOM: 205

**Using UDL to Adapt Effective and Evidence-Based Practices****TOPIC:** Research**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Presentation with Q&A

UDL can be used to adapt effective and EBPs, in order to reduce barriers and increase relevance for varied classroom environments and student needs. We will present a conceptual framework for adapting EBPs with UDL and present practical examples of how this can be done.

**LEADER(S):** Sara Cook, University of Hawaii at Manoa, Honolulu

**PRESENTER(S):** Kavita Rao, University of Hawaii at Manoa, Honolulu

10:30 AM-11:15 AM

SESSION: 774 ROOM: POSTER 14, BALLROOM A

**A Case Study Exploration of the SEN Coordinator Role in High Schools in Ireland****TOPIC:** International Programs/Services**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We focus on the role of the SENCO, the teacher with responsibility for the implementation of policies relating to the inclusion of learners with special educational needs, in mainstream high schools in Ireland. We share the results of our exploratory study where data was collected from interviews with principals and SENCOs.

**LEADER(S):** Johanna Fitzgerald, Mary Immaculate College, University of Limerick, Ireland

10:30 AM-11:15 AM

SESSION: 775 ROOM: POSTER 10, BALLROOM A

**Academic Outcomes for Students With Disabilities in Peer Mentor Programs at the Postsecondary Level****TOPIC:** Career Development/Transition**FORMAT:** Poster Session

We share the findings of a study examining the academic outcomes of students with disabilities in a peer mentor program at the postsecondary level. We describe the academic outcomes and examine the connection between the current research project and research on supporting students with ID in college.

**LEADER(S):** Jessica Monahan, University of Connecticut, Storrs**PRESENTER(S):** Emily Tarconish and Allison Lombardi, University of Connecticut, Storrs

10:30 AM-11:15 AM

SESSION: 776 ROOM: POSTER 16, BALLROOM A

**Answering Text-Dependent 'Where' Questions: A Strategy for Students With Intellectual Disabilities****TOPIC:** Research**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We describe a single-case study wherein 3 students with Down syndrome learned a strategy to answer text-dependent 'where' questions. We discuss the results which indicate that the intervention improved independent strategy use and question-answering skills, both verbally and in writing.

**LEADER(S):** Kimberly Davidson, Vanderbilt University, Nashville, TN**PRESENTER(S):** Chris Lemons, Vanderbilt University, Nashville, TN; Seth King, Tennessee Technological University, Cookeville

10:30 AM-11:15 AM

SESSION: 777 ROOM: POSTER 20, BALLROOM A

**Building the Field: The Case for Community Service Learning****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

Supporting students in an inclusive teaching environment remains difficult for schools experiencing special education teacher shortages. We highlight outcomes of a study in which exposure to individuals with disabilities was explored as a potential recruitment strategy for undergraduate students considering their career options.

**LEADER(S):** Rebecca Bateman, University of California, Berkeley**PRESENTER(S):** Janelle Lawson, San Francisco State University, CA

10:30 AM-11:15 AM

SESSION: 778 ROOM: POSTER 3, BALLROOM A

**Comorbidity Between Emotional and Behavioral Disorders and Communication Disorders: A Literature Review****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Poster Session

This literature review examines the most recent studies of comorbidity between communication disorders, and EBD. We focus on identification of areas of language deficits and intervention plans designed to improve language skills and hence alleviate emotional and/or behavioral problems.

**LEADER(S):** Wenjing Zheng, Indiana University, Bloomington

10:30 AM-11:15 AM

SESSION: 779 ROOM: POSTER 17, BALLROOM A

**Effects of Digital Response Cards in an Inclusive Elementary Classroom****TOPIC:** Technology and Media**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Despite the infusion of mobile devices into classrooms, limited research has been conducted on their effectiveness in improving educational outcomes. We compared the effects of digital response cards with traditional hand-raise on the on-task behavior and active engagement of students. Results are discussed.

**LEADER(S):** Melinda Ault, University of Kentucky, Lexington

**10:30 AM-11:15 AM****SESSION: 781 ROOM: POSTER 8, BALLROOM A****Issues on the Use of Restraints and Seclusion in Special Education****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

Restraint/seclusion procedures are often used as punishment to decrease inappropriate behavior. Yet, there is no evidence to support them as effective interventions for reducing problem behavior in public schools. Learn the pros/cons of restraint/seclusion for crisis response versus therapeutic intervention.

**LEADER(S):** Peggy Whitby, University of Arkansas, Fayetteville**10:30 AM-11:15 AM****SESSION: 782 ROOM: POSTER 18, BALLROOM A****Moving Special Educators From 'Guests' to Co-Teachers: Supporting Co-Teaching in Inclusive Classrooms****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

In many places co-teaching does not necessarily follow the co-teaching model. We will discuss the importance of teacher preparation programs and school administrators to understand that preservice and inservice teachers need practical experiences with co-teaching, not just theory.

**LEADER(S):** Tiffany Coyle, Cazenovia College, NY**PRESENTER(S):** Erica Vernold Miller, Cazenovia College, NY**10:30 AM-11:15 AM****SESSION: 783 ROOM: POSTER 4, BALLROOM A****Paired-Repeated-Reading Framed in an Audio Book Project: Fluency Training for Students With LD/EBD****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Our study focused on fluency training with a paired-repeated reading procedure, framed in an audiobook-project to make the repetitive process more motivating for students with LD/EBD in a special school in Germany. Implications and the need for future research on the use of adapted evidence-based practices are discussed.

**LEADER(S):** Anna-Maria Hintz, University of Siegen, Germany**PRESENTER(S):** Johanna Krull, The University of Cologne, Germany; Michael Paal, University of Siegen, Germany**10:30 AM-11:15 AM****SESSION: 784 ROOM: POSTER 19, BALLROOM A****Reading and Technology: A Culturally Relevant Intervention for Emergent Urban Readers****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

This study determined the effects of a Tier 2, computer-delivered, culturally relevant, repeated reading intervention on the oral reading fluency and comprehension of urban learners. Learn how all students demonstrated moderate to significant reading growth.

**LEADER(S):** Alana Oif, The Ohio State University, Columbus**PRESENTER(S):** Gwendolyn Cartledge, The Ohio State University, Columbus**10:30 AM-11:15 AM****SESSION: 785 ROOM: POSTER 13, BALLROOM A****STEAM Forward: STEM + Arts for Culturally Linguistically Diverse Learners With Disabilities****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Best practices in STEAM instruction focused on serving CLD students with disabilities. Lesson examples provided 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**PRESENTER(S):** Susan Stoddard, Marana High School, Tucson, AZ; Kathleen Abou-Rjaily, Northern Arizona University, Flagstaff**10:30 AM-11:15 AM****SESSION: 786 ROOM: POSTER 2, BALLROOM A****Stress Management Interventions and K-12 Teachers: A Systematic Review of Studies****TOPIC:** Administration/Supervision**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We describe a systematic review of stress management intervention studies for teachers in the U.S. within the past 5 years. We will share interventions that have helped educators reduce stress-related symptoms and improve variables associated with their health, job performance, and student outcomes.

**LEADER(S):** Brandi Ansley, Georgia State University, Atlanta

10:30 AM-11:15 AM

SESSION: 787 ROOM: POSTER 7, BALLROOM A

**Supporting Interactions Between Students With Severe Disabilities and Their Peers Across School Environments****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We discuss how a peer support arrangement in a general education classroom affected interactions for students with severe disabilities. Also, learn how to use instructional planning to maximize the benefits of peer support and how a self-monitoring system can help those interactions spread to other environments.

**LEADER(S):** John Schaefer, The Ohio State University, Columbus**PRESENTER(S):** Helen Malone, The Ohio State University, Columbus

10:30 AM-11:15 AM

SESSION: 788 ROOM: POSTER 5, BALLROOM A

**The 5 'W's of Communication Regarding Student Behavior: Teacher and Parent Perspectives****TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

One of the greatest stressors for teachers and parents is child behavior which can, in turn, create a barrier to positive parent-teacher relationships. Our study explored parent and teacher perspectives on communication regarding student behavior. Findings and implications for practice will be discussed.

**LEADER(S):** Stephanie Woodley, Eastern Illinois University, Charleston

10:30 AM-11:15 AM

SESSION: 789 ROOM: POSTER 12, BALLROOM A

**The Effects of Technology Enhanced Professional Development for Early Childhood Professionals****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

The proposed research examines the impact of a technology enhanced PD system on increasing teacher retention and student outcomes in early childhood. A variety of research methods will be used to examine the impact on: student achievement, assisting teachers, changes in instructional practices, and improved retention of effective teachers.

**LEADER(S):** Jennifer Buchter, University of Nevada, Las Vegas**PRESENTER(S):** Maryssa Kucskar, Katie O'Hara, and Jenna Weglarz-Ward, University of Nevada, Las Vegas

10:30 AM-11:15 AM

SESSION: 790 ROOM: POSTER 11, BALLROOM A

**The Transition Alliance of SC: Building Capacity Statewide by Scaling Up Local Interagency Teams****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

TASC is a state-level interagency team that works together to build capacity for quality transition programming at the local level. We outline key alliance activities and share findings from research projects examining the impact of local teams on perceptions of collaboration, service delivery, and student outcomes.

**LEADER(S):** Leah Cordoni, University of South Carolina, Columbia**PRESENTER(S):** Anthony Plotner, University of South Carolina, Columbia

10:30 AM-11:15 AM

SESSION: 791 ROOM: POSTER 9, BALLROOM A

**Use of Virtual Manipulative to Support Elementary Students With Autism in Mathematics****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We present research regarding the effectiveness and independence data for elementary students with autism using virtual base 10 block manipulatives (online and app) to solve addition/subtraction problems. The pros and cons of the types of virtual manipulatives will be discussed relative to each other and concrete manipulatives.

**LEADER(S):** Emily Bouck, Michigan State University, East Lansing**PRESENTER(S):** Jordan Shurr, Central Michigan University, Mt. Pleasant; Laura Bassette, Ball State University, Muncie, IN

10:30 AM-11:15 AM

SESSION: 792 ROOM: POSTER 15, BALLROOM A

**Using Self-Monitoring Procedures to Support Students With High-Incidence Disabilities in Inclusive Settings****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

We discuss findings from a series of studies on self-monitoring interventions to support on-task behavior of students with high incidence disabilities in inclusive settings that led to the development of two mobile applications. You will learn how to download, setup, and use these mobile applications.

**LEADER(S):** Brian Barber, Kent State University, OH

10:30 AM-11:15 AM

SESSION: 793 ROOM: POSTER 1, BALLROOM A

**Visual Strategies for Teaching Number Comparison to Students With Intellectual Disability****TOPIC:** STEM**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We share and discuss the results of a single-subject design examining the effectiveness of two types of visual cues on adapted iOS number lines to teach number comparison to students with ID. Participants will practice instructional strategies and technologies used for teaching number comparison.

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

1:00 PM-2:00 PM

SESSION: 795

ROOM: 201

**A Proactive Approach to Designing and Implementing Efficient Individualized Supports for Students With Challenging Behavior****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Function-based support is a highly effective, yet underutilized tool for addressing the needs of students who engage in persistent problem behavior. You will learn about an evidence-based process for conducting streamlined behavioral assessments and implementing practical function-based strategies for students with or at risk for EBD.

**LEADER(S):** Kathleen Strickland-Cohen, Texas Christian University, Fort Worth

1:00 PM-2:00 PM

SESSION: 796

ROOM: 105

**Applying DEC Recommended Practices: Preservice Teachers and Families Young CLD Exceptional Learners****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Presentation with Q&A

DEC Recommended Practices highlight reciprocal and culturally responsive families collaborations, yet preservice teachers often lack these experiences. We present a DEC Recommended Practices review of a teacher preparation program syllabi and early career teachers share their experiences collaborating with families in culturally responsive ways.

**LEADER(S):** Wendy Oakes, Arizona State University, Tempe**PRESENTER(S):** Margarita Jimenez-Silva, Arizona State University, Tempe; Pamela Harris and Lauren Davis, Arizona State University, Mesa

1:00 PM-2:00 PM

SESSION: 797

ROOM: 108

**Cross-Institution Collaboration Focused on Educator Preparation and Effective Instruction****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

A team of state personnel and cross-state educator preparation faculty identified components of effective, foundational instruction all teachers should know and implement to meet the needs of diverse students. The process to integrate the components into preservice and inservice programs within a systemwide structure will be shared.

**LEADER(S):** Martha Hougren, University of Florida, Gainesville**PRESENTER(S):** Laurie Daily, Augustana University, Sioux Falls, SD; Andrea Zetlin, California State University, Los Angeles

1:00 PM-2:00 PM

SESSION: 798

ROOM: 111

**Differentiating Between Language Acquisition and Learning Disabilities: Determining Special Education Referrals for English Learners****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

We provide information regarding evidence-based literacy practices, the connection and differences between literacy and language acquisition, and guidelines for determining a special education referral for ELs. Leave with a conceptual framework that better informs you about variables that impact ELs academic and social outcomes.

**LEADER(S):** Jorge Preciado, Seattle Pacific University, WA**PRESENTER(S):** Jose Luis Alvarado, California State University Monterey Bay, Seaside

1:00 PM-2:00 PM SESSION: 799 ROOM: 202

**Does Teaching Vocabulary Enhance Reading Comprehension Instruction?****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Vocabulary instruction has been identified as one of five essential components of reading instruction. We share methods to enhance reading comprehension instruction with explicit vocabulary teaching, including evidence-based reading comprehension and vocabulary strategies.

**LEADER(S):** Michelle Hinzman, University of Iowa, Iowa City

1:00 PM-2:00 PM SESSION: 800 ROOM: 206

**How to Use Self-Regulation Strategies to Teach Writing****TOPIC:** Research**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Presentation with Q&A

Writing instruction is very challenging for teachers, which can create anxiety, avoidance, and frustration. We will discuss a model of professional development that was developed to train special education teachers how to teach an evidence-based writing instructional strategy to students with disabilities.

**LEADER(S):** Lisa Liberty, Northern Illinois University, DeKalb

1:00 PM-2:00 PM SESSION: 801 ROOM: 102

**Implementing Evidence-Based Literacy Curriculum for Students With ASD in Multiple High Schools****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Presentation with Q&A

We describe the implementation of two evidence-based literacy programs, Collaborative Strategic Reading and Alternative Achievement Literacy used with high school students with ASD. Program adaptations, fidelity of implementation, teacher/student satisfaction, and changes in reading comprehension skills are reported.

**LEADER(S):** Laura Hall, San Diego State University, CA**PRESENTER(S):** Christopher Brum, Boston College, Chestnut Hill, MA

1:00 PM-2:00 PM • SESSION: 802 • ROOM: 207

**Preventing Maltreatment and Suicide Among Students With Disabilities****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Multi-Presentation Session**MODERATOR(S):** Lisa Didion, University of Texas, Austin**Before It's Too Late: Teen Suicide Prevention in Schools**

Suicide is the second leading cause of death among persons ages 15–24. Approximately 1 of every 13 high school students' attempts suicide each year and 1 of every 6 students contemplates a plan for attempting suicide. We identify prevention programs and address school connectedness to bolster protective factors aimed at reducing teen suicidal behaviors.

**LEADER(S):** Julie Fogt, Lehigh University, Bethlehem, PA**PRESENTER(S):** Alicia Wolfe, Centennial School of Lehigh University, Bethlehem, PA**Preventing Maltreatment in the Lives of Children With Disabilities**

We discuss the findings of a study on child maltreatment involving children with disabilities, including intervention and prevention efforts. We also share the implications of these findings for professional practice.

**LEADER(S):** E. Paula Crowley, Illinois State University, Normal

1:00 PM-2:00 PM SESSION: 803 ROOM: 109

**Promoting Critical Problem-Solving Skills of Measurement and Data Analysis Among At-Risk Learners****TOPIC:** STEM**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Central to becoming mathematically proficient is a robust understanding of early measurement and data analysis. We describe an intervention designed to teach at-risk learners foundational concepts and problem-solving skills in measurement and data analysis. Results from recent implementation studies will be shared.

**LEADER(S):** Christian Doabler, University of Texas, Austin**PRESENTER(S):** Allison Firestone, Kathleen Jungjohann, Ben Clarke, and Nancy Nelson, University of Oregon, Eugene

**1:00 PM-2:00 PM    SESSION: 804    ROOM: 204****Quality Indicators for Using UDL in Synchronous Digital Environments****TOPIC:** Technology and Media**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Demonstration

The explosion of digital learning holds promise for a wide variety of students. In order to fulfill this potential teachers require skills to design for all. We provide teachers and researchers with a research-based tool demonstrating quality indicators using UDL with instruction in synchronous K-8 classrooms.

**LEADER(S):** Kimberly Coy, California State University, Fresno**PRESENTER(S):** Sara Juarez, California State University, Fresno**1:00 PM-2:00 PM    SESSION: 805    ROOM: 103****Sexual Education Curriculum for Postsecondary Students With an Intellectual Disability****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Panel

We will provide a summary of results from a 16-week sexual education intervention for postsecondary students with ID. Teachers will learn and will be to apply effective instructional techniques used to successfully teach sexual health vocabulary and positive relationship choices to students with ID.

**LEADER(S):** Erica Kaldenberg, University of Iowa REACH Program, Iowa City**PRESENTER(S):** Jennifer McGinn, University of Iowa REACH Program, Iowa City**1:00 PM-2:00 PM    SESSION: 806    ROOM: 110****Sexual Harassment Training in the Employment Setting for Women With IDD****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Presentation with Q&A

Women with disabilities are at a high risk for becoming victims of sexual abuse and the risk of sexual violence includes the employment setting. This study investigated the effectiveness of a training module for teaching sexual harassment prevention in the employment setting to women with IDD.

**LEADER(S):** Robin Moyher, George Mason University, Fairfax, VA**PRESENTER(S):** Christine Barthold, Heidi Graff, and Anya Evmenova, George Mason University, Fairfax, VA**1:00 PM-2:00 PM    SESSION: 807    ROOM: 107****The Complexities of Co-Teaching in Secondary Schools****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Co-teaching is particularly complex at the secondary level. We discuss the use of co-teaching models in secondary classrooms, factors influencing co-teaching partnerships, and challenges secondary co-teachers confront thereby, informing current co-teaching practices.

**LEADER(S):** Carol Willard, SUNY Oswego**1:00 PM-2:00 PM    SESSION: 808    ROOM: 104****Understanding the Risk Status of Military-Connected Children and Best Practices for Intervention****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Research**FORMAT:** Presentation with Q&A

Two million military-connected children attend public schools in the U.S. Despite their capacity, schools may struggle to meet the needs of this highly mobile population. Learn strategies and programs in this interactive session to improve school connectedness and thus academic, social, and emotional outcomes for students.

**LEADER(S):** Kimberly Vannest, Texas A&M University, College Station**PRESENTER(S):** Stacey Smith, Military Child Education Coalition, Harker Heights, TX**1:00 PM-2:00 PM    SESSION: 809    ROOM: 101****Using the Core-Selective Evaluation Process (C-SEP) to Assist in Identifying Students With SLD****TOPIC:** Assessment**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

Educators have been using a process of pattern of strengths and weaknesses as a method of SLD identification since the movement away from the discrepancy models. In the last decade, numerous models have emerged. We will describe how to use the core-selective evaluation processes approach (C-SEP) to identify SLD.

**LEADER(S):** Edward Schultz, Midwestern State University, Wichita Falls, TX**PRESENTER(S):** Tammy Stephens, Educational Consultant, Houston, TX; Stefanie Cassels, ESC Region 11, TX; Cynthia Simpson, Houston Baptist University, TX

1:00 PM-1:45 PM

SESSION: 812 ROOM: POSTER 6, BALLROOM A

**Dialogic Reading Adaptations at Group Storybook Time for Children With DD and Autism****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

We will present a modified dialogic reading (DR) approach for classroom teachers to adapt materials, activities, and questions during group storybook reading for children with significant disabilities and autism. Learn multiple options for choosing modes, tools, AT and AAC devices that match the needs of these children.

**LEADER(S):** Joan Grim, University of Tennessee, Knoxville**PRESENTER(S):** Mari Beth Coleman, University of Tennessee, Knoxville

1:00 PM-1:45 PM

SESSION: 813 ROOM: POSTER 16, BALLROOM A

**Differential Reinforcement Without Extinction: A Review of the Literature****TOPIC:** Research**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

Extinction is a procedure often used to decrease problem behavior; however, the use of extinction may involve numerous undesirable side effects. Therefore, an alternative to this procedure may involve the use of differential reinforcement without an extinction component. The authors will discuss the results of a systematic review synthesizing the literature surrounding differential reinforcement without extinction.

**LEADER(S):** Carolyn Trump, University of Georgia, Athens**PRESENTER(S):** Kevin Ayres, University of Georgia, Athens

1:00 PM-1:45 PM

SESSION: 814 ROOM: POSTER 3, BALLROOM A

**Effects of Mobile Technology on the Math Skills of Students With ED Involved in the Juvenile Justice System****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Many students with ED perform more than 1 year below grade level, yet, much of the literature continues to focus on improving challenging behavior rather than academic concerns. We examined the impact of mobile technology on participants' math fact performance in an alternative education setting that serves students in the JJ system.

**LEADER(S):** Kaitlyn Brennan, University of Pittsburgh, PA

1:00 PM-1:45 PM

SESSION: 815 ROOM: POSTER 14, BALLROOM A

**Effects of Sibling-Implemented Interventions on Communication Skills of Children With Disabilities****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Communicative Disabilities and Deafness**FORMAT:** Poster Session

We investigated the effects of sibling-implemented interventions on the communication skills of children with disabilities. Findings showed that siblings can be taught to model, prompt, and provide reinforcement to their siblings and methods to teach them to be effective communication partners are discussed.

**LEADER(S):** Susannah Boyle, Pennsylvania State University, State College

1:00 PM-1:45 PM

SESSION: 816 ROOM: POSTER 13, BALLROOM A

**Empathy Intervention to Reduce Implicit Bias in Preservice Teachers****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We will outline a research project in which the implicit bias of 28 preservice teachers was measured before and after a brief intervention designed to solicit empathy for students of color. Attendees will learn strategies for becoming more empathetic while working with diverse student populations.

**LEADER(S):** Denise Whitford, Purdue University, West Lafayette, IN

1:00 PM-1:45 PM

SESSION: 817 ROOM: POSTER 7, BALLROOM A

**Employment Skills for Learners With Autism: Critical Elements of Effective Programs****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Career Development/Transition**FORMAT:** Poster Session

Professionals must provide evidence-based programming for employment skills. We provide an overview of evidence-based employment skills programming including alignment of student strengths with employment options, securing partnerships with employers, and providing instruction in authentic environments.

**LEADER(S):** Jason Travers, University of Kansas, Lawrence**PRESENTER(S):** Leslie Bross, University of Kansas, Lawrence



1:00 PM-1:45 PM

SESSION: 818 ROOM: POSTER 10, BALLROOM A

**I Have a Child With a Cochlear Implant in My Preschool Classroom, Now What?****TOPIC:** Communicative Disabilities and Deafness**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

We address key areas needed to support young children who are deaf with cochlear implants in the preschool classroom. Topics include monitoring the technology, enhancing the listening and visual environment, providing instructional accommodations, facilitating peer interactions, encouraging self-advocacy, and accessing resources.

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

1:00 PM-1:45 PM

SESSION: 819 ROOM: POSTER 1, BALLROOM A

**Implementation Supports: One Size Does Not Fit All Within Professional Development Systems****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

Focusing on a group contingency intervention to promote classroom engagement and understanding of classroom expectations, Good Behavior Game, we will highlight the importance of considering teachers' values and beliefs when selecting supports that are intended to enhance their implementation of a practice over time.

**LEADER(S):** LeAnne Johnson, University of Minnesota, Minneapolis

**PRESENTER(S):** Andrea Boh, University of Minnesota, Minneapolis

1:00 PM-1:45 PM

SESSION: 820 ROOM: POSTER 17, BALLROOM A

**Inclusive Education Teachers' Professional Capacities for Teaching Students With Disabilities****TOPIC:** Research**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

We will explore inclusive education teachers' professional competencies related to teaching students with disabilities in general education classes and perceived classroom supports, and their relationship.

**LEADER(S):** Nan Zhu, Central China Normal University, Wuhan, Hubei

**PRESENTER(S):** Yan Wang, Beijing Normal University, China

1:00 PM-1:45 PM

SESSION: 821 ROOM: POSTER 8, BALLROOM A

**Math Strategies for Students With ASD: A Single Subject Meta Analysis****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

The primary purpose of this systematic review was to provide synthesis of existing research on math approaches and treatments used to improve mathematical ability of individuals with ASD. Limitations, implications, and future directions are discussed.

**LEADER(S):** Muhammed Karal, Pennsylvania State University, State College

**PRESENTER(S):** Paul Riccomini, Pennsylvania State University, University Park

1:00 PM-1:45 PM

SESSION: 822 ROOM: POSTER 11, BALLROOM A

**Preparing Candidates for a State Transition Specialist Endorsement****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We share the outcomes of an OSEP-funded transition specialist training program that was implemented in a state with a new transition specialist endorsement. Its connection to national trends on transition will be highlighted.

**LEADER(S):** Maria Paiewonsky, University of Massachusetts, Boston

**PRESENTER(S):** Nancy Hurley, University of Massachusetts, Boston

1:00 PM-1:45 PM

SESSION: 823 ROOM: POSTER 4, BALLROOM A

**Programming Components for Students With Emotional and Behavioral Disabilities: A Historical Perspective****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Pioneers/Historical Perspectives**FORMAT:** Poster Session

This session explores a chronological history of public school programs for students with emotional and behavioral disabilities from 1975 to 2015, notes key programming features, and provides a modern framework that can be used to develop new programs and/or evaluate existing programs.

**LEADER(S):** Thomas Morris, University of Washington, Seattle

**1:00 PM-1:45 PM****SESSION: 824      ROOM: POSTER 2, BALLROOM A****Teaching Problem Solving Using Strategic Instruction, CRA Sequence, and Schema-Based Instruction****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

We will describe research in which students at risk for failure received problem-solving interventions that resulted in access to mathematics standards and increased performance. Learn about successful implementations, a problem-solving strategy, and the additive effects of its combination with CRA sequence and schema-based instruction.

**LEADER(S):** Margaret Flores, Auburn University, AL**PRESENTER(S):** Vanessa Hinton, Jessica Milton, and Alexcia Moore, Auburn University, AL; Bradley Kaffar, St. Cloud State University, MN; Dustin Mancl, Clark County School District, NV**1:00 PM-1:45 PM****SESSION: 825      ROOM: POSTER 9, BALLROOM A****The Minecraft Writing Assessment for School-Aged Children With Autism or ADHD****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Poster Session

Learn about the Minecraft Writing Assessment that incorporates knowledge, motivation, memory, and audience awareness into a writing task using Minecraft. We'll discuss the findings from this study including how Minecraft can be used to measure a range of writing-related factors, and more.

**LEADER(S):** Matthew Zajic, University of California, Davis**1:00 PM-1:45 PM****SESSION: 826      ROOM: POSTER 5, BALLROOM A****Using Peer Coaching to Improve Effective Teaching Practices for Co-Teachers****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Poster Session

One way to encourage true collaboration between general and special education teachers that focuses on incorporating effective instructional and behavioral strategies is reciprocal peer coaching. Learn how co-teachers can use peer coaching to improve effective teaching practices.

**LEADER(S):** Todd Whitney, Bellarmine University, Louisville, Kentucky**PRESENTER(S):** Justin Cooper, University of Louisville, KY**1:00 PM-1:45 PM****SESSION: 827      ROOM: POSTER 12, BALLROOM A****Using Tablets to Document Infant and Toddler Learning****TOPIC:** Early Childhood and Early Intervention**SECONDARY TOPIC:** Technology and Media**FORMAT:** Poster Session

Why document infant and toddler learning with tablet computers? Using tablets to observe and document infant and toddler growth provides a creative means for practitioners and families to reflect together. We will share web sites and apps for creating social stories and learning stories, and resources on infant and toddler development.

**LEADER(S):** Carrie Portrie, University of New Hampshire, Durham**PRESENTER(S):** Sophia Fowler, Children's Pyramid, Nashua, NH; Jessica Heald, Gonic School, NH**1:00 PM-1:45 PM****SESSION: 828      ROOM: POSTER 15, BALLROOM A****Using the SRSD Framework for Mathematics Problem Solving****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Best available evidence suggests that the SRSD approach can be effective for improving mathematics problem solving among students with disabilities. We present results of three studies as well as a model for applying SRSD to a research-based mathematics problem-solving strategy, STAR.

**LEADER(S):** Candace Mulcahy, Binghamton University, NY**PRESENTER(S):** Jason Miller, Anne Arundel County Public Schools, MD

2:15 PM-3:15 PM SESSION: 830 ROOM: 207

**A Meta Analysis Study on Teaching Students With Mathematics Difficulties****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

We share the findings from a meta analysis study summarizing experimental and quasi-experimental studies on teaching students with mathematics difficulties published between 2000-2014. Results indicate that participant characteristics, intervention parameters, and study characteristics mediated treatment effects.

**LEADER(S):** Minyi Shih Dennis, Lehigh University, Bethlehem, PA**PRESENTER(S):** Emily Sharp, Jacquelyn Chovanes, Amanda Thomas, and Raquel Burns, Lehigh University, Bethlehem, PA

2:15 PM-3:15 PM SESSION: 831 ROOM: 201

**Implementing Schema-Based Instruction on Math Word Problems in an Alternative School****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness**FORMAT:** Presentation with Q&A

We will discuss the results of a study implemented in an alternative school for students with EBD. The intervention was schema-based Instruction with math word problems. Researchers will discuss implications for teachers and researchers and participants will learn to use the strategy in the classroom.

**LEADER(S):** James Schwab, Georgia State University, Atlanta**PRESENTER(S):** David Houchins, Georgia State University, Atlanta

2:15 PM-3:15 PM SESSION: 832 ROOM: 202

**Improving Reading Comprehension With Sentence-Level Intervention Strategies****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Presentation with Q&A

Instruction that targets challenging sentence structures is underemphasized in many reading programs. We identify four potentially confusing types of sentence structures, examine misleading processing strategies, and introduce intervention procedures that can be used to improve readers' comprehension of challenging sentences.

**LEADER(S):** Richard Zipoli, Southern Connecticut State University, New Haven

2:15 PM-3:15 PM SESSION: 833 ROOM: 102

**It Takes a Village: Supporting Families of Children With Autism Spectrum Disorder****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

This session examines the impact on families of having a child diagnosed with ASD from a lifespan perspective. Participants will learn strategies for working collaboratively with diverse families, helping them manage stress and other issues, and empowering families to create a team to achieve family goals and health.

**LEADER(S):** Kathy Gould, Easter Seals, Chicago, IL

2:15 PM-3:15 PM SESSION: 834 ROOM: 110

**Partners in Transition: Teacher Candidates and Parents Learning Together****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Presentation with Q&A

Parents of children with disabilities are often passive recipients of information from special educators rather than partners during the transition and IEP process. Learn how a university brought parents of adolescents with disabilities into a special education teacher preparation course on postsecondary transition as co-learners and a co-teacher.

**LEADER(S):** Leena Landmark, Ohio University, Athens**PRESENTER(S):** Amelia Fones, Ohio University, Athens

2:15 PM-3:15 PM SESSION: 835 ROOM: 104

**Reciprocal Family-Researcher Partnerships: Researching Innovative Practice as a Means to Positive Family Outcomes****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Research**FORMAT:** Panel

This panel will be a forum for families, and agencies, school personnel, and researchers who study families and interventions related to family-professional partnership. We will share information about what is working well, what could be better, and how we can collaborate to improve outcomes.

**LEADER(S):** Shana Haines, University of Vermont, Burlington**PRESENTER(S):** Grace Francis, George Mason University, Fairfax, VA; Katharine Shepherd, University of Vermont, Burlington; Tracy Gershwin Mueller, University of Northern Colorado, Greeley; Natalie Holdren, University of California, Santa Barbara

2:15 PM-3:15 PM SESSION: 836 ROOM: 111

**Self-Regulated Learning for Students With Disabilities: Adaptations for Cuban Teachers****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** International Programs/Services**FORMAT:** Presentation with Q&A

Students with disabilities often have significant difficulties with self-regulation resulting in poor academic outcomes. We describe effective practices for supporting self-regulation instruction and then highlight how instructional approaches and strategies were adapted for Cuban classrooms and special education teachers.

**LEADER(S):** Linda Mason, University of North Carolina, Chapel Hill**PRESENTER(S):** Laurie DeBettencourt, Johns Hopkins University, Baltimore, MD; Nancy Mamlin, North Carolina Central University, Durham; Michael Faggella-Luby, Texas Christian University, Fort Worth; Carlos Lavin, University of North Carolina, Chapel Hill

2:15 PM-3:15 PM SESSION: 837 ROOM: 206

**Students With SCD Mastering and Maintaining Grade-Level Aligned CCMS****TOPIC:** Research**SECONDARY TOPIC:** STEM**FORMAT:** Presentation with Q&A

Little research has been conducted to investigate whether or not students with SCD can learn, master, and maintain math skills from the new CCSS. We will discuss how students were able to master specific math skills and maintain the skill for up to 6 weeks.

**LEADER(S):** Jesse Dvorchak, University of Pittsburgh, PA**PRESENTER(S):** Naomi Zigmond, University of Pittsburgh, PA

2:15 PM-3:15 PM SESSION: 838 ROOM: 103

**The Brain and Autism: What Does Brain Research Tell Teachers?****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Research**FORMAT:** Panel

Using teaching methodology that emphasizes how children's brains acquire, process, and remember information is essential for successful learning. We will focus on the different areas of brain research and children with autism and how that research can be translated into effective intervention strategies.

**LEADER(S):** Nikki Murdick, Saint Louis University, MO**PRESENTER(S):** Tanyathorn Hawadhanasuk, Saint Louis University, MO

2:15 PM-3:15 PM SESSION: 839 ROOM: 204

**Using a Tablet Technology Application to Improve the Sight Word Recognition of Preschoolers With Communication Delays****TOPIC:** Technology and Media**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Demonstration

Sight word recognition skills were improved for three preschoolers with communication delays during a shared reading intervention presented on a novel tablet technology application. Use of the Transition 2 Literacy application and suggestions for implementing similar interventions will be demonstrated.

**LEADER(S):** Susannah Boyle, Pennsylvania State University, State College**PRESENTER(S):** Ashley McCoy, Pennsylvania State University, State College

2:15 PM-3:15 PM SESSION: 840 ROOM: 107

**Value Added: Incorporating EBPs Into "One-Assist, Observe, or Drift" Co-Teaching Models****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Presentation with Q&A

EBPs add value for students' learning and behavior when used by co-teachers who are drifting, observing, or assisting while other co-teachers lead instruction. This session describes how to incorporate EBPs, such as specific praise and opportunities to respond, into these co-teaching models.

**LEADER(S):** Peggy King-Sears, George Mason University, Fairfax, VA**PRESENTER(S):** Melissa Jenkins, Prince William County Public Schools, VA

2:15 PM-3:00 PM

SESSION: 841 ROOM: POSTER 10, BALLROOM A

**Are They Ready? Addressing Employment Related to Literacy Skills****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

Are our students ready for the literacy workplace demands? What strategies are being used to prepare our students? What resources do teachers need to address workplace literacy? We provide answers to these questions by sharing the perceptions of transition specialists and educators who address student career readiness.

**LEADER(S):** Jenny Urbach, University of Northern Colorado, Greeley

**PRESENTER(S):** Lori Peterson and Jessica Hovland, University of Northern Colorado, Greeley

2:15 PM-3:00 PM

SESSION: 842 ROOM: POSTER 17, BALLROOM A

**Creating and Sustaining a Multi-Tiered System of Supports With Data-Based Individualization****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Administration/Supervision**FORMAT:** Poster Session

We highlight processes, products, and preliminary results of an OSEP-funded, personnel preparation program in special education at the graduate level. The program focused on data-based individualization to provide intensive interventions for students with severe academic/behavioral challenges within a MTSS.

**LEADER(S):** Mary Little, University of Central Florida, Orlando

**PRESENTER(S):** Cynthia Pearl and Dena Slanda, University of Central Florida, Orlando

2:15 PM-3:00 PM

SESSION: 843 ROOM: POSTER 7, BALLROOM A

**Evidence-Based Reading Interventions for Students With Autism Spectrum Disorder****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**FORMAT:** Poster Session

Reading research suggests that effective reading instruction targets five essential components: phonemic awareness, phonics, reading fluency, vocabulary, and comprehension. We describe the findings from a review of reading interventions for learners with ASD. Implications for instruction will be shared.

**LEADER(S):** Seyma Intepe, Florida State University, Tallahassee

**PRESENTER(S):** Bonnie Henning, Florida State University, Tallahassee

2:15 PM-3:00 PM

SESSION: 844 ROOM: POSTER 2, BALLROOM A

**Facilitated IEP Meetings: The State of Implementation and Evaluation in the U.S.****TOPIC:** Parent/Family/School Partnerships**SECONDARY TOPIC:** Public Policy**FORMAT:** Poster Session

Learn what Facilitated IEP meetings are and how they work. We will present results from a national survey on the types of data collected by states on FIEP as well as results from data collected by one state to identify correlates of positive FIEP meeting outcomes.

**LEADER(S):** Samantha Goldman, Assumption College, Worcester, MA

2:15 PM-3:00 PM

SESSION: 845 ROOM: POSTER 3, BALLROOM A

**Gender Profiles of Behavior in Elementary Students With Low Language Abilities****TOPIC:** Emotional and Behavioral Disorders**FORMAT:** Poster Session

Do gender differences exist on measures of social behavioral competence for elementary students with low language abilities? We present findings from analyses of social competence and antisocial behavior, as measured by teacher ratings. We also discuss implications for future research and intervention development.

**LEADER(S):** Amanda Sheaffer, Vanderbilt University, Nashville, TN

**PRESENTER(S):** Caitlyn Majeika, Vanderbilt University, Nashville, TN; Jason Chow, Virginia Commonwealth University, Richmond

**2:15 PM-3:00 PM****SESSION: 846 ROOM: POSTER 13, BALLROOM A****Health in the Classroom: Special Educators' Perspectives of Culturally Diverse Healthcare Practices****TOPIC:** Cultural and/or Linguistic Diversity**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

As increasing diverse families utilize traditional or alternative medicine to meet the needs of children with disabilities, teachers serve an important role in the ways such approaches are handled at school. We explore the 'state of the field' regarding teacher attitudes towards integrative health choices.

**LEADER(S):** Naomi Schoenfeld, Rivier University, NH**2:15 PM-3:00 PM****SESSION: 847 ROOM: POSTER 16, BALLROOM A****How Important Is Methodology in Identifying Evidence-Based Practices?****TOPIC:** Research**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

The current conceptual study was designed to investigate the applicability of the IES/NSF pipeline-of-evidence protocol in identifying any given instructional intervention as research-based. We discuss the results.

**LEADER(S):** Barbara Schirmer, The College of Saint Rose, Monroe Township, NY**2:15 PM-3:00 PM****SESSION: 848 ROOM: POSTER 12, BALLROOM A****Inclusion Through Innovation: Tools and Strategies for ALL****TOPIC:** Technology and Media**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

This hands-on session will focus on tips, tools, strategies, and innovations to enhance the effectiveness of our practices while allowing time to embed promising practices into the lives of our learners. We will explore how these innovations align with learning, social emotional, behavioral, and overall adaptive needs.

**LEADER(S):** Sean Smith, University of Kansas, Lawrence**2:15 PM-3:00 PM****SESSION: 849 ROOM: POSTER 14, BALLROOM A****Mathematics Interventions for Secondary Students With LD: A Meta-Analysis****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Data from the National Assessment of Education Progress shows that secondary school students with LD struggle to attain proficiency in mathematics. Research has shown that their performance improves when teachers use EBPs. We identify effective instructional practices that impact the performance of these students.

**LEADER(S):** Jonte Myers, University of Florida, Gainesville**PRESENTER(S):** Jun Wang and David Peyton,, University of Florida, Gainesville**2:15 PM-3:00 PM****SESSION: 850 ROOM: POSTER 8, BALLROOM A****Naturalistic Teaching of Speech Generating Device Formats to Children With Autism****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**SECONDARY TOPIC:** Early Childhood and Early Intervention**FORMAT:** Poster Session

We will discuss the results of a study of 5 preschoolers with autism who were taught to use two display formats on an iPad-based speech generating device to make communication responses during play. We will share strategies that are effective for teaching SGD use in your school.

**LEADER(S):** Cindy Gevarter, University of Texas, Austin**2:15 PM-3:00 PM****SESSION: 851 ROOM: POSTER 6, BALLROOM A****Past the Three-Tier Assignment: Creative Ways to Differentiate for Students With Disabilities****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** Arts in Special Education**FORMAT:** Poster Session

We provide educators with tools to differentiate instruction for students with disabilities, focusing on arts-based instruction as a framework. Geared toward non-art specialists and using academic lessons as models, we explore art in differentiating for interest, readiness, learning profile, and disability.

**LEADER(S):** Jenna Gabriel, The John F. Kennedy Center for the Performing Arts, Washington, DC

**2:15 PM-3:00 PM****SESSION: 852      ROOM: POSTER 18, BALLROOM A****Preservice and Inservice Teachers' Perceptions and Actual Knowledge of Phonics****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Learning Disabilities**FORMAT:** Poster Session

It is important that all teachers have strong literacy skills, however, recent research has indicated that many teachers are lacking in these skills. We discuss the results of our study and identify areas of need for future training related to literacy instruction.

**LEADER(S):** Cheryl Wold, Northern State University, Aberdeen, SD

**PRESENTER(S):** Andria Moon, Gayle Bortnem, and Alan Neville, Northern State University, Aberdeen, SD

**2:15 PM-3:00 PM****SESSION: 853      ROOM: POSTER 1, BALLROOM A****Readiness, Reaction, and Response: Addressing School Emergencies With Students With Disabilities****TOPIC:** Public Policy**SECONDARY TOPIC:** Parent/Family/School Partnerships**FORMAT:** Poster Session

Children with disabilities are highly vulnerable in emergency situations, yet their needs often are inadequately addressed in school emergency plans. We examine preparation, reaction, and response to school emergencies for students with disabilities from a special education, law enforcement, and counseling perspective.

**LEADER(S):** Anne Papalia, University of Wisconsin, Eau Claire

**2:15 PM-3:00 PM****SESSION: 854      ROOM: POSTER 20, BALLROOM A****Reading Fluency Intervention Selection: Teacher Judgment and Experimental Analysis****TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

We provide information about teachers' judgments in reading fluency intervention selection and effectiveness for students who are struggling readers. Results of research show little agreement between teachers' judgments and experimental analysis data. Possible explanations will be considered and implications for future research will be discussed.

**LEADER(S):** Dana Wagner, Minnesota State University, Mankato

**2:15 PM-3:00 PM****SESSION: 855      ROOM: POSTER 19, BALLROOM A****Reflective Preservice Teachers: Impacts of Service Learning Experience on Inclusion****TOPIC:** Personnel Preparation**SECONDARY TOPIC:** Collaboration and Inclusive Practices**FORMAT:** Poster Session

Lack of authentic practice impacts beginning teachers' ability to effectively teach in diverse classrooms. We explore a college course with service learning that provides authentic field experience for preservice teachers serving students with special needs.

**LEADER(S):** Nanho Vander Hart, Assumption College, Worcester, MA

**2:15 PM-3:00 PM****SESSION: 856      ROOM: POSTER 4, BALLROOM A****School Mental Health Literacy: A Literature Review****TOPIC:** Emotional and Behavioral Disorders**SECONDARY TOPIC:** Personnel Preparation**FORMAT:** Poster Session

Mental health literacy is a concept with promising evidence for school settings. This literature review will describe this concept, recent research findings related to teachers' mental health literacy, and the description of the measurement tools available. Challenges for educational policies will also be discussed.

**LEADER(S):** Jennifer Green, Boston University, MA

**PRESENTER(S):** Rachel Oblath, Boston University, MA; Emily Hurd, Boston College, MA

**2:15 PM-3:00 PM****SESSION: 857      ROOM: POSTER 9, BALLROOM A****The Use of Technology to Improve Reading Skills for Students With ASD: A Literature Review****TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

This literature review addressed the current usage and effectiveness of technology-based reading interventions for students with ASD. A total of 18 articles published from 1995-2016 were reviewed and types and roles of technology were analyzed. Practical issues for classroom settings will be discussed.

**LEADER(S):** Soyeon Kim, Purdue University, West Lafayette, IN

**PRESENTER(S):** Carly Roberts, University of Washington, Seattle

---

2:15 PM-3:00 PM

SESSION: 858 ROOM: POSTER 11, BALLROOM A

**Using Student Input for Research About Transition-Aged Students With Significant Disabilities Since IDEA 1990****TOPIC:** Career Development/Transition**SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities**FORMAT:** Poster Session

We present results from a systematic review of 661 transition-focused articles found in 22 top special education journals (1990-2015) and focus on articles that included voices of transition-age youth with significant disabilities. We describe the primary topics addressed, and methods and specific interventions used.

**LEADER(S):** Samantha Walte, University of Illinois, Chicago**PRESENTER(S):** Lindsay Athamanah and Kasandra Posey, University of Illinois, Chicago

---

2:15 PM-3:00 PM

SESSION: 859 ROOM: POSTER 5, BALLROOM A

**What Is Inclusion Like for High School Students?****TOPIC:** Collaboration and Inclusive Practices**SECONDARY TOPIC:** STEM**FORMAT:** Poster Session

Secondary students with HI disabilities were observed during classes along with class peers. Trends revealed varied routines and learning demands, limited co-teacher support, and differences in how students with HI disabilities receive and use supports. Implications for effective inclusion will be discussed.

**LEADER(S):** Lori Dunn, Boston College, Chestnut Hill, MA**PRESENTER(S):** Heidi Paisner-Roffman and Allison Nannemann, Boston College, Chestnut Hill, MA

---

2:15 PM-3:00 PM

SESSION: 860 ROOM: POSTER 15, BALLROOM A

**When the Fractional Cookie Begins to Crumble: The 5th Grade Fraction Crisis****TOPIC:** Learning Disabilities**SECONDARY TOPIC:** International Programs/Services**FORMAT:** Poster Session

In this mixed-methods study in Kolkata, India, teachers piloted a screening tool at the beginning of the academic year in 5th grade to determine students' understanding of fractional number sense and concepts. Comparisons are drawn between Indian and U.S students' math performance and curricula standards.

**LEADER(S):** Melinda (Mindy) Eichhorn, Gordon College, Wenham, MA



## Program Advisory Committee

The Program Advisory Committee (PAC) headed by chairpersons, Claudia Rinaldi and Laura Receveur, reviewed over 1,750 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 of expertise in the field and have worked hard to provide presentations of high quality and diversity to benefit you—our valued convention attendee.

### CEC DIVISION REPRESENTATIVES

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

Alicia Cotabish, Association for the Gifted (TAG)

Laurie deBettencourt, Division for Learning Disabilities (DLD)

Megan Elam, Division for Physical, Health and Multiple Disabilities (DPHMD)

Anya Evmenova, Technology and Media Division (TAM)

Mark Francis, Division of International Special Education and Services (DISES)

Nick Gage, Council for Children with Behavioral Disorders (CCBD)

Beverly Gerber, Division of Visual and Performing Arts Education (DARTS)

Eva Horn, Division for Early Childhood (DEC)

John Hosp, Division for Research (CEC-DR)

Sandra Irby, Council for Educational Diagnostic Services (CEDS)

Holly Lane, Teacher Education Division (TED)

Debbie Lively, Division for Communicative Disabilities and Deafness (DCDD)

Kindel Mason, Council of Administrators of Special Education (CASE)

Dale Matusevich, Division on Career Development and Transition (DCDT)

Joan McDonald, CEC Pioneers Division (CEC-PD)

Amy Parker, Division on Visual Impairments and Deafblindness (DVIDB)

Cindy Perras, Division on Autism and Developmental Disabilities (DADD)

Judy Shanley, Division on Career Development and Transition (DCDT)

Vicky Spencer, Division of International Special Education and Services (DISES)

Elizabeth West, Division on Autism and Developmental Disabilities (DADD)

### TOPIC AREA REPRESENTATIVES

Stephanie Al Otaiba, *Response to Intervention (RTI)*

Jean Crockett, *Public Policy*

Marilyn Friend, *Collaboration and Inclusive Practices*

Shana Haines, *Parent/Family/School Partnerships*

Nathan Jones, *Measuring Special Education Teacher Effectiveness*

Paul J. Riccomini, *Science, Technology, Engineering, and Math*

Jerry Tindal, *Accountability Systems for Students with Disabilities*

Denise Whitford, *Strategies for Entry to the Special Education Career*

### LOCAL ARRANGEMENTS COMMITTEE REPRESENTATIVE

Karen Rose, Chairperson, Boston

# 2017 Proposal Reviewers

## ACCOUNTABILITY SYSTEMS FOR STUDENTS WITH DISABILITIES

Alonzo, Julie, Eugene, OR  
 Anderson, Daniel, Eugene, OR  
 Crawford, Lindy, Fort Worth, TX  
 Irvin, Phillip, Eugene, OR  
 Lazarus, Sheryl, Minneapolis, MN  
 Schulte, Ann, Tempe, AZ  
 Wakeman, Shawnee, Charlotte, NC  
 Yovanoff, Paul, Dallas, TX

## ADMINISTRATION/SUPERVISION

Allen, Abby, Mason, MI  
 Boscardin, Mary Lynn, Amherst, MA  
 Bost, Julie, Burlington, NC  
 Carpenter, Stephanie, Meridian, ID  
 Cline, Jenifer, Great Falls, MT  
 Leckie, Adam, Queen Creek, AZ  
 Mason, Kindel, Jerome, ID  
 Maule, Emilie, Turin, IA  
 McNamara, Vicki, St Louis, MO  
 Myrah, Gary, Madison, WI  
 Pazey, Barbara, Austin, TX  
 Presutti, William, Tinton Falls, NJ  
 Scala, Gina, Bethlehem, PA  
 VanderPloeg, Laurie, Grand Rapids, MI

## ARTS IN SPECIAL EDUCATION

Burnette, Jane, Warrenton, VA  
 Dorff, Juliann, Kent, OH  
 Ezell, Lynn, Alexandria, VA  
 Gerber, Beverly, Milford, CT  
 Hammel, Alice, Richmond, VA  
 Horoschak, Lynne, Philadelphia, PA  
 Malley, Sharon, Arlington, VA  
 May, Nora, Sterling, VA  
 Stichter, Lauren, Philadelphia, PA

## ASSESSMENT

Brendle, Janna, Lubbock, TX  
 Davis, Rebecca, Lovington, NM  
 Dragone, Elizabeth, Midlothian, VA  
 Geller, Norman, Henrico, VA  
 Gilliam, Brenda, Tyler, TX  
 Good, Katherine, Portales, NM  
 Irby, Sandra, Midlothian, VA  
 Montani, Teresa, Teaneck, NJ  
 Nielson, Connie, Gladstone, MO  
 Simpson, Cynthia, Houston, TX  
 Yell, Mitchell, Columbia, SC

## AUTISM SPECTRUM DISORDER/INTELLECTUAL DISABILITIES

Alshehri, Abdullah, Buffalo, NY  
 Bouck, Emily, East Lansing, MI  
 Carter, Stacy, Lubbock, TX  
 Chaturvedi, Amrita, St. Louis, MO  
 Cihak, David, Knoxville, TN  
 Cote, Debra, Fullerton, CA  
 Da Fonte, Alexandra, Nashville, TN  
 Dean, Stacy, Charlottesville, VA  
 Denning, Christopher, Boston, MA  
 Fidler, Dagny, Pleasant Hill, IA  
 Forristal, Jim, Brandon, FL  
 Gerlach, Kent, Tacoma, WA  
 Healy, Joanne, Fairbanks, AK  
 Hume, Kara, Carrboro, NC  
 Johnson, Susan, Erie, PA  
 Kemper, Talya, Chico, CA  
 Kucharczyk, Suzanne, Fayetteville, AR  
 Leytham, Patrick, Henderson, NV  
 Liberty, Lisa, Aurora, IL  
 McCollow, Meaghan, Mount Pleasant, MI  
 Meier, Irene, Fairfax, VA  
 Mims, Pamela, Johnson City, TN  
 Murdick, Nikki, St. Louis, MO  
 Myles, Brenda, Columbus, OH  
 Perras, Cindy, Oakville, ON  
 Raimondi, Sharon, Buffalo, NY  
 Root, Jenny, Tallahassee, FL  
 Russell, Christen, Bordentown, NJ  
 Sandieson, Robert, London, Ontario  
 Savage, Melissa, Chapel Hill, NC  
 Shurr, Jordan, Mount Pleasant, MI  
 Singleton, Sabrina, Hattiesburg, MS  
 Smith, Cate, Boone, NC  
 Smith, Tom, Fayetteville, AR  
 Sparks, Scott, Athens, OH  
 Sreckovic, Melissa, Oakland Twp, MI  
 Stansberry Brusnahan, L. Lynn, Minneapolis, MN  
 Stone-MacDonald, Angi, Quincy, MA  
 Szwed, Kathryn, Indianapolis, IN  
 Tamura, Ronald, New Haven, CT  
 Van Riper, Irene, Wayne, NJ  
 Wang, Mian, Santa Barbara, CA  
 Wheeler, John, Jonesborough, TN  
 Wood, Leah, San Luis Obispo, CA

## CAREER DEVELOPMENT/TRANSITION

Curry, Jill, Waltham, MA  
 Dojonovic, Stacie, Pittsburgh, PA  
 Kellems, Ryan, Provo, UT  
 Kowitt, Jennifer, Storrs, CT  
 Madaus, Joseph, Storrs, CT  
 Martin, James, Norman, OK  
 Matusevich, Dale, Dover, DE  
 McNaught, John, Harrisonburg, VA  
 Morningstar, Mary, Lawrence, KS  
 Newman, Lynn, Menlo Park, CA  
 Nixon, Cindi, Florence, SC  
 Osmani, Kim, Oklahoma City, OK  
 Papay, Clare, Boston, MA  
 Pearson, Mary, Conway, AR  
 Peterson, Lori, Milliken, CO  
 Queener, Jessica, Washington, DC  
 Razeghi, Jane, Centreville, VA  
 Shanley, Judy, Chicago, IL  
 Sinclair, James, Columbia, MO  
 Test, David, Charlotte, NC  
 Turner, Christine, Chicago, IL  
 Ward, Mike, Bowie, MD  
 Williams-Diehm, Kendra, Norman, OK

## COLLABORATION AND INCLUSIVE PRACTICES

Ahn, Soo, Fairfax, VA  
 Bakare, Abisola, Chicago, IL  
 Baker, Pamela, Fairfax, VA  
 Benedict, Amber, Gainesville, FL  
 Capizzi, Andrea, Nashville, TN  
 Clarke, Laura, Ft. Thomas, KY  
 Conderman, Greg, DeKalb, IL  
 DePeralta, Vivien, Cambridge, MA  
 Dieker, Lisa, Orlando, FL  
 Duff, Christine, Orlando, FL  
 Duffy, Mary Lou, Jupiter, FL  
 Good, Kevin, Fairfax, VA  
 Goodwin, Vanessa, Sierra Madre, CA  
 Grim, Joan, Knoxville, TN  
 Hamberger, Rachel, Arlington, VA  
 Havercroft, Kathryn, Charleston, IL  
 Heald, Jessica, Gonic, NH  
 Henley, Alice, Middletown, CT  
 Holbrook, Jennifer, Orlando, FL  
 Jones, Hazel, Gainesville, FL  
 Jones-Bromenshenkel, Melissa, Tuscola, IL

Kerns, Georgia, Lee, NH  
 Kirias, Michelle, Bethlehem, PA  
 Kohler-Evans, Patricia, Conway, AR  
 Korinek, Lori, Williamsburg, VA  
 Li, Mei-Ling, Charleston, IL  
 Martinez, Jose, Jacksonville, FL  
 Massengale, Lindsey, Orlando, FL  
 McGinley, Vicki, West Chester, PA  
 McKee, Linda, Winfield, IL  
 Monda-Amaya, Lisa, Champaign, IL  
 Mrstik, Samantha, Winter Park, FL  
 Murawski, Wendy, Northridge, CA  
 O'Brien, Kristen, Alexandria, VA  
 Parker-Katz, Michelle, Chicago, IL  
 Passi, Joseph, Chicago, IL  
 Patish, Yelena, Seattle, WA  
 Pearson, Jamie, Champaign, IL  
 Portrie, Carrie, Dover, NH  
 Rossetti, Zachary, Boston, MA  
 Rush, Charmion, Cullowhee, NC  
 Shamberger, Cynthia, Fayetteville, NC  
 Smith, Cheryl, Greensboro, NC  
 Spencer, Sally, Northridge, CA  
 Stringfellow, Jennifer, Charleston, IL  
 Walker, Jennifer, Warrenton, VA  
 Watkins, Cynthia, Nashville, TN  
 Weiss, Margaret, Fairfax, VA  
 Wherfel, Quentin, Urbana, IL  
 Wrigley, Missy, MIDDLETOWN, CT  
 Wruble, Pamela, Dundalk, MD  
 Zaccagnini, Cheryl, Shippensburg, PA  
 Zagona, Alison, Tucson, AZ  
 Zolkoski, Staci, Tyler, TX

#### COMMUNICATIVE DISABILITIES AND DEAFNESS

Beste-Guldborg, Ann, Minot, ND  
 Brown, Susan, Greeley, CO  
 Bruce, Susan, Chestnut Hill, MA  
 Chung, Yun-Ching, Normal, IL  
 Compton, Mary, Greensboro, NC  
 Conway, David, Omaha, NE  
 Donne, Vicki, Moon Township, PA  
 Douglas, Karen, Normal, IL  
 Dublinske, Stan, Rockville, MD  
 Gardiner-Walsh, Stephanie, Normal, IL  
 Gavin, Mary, Natick, MA  
 Kovalcik, Stephanie, Cincinnati, OH  
 Lively, Debra, Saginaw, MI  
 Maiorana-Basas, Michella,  
 St. Augustine, FL  
 Mellblom-Nishioka, Caron, Carson, CA  
 Miller, Kevin, Lincoln, NE  
 Peacock, Judy, Pensacola, FL  
 Raschke, Suzanne, Midland, MI  
 Rose, Susan, St. Paul, MN

Sanspree, Mary Jean, Shoal Creek, AL  
 Trussell, Jessica, Rochester, NY

#### CULTURAL AND LINGUISTIC DIVERSITY

Blue, Elfreda, Hempstead, NY  
 Calvo, Beverley Argus, El Paso, TX  
 Christensen, Jennifer E., Lexington, KY  
 Delgado, Rocio, San Antonio, TX  
 Green, Satasha, Chicago, IL  
 Haines, Shana, Burlington, VT  
 Hamilton, Grace, Austin, TX  
 Huennekens, Mary, Saluda, VA  
 Hui-Michael, Ying, Cranston, RI  
 Jasper, Andrea, Mount Pleasant, MI  
 King, Diane, Kutztown, PA  
 Lewis Chiu, Calli, Valencia, CA  
 Lo, Lusa, Braintree, MA  
 Lopez, Eric, San Antonio, TX  
 Mault, Jackie, Portland, OR  
 Miller, Rhonda, Conway, SC  
 Misuraca, Tonya, Charleston, SC  
 Monem, Ruba, Miami, FL  
 Moreno, Gerardo, Chicago, IL  
 Ortiz, Alba, Austin, TX  
 Ostendorf, Raymond, Springfield, MA  
 Paneque, Oneyda, Miami, FL  
 Pellegrini, Cynthia, Miami, FL  
 Qi, Cathy, Albuquerque, NM  
 Sayman, Donna, Shawnee, OK  
 Sharma, Sunita, Richmond, VA  
 Thomas, Adrainne, Williamsburg, VA  
 Toms, Ozalle, Whitewater, WI  
 Tyler, Brenda-Jean, Radford, VA

#### EARLY CHILDHOOD AND EARLY INTERVENTION

Allred, Keith, Boise, ID  
 An, Zhe, Lawrence, KS  
 Chen, Ching-I, Kent, OH  
 Classen, Audra, Hattiesburg, MS  
 Friesen, Amber, San Francisco, CA  
 Hubbell, Sophie, Columbus, OH  
 Kang, Jean, Greensboro, NC  
 Kohart, Marie, Lawrence, KS  
 Palmer, Susan, Lawrence, KS  
 Parks, Stephanie, Lawrence, KS  
 Pribble, Lois, Eugene, OR  
 Purcell, Megan, West Lafayette, IN  
 Stroup-Rentier, Vera, Topeka, KS

#### EMOTIONAL AND BEHAVIORAL DISORDERS

Cancio, Edward, Toledo, OH  
 Carrero, Kelly, Commerce, TX  
 Chow, Jason, Richmond, VA  
 Common, Eric, Lawrence, KS

Cook, Bryan, Honolulu, HI  
 Cooper, Justin, Louisville, KY  
 Corbin, Kimberly, Honolulu, HI  
 Couvillon, Mike, Des Moines, IA  
 Ennis, Robin, Birmingham, AL  
 Freeman, Jennifer, Storrs, CT  
 Gage, Nicholas, Storrs-Mansfield, CT  
 George, Cheryl, Philadelphia, PA  
 Hirsch, Shanna, Clemson, SC  
 Kemp, Suzanne, Lincoln, NE  
 Kern, Lee, Bethlehem, PA  
 Kimball, Kathleen, Atlanta, GA  
 Landrum, Timothy, Louisville, KY  
 Lane, Kathleen Lynne, Lawrence, KS  
 Lusk, Mandy, Atlanta, GA  
 Lyons, Caitlin, Bethlehem, PA  
 MacSuga-Gage, Ashley, Gainesville, FL  
 Mathur, Sarup, Tempe, AZ  
 Nordness, Philip, Omaha, NE  
 Vannest, Kimberly, College Station, TX  
 Wolfe, Alicia, Bethlehem, PA  
 Wood, Brenna, Bethlehem, PA  
 Yell, Mitchell, Columbia, SC

#### GIFTED AND TALENTED

Boswell, Cecelia, De Leon, TX  
 Breedlove, Lynette, Bowling Green, KY  
 Cross, Tracy, Williamsburg, VA  
 Ricci, Mary Cay, Olney, MD  
 Roberts, Julia, Bowling Green, KY  
 Robins, Jennifer, Williamsburg, VA  
 Thomas, Kianga, Norfolk, VA

#### INTERNATIONAL PROGRAMS/ SERVICES

Anastasiou, Dimitris, Carbondale, IL  
 Chapple, Jim, Vermilion, OH  
 Hauth, Clara, Arlington, VA  
 Khalifa, Batoul, Doha-Qatar,  
 Lin, Feng-Chen, Taipei, Taiwan  
 Raymond, Eileen, Canton, NY  
 Rodriguez, Jacqueline,  
 Williamsburg, VA  
 Spencer, Vicky, Baltimore, MD  
 Walker, Zachary, Singapore,  
 Singapore

#### LEARNING DISABILITIES

Allor, Jill, Dallas, TX  
 Bateman, David, Shippensburg, PA  
 Brigham, Rick, Fairfax, VA  
 Budin, Shannon, Buffalo, NY  
 Chow, Jason, Richmond, VA  
 Conoyer, Sarah, Commerce, TX  
 Coogler, Christan, Pittsburgh, PA  
 Cook, Bryan, Honolulu, HI  
 Cook, Lysandra, Honolulu, HI

Cook, Sara, Waikoloa, HI  
 Cozad, Lauren, State College, PA  
 DeBettencourt, Laurie, Baltimore, MD  
 Decker, Mary, Columbia, MO  
 Driver, Melissa, Kennesaw, GA  
 Goodwin, Vanessa, Sierra Madre, CA  
 Hampton, David, Bowling Green, OH  
 Hott, Brittany, Rockwall, TX  
 Hwang, Jiwon, Lancaster, CA  
 Jagaiah, Thilagha, Vernon, CT  
 Kennedy, Michael, Charlottesville, VA  
 Kong, Jennifer, Riverside, CA  
 La Marca, Jeff, South Orange, NJ  
 Lambert-Yuhasz, Michelle, Austin, TX  
 Lembke, Erica, Columbia, MO  
 Marshall, Kathleen, Columbia, SC  
 Morano, Stephanie, State College, PA  
 Nagro, Sarah, Fairfax, NY  
 O'Connor, Rollanda, Riverside, CA  
 Osipova, Anna, South Pasadena, CA  
 Poch, Apryl, Columbia, MO  
 Powell, Sarah, Austin, TX  
 Reed, Lauren, Honolulu, HI  
 Reutebuch, Colleen, Austin, TX  
 Riccomini, Paul, University Park, PA  
 Simpson, Lisa, SAN JOSE, CA  
 Smith, Robert, Columbia, MO  
 Solis, Michael, Charlottesville, VA  
 Someki, Fumio, Staten Island, NY  
 Stocker, James, State College, PA  
 Szabo-Kifer, June, Santa Barbara, CA  
 Therrien, Bill, Charlottesville, VA  
 Torres, Caroline, Honolulu, HI  
 Weiss, Margaret, Fairfax, VA  
 Zumeta Edmonds, Rebecca,  
 Washington, DC

#### MEASURING SPECIAL EDUCATION TEACHER EFFECTIVENESS

Buzick, Heather, Princeton, NJ  
 Johnson, Evelyn, Boise, ID  
 Kennedy, Michael, Charlottesville, VA  
 Redash, Amanda, Brighton, MA

#### PARENT/FAMILY/SCHOOL PARTNERSHIPS

Aldersey, Heather, Kingston, Ontario  
 Burke, Meghan, Champaign, IL  
 Chiu, Caya, Taipei, Taiwan  
 Creighton Martin, Catherine,  
 Fairfax Station, VA  
 Diliberto, Jennifer, Greensboro, NC  
 Fernandez, Rhode, Herndon, VA  
 Francis, Grace, Fairfax, VA  
 Gershwin Mueller, Tracy,  
 Fort Collin, CO

Kervick, Colby, Burlington, VT  
 Kyzar, Kathleen, Fort Worth, TX  
 Pleet-Odle, Amy, Elkton, MD

#### PERSONNEL PREPARATION

Berlinghoff, Dee, Hopewell Junction,  
 NY  
 Chai, Zhen, Northridge, CA  
 Cornelius, Kyena, Mankato,, MN  
 Hallock, Patrice, Gilboa, NY  
 Hamilton-Jones, Bethany, Athens, GA  
 Hardin, Stacey, Bloomington, IL  
 Harris, Monica, Grand Rapids, MI  
 Hoffman, Katie, State College, PA  
 Kennedy, Virginia, Northridge, CA  
 Kim, Eunjoo, Gary, IN  
 Lynch, Patricia, Bryan, TX  
 Mamlin, Nancy, Durham, NC  
 Patterson, DaShaunda, Mableton, GA  
 Ploessl, Donna, Tuscaloosa, AL  
 Prater, Mary Anne, Provo, UT  
 Robinson, Suzanne, Leawood, KS  
 Scheeler, Mary Catherine,  
 University Park, PA  
 Schoenfeld, Naomi, Nashua, NH  
 Sears, Sue, Northridge, CA  
 Sebald, Ann, Fort Collins, CO  
 Sindelar, Paul, Gainesville, FL  
 Sjostrom, Cheryl, Bermuda Dunes, CA  
 Spooner, Fred, Charlotte, NC  
 Sundeen, Todd, Greeley, CO  
 Swoszowski, Nicole, Tuscaloosa, AL  
 Tandon, Bharti, Shorewood, WI  
 Thomas, Cathy, Columbia, MO  
 Winn, Judy, Milwaukee, WI  
 Wolfe, Pamela, University Park, PA

#### PHYSICAL/HEALTH/MULTIPLE DISABILITIES

Clarke, Laura, Ft. Thomas, KY  
 Elam, Megan, Cincinnati, OH  
 Finn, David, Birmingham, AL  
 Grimmet, Kharon, West Lafayette, IN  
 Hart Barnett, Juliet, Phoenix, AZ  
 Jackson Glimps, Blanche, Nashville, TN  
 Juarez, Angie, Los Angeles, CA  
 Kuntzler, Patrice, Westbury, NY  
 Lyon, Kristin, Bloomington, IL  
 Murphy, Sean, Peapack, NJ  
 Thomas, Linda, Wesley Chapel, FL

#### PIONEERS/HISTORICAL PERSPECTIVES

Coleman, Mary Ruth, Chapel Hill, NC  
 Fowler, Susan, Champaign, IL  
 McDonald, Joan, Scottsdale, AZ

#### PUBLIC POLICY

Bettini, Elizabeth, Boston, MA  
 Foster, Megan, Utica, NY  
 Morgan, Cheryl, Conway, SC  
 Murphy, Kristin, Boston, MA  
 Ochoa, Theresa, Bloomington, IN  
 Opuda, Michael, Portland, ME  
 Poppen, Marcus, Pullman, WA  
 Provost, John, Easthampton, MA  
 Repetto, Jeanne, Gainesville, FL  
 Schulze, Rob, Johnson, VT  
 Shepherd, Katharine, Burlington, VT  
 Shriner, James, Champaign, IL

#### RESEARCH

Able, Harriet, Chapel Hill, NC  
 Al Otaiba, Stephanie, Dallas, TX  
 Barber, Brian, Kent, OH  
 Coyne, Michael, Storrs, CT  
 Ford, Jeremy, Boise, ID  
 Han, Insoon, Duluth, MN  
 Harris, Pamela, Mesa, AZ  
 Hosp, Michelle, Amherst, MA  
 Hua, Youjia, Iowa City, IA  
 Jung, Pyung-Gang, Minneapolis, MN  
 Kamman, Margaret, Gainesville, FL  
 Katsiyannis, Antonis, Clemson, SC  
 Kiely, Mary Theresa, Flushing, NY  
 Lee, David, University Park, PA  
 Losinski, Mickey, Manhattan, KS  
 Mahdavi, Jennifer, Rohnert Park, CA  
 McLeskey, James, Gainesville, FL  
 McMaster, Kristen, Minneapolis, MN  
 Pavri, Shireen, Long Beach, CA  
 Powell, Sarah, Austin, TX  
 Richards-Tutor, Cara, Long Beach, CA  
 Santangelo, Tanya, Glenside, PA  
 Smith, Stephen, Gainesville, FL  
 Talbott, Elizabeth, Chicago, IL  
 Wanzek, Jeanne, Nashville, TN  
 Weiss, Stacy, Greenville, NC  
 Woods-Groves, Suzanne, Iowa City, IA

#### RESPONSE TO INTERVENTION

Braun, Gina, Chicago, IL  
 Brown, Christerralyn, Chicago  
 Heights, IL  
 Bryant, Diane, Austin, TX  
 Clemens, Nathan, Pflugerville, TX  
 Conner, Carlin, Dallas, TX  
 Didion, Lisa, Austin, TX  
 Dingle, Mary, Arcata, CA  
 Dunn, Lori, Chestnut Hill, MA  
 Faggella-Luby, Michael,  
 Fort Worth, TX  
 Gatlin, Brandy, Atlanta, GA

Gesel, Samantha, Nashville, TN  
 Greulich, Luana, Berrien Springs, MI  
 Hosp, John, Amherst, MA  
 Jones, Francesca, Dallas, TX  
 Kent, Shawn, Houston, TX  
 Kim, Min Kyung, Johnson City, TN  
 Kumm, Skip, Chicago, IL  
 Kunemund, Rachel, Richmond, VA  
 Lawson, Janelle, San Francisco, CA  
 Lemons, Chris, Nashville, TN  
 Leonard, Kaitlin, Storrs, CT  
 Mason, Linda, Chapel Hill, NC  
 Ortiz, Miriam, Dallas, TX  
 Paisner-Roffman, Heidi,  
 Chestnut Hill, MA  
 Scanlon, David, Chestnut Hill, MA  
 Stecker, Pamela, Pendleton, SC  
 Sterrett, Brittany, Mechanicsville, VA  
 Toste, Jessica, Austin, TX  
 Wilkinson, Sarah, Worcester, MA

#### STEM

Clarke, Ben, Eugene, OR  
 Flores, Margaret, Auburn University, AL  
 Grillo, Kelly, Ormond Beach, FL  
 Hoover, Theresa, Chambersburg, PA  
 Hughes, Elizabeth, Pittsburgh, PA  
 Hunt, Jessica, Austin, TX  
 Hwang, Jiwon, Lancaster, CA  
 Jones, Julie, Spartanburg, SC  
 Ketterlin-Geller, Leanne, Dallas, TX

Kurtz-Nelson, Eva, Eugene, OR  
 Namkung, Jessica, Lincoln, NE  
 Patterson, Sarah, Lancaster, OH  
 Pfannenstiel, Kathleen, Pflugerville, TX  
 Sabousky, Richard, Clarion, PA  
 Shanley, Lina, Eugene, OR  
 Stocker, James, State College, PA  
 Stout, Jonathan, Lock Haven, PA  
 Taylor, Jonte, University Park, PA  
 Watt, Sarah, Oxford, OH  
 Zhang, Dake, New Brunswick, NJ

#### STRATEGIES FOR ENTRY INTO THE SPECIAL EDUCATION CAREER

Bohjanen, Sharon, DePere, WI  
 Catalano, Jennifer, Tucson, AZ  
 Grimmet, Kharon, West Lafayette, IN  
 Hoge, Matthew, Portage, MI  
 Tandy, Jacob, Indianapolis, IN

#### TECHNOLOGY AND MEDIA

Agrawal, Jugnu, Fairfax, VA  
 Ault, Melinda, Lexington, KY  
 Bausch, Margaret, Lexington, KY  
 Blum, Craig, Normal, IL  
 Boucher, Alyssa, Wakefield, MA  
 Choo, Samuel, Lexington, KY  
 Coleman, Mari Beth, Knoxville, TN  
 Daley, Samantha, Rochester, NY  
 Edyburn, Dave, Orlando, FL

Evmenova, Anya, Fairfax, VA  
 Flanagan, Sara, Lexington, KY  
 Gardner, James, Norman, OK  
 Hall, Tracey, Wakefield, MA  
 Howery, Kathy, Edmonton, Alberta  
 Howorth, Sarah, Fairview, PA  
 Israel, Maya, Champaign, IL  
 McMahon, Don, Pullman, WA  
 Okolo, Cynthia, East Lansing, MI  
 Pennington, Robert, Louisville, KY  
 Rana, Shalu, Arlington, VA  
 Regan, Kelley, Fairfax, VA  
 Rhodes, Alice, Lexington, KY  
 Slemrod, Tal, Chico, CA  
 Yakubova, Gulnoza, College Park, MD

#### VISUAL IMPAIRMENTS AND DEAFBLINDNESS

Bischke, Chris, Salt Lake City, UT  
 Blankenship, Karen, Nashville, TN  
 Botsford, Kathryn, Portland, OR  
 DePountis, Vicki, Austin, TX  
 Farrand, Kathleen, Mesa, AZ  
 Johnson, Nicole, Ashland, PA  
 Koehler, Karen, Orient, OH  
 Parker, Amy, Monmouth, OR  
 Pevsner, Diane, Gulf Shores, AL  
 Savaiano, Mackenzie, Lincoln, NE  
 Sheffield, Rebecca, Washington, DC  
 Wilton, Adam, Vancouver, CA

## Local Arrangements Committee

**Karen Rose, Chair** – Karen Rose, CEC 2017 Local Arrangements Chairperson and with Co-Presidents of CEC Mass., **Elizabeth Stringer Keefe**, Lesley University, and **Renee Greenfield**, Amherst Public Schools, began working more than a year ago preparing for CEC 2017. A remarkable group of individuals accepted responsibilities to cover 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. CEC relies heavily on volunteers and it is because of their efforts and dedication that the CEC 2017 Convention & Expo is a professional development activity of the highest quality.

A very special thank you to following individuals:

**ACCESSIBILITY:**

*Liam Rutter-Stokes, Avon Public Schools; Jane Hardin, Simmons College*

**DIVERSITY:**

*Theresa Melito-Conners, Massachusetts Association of 766 Approved Private Schools, Wakefield, MA*

**HEADQUARTERS:**

*Jonathan Mande, Lesley University*

**PREREGISTRATION & REGISTRATION:**

*Louise Andrews, Cambridge College; Krista Sumski, Newton Public Schools; Meriwether Burruss, Westwood Public Schools*

**SPECIAL EVENTS:**

*Lyndsey Nunes, Westfield State University*

**VOLUNTEER:**

*Kathie Nyholm, Boston University; Taylor Adkin, Boston University; Rebekah Louis, Boston University*

**YES I CAN:** *Lianna Pizzo, University of Massachusetts, Boston; Chris Evans, Simmons College*



*Special thanks to ALL individuals who volunteered during CEC 2017!*

## Convention Cities and CEC Presidents

1923 Cleveland, Ohio	Elizabeth Farrell (1922-26)	1970 Chicago, Illinois	John Melcher
1924 Chicago, Illinois		1971 Miami Beach, Florida	Samuel C. Ashcroft
1925 Cincinnati, Ohio		1972 Washington, D.C.	Jean R. Hebel
1926 Washington, D.C.		1973 Dallas, Texas	Stella A. Edwards
1927 Dallas, Texas	Alice B. Metzner	1974 New York, New York	Jack C. Dinger
1928 Toronto, Canada	Charles M. Elliott	1975 Los Angeles, California	Raphael F. Simches
1929 Detroit, Michigan	Edith L. Groves	1976 Chicago, Illinois	Philip R. Jones
1930 Philadelphia, Pennsylvania	John Lewis Horn	1977 Atlanta, Georgia	Jasper E. Harvey Harold Perry
1931 Cleveland, Ohio	Meta Anderson	1978 Kansas City, Missouri	Harold Perry
1932 Washington, D.C.	Charles Scott Berry	1979 Dallas, Texas	Parthenia Cogdell
1933 Minneapolis, Minnesota	I. Grace Ball	1980 Philadelphia, Pennsylvania	Kenneth Wyatt
1934 Toronto, Canada	May E. Bryne	1981 New York, New York	William E. Johnson
1935 Baltimore, Maryland	G. Elmore Reaman	1982 Houston, Texas	Jo Thomason
1936 Chicago, Illinois	Harry J. Baker (1935-37)	1983 Detroit, Michigan	Lyndal M. Bullock (1982-84)
1937 Cincinnati, Ohio		1984 Washington, D.C.	
1938 Buffalo, New York	Edward H. Stullken (1937-39)	1985 Anaheim, California	Joseph P. Gaughan
1939 Detroit, Michigan		1986 New Orleans, Louisiana	Michael K. Grimes
1940 Pittsburgh, Pennsylvania	Dorothy E. Norris (1939-41)	1987 Chicago, Illinois	Judy Ashmore
1941 New York, New York		1988 Washington, D.C.	Charles M. Heuchert
1942 Milwaukee, Wisconsin	Samuel A. Kirk (1941-43)	1989 San Francisco, California	William R. Littlejohn
1943 Indianapolis, Indiana		1990 Toronto, Ontario	Harry Dahl
1944 No Convention	John J. Lee (1943-45)	1991 Atlanta, Georgia	Joni Alberg
1945 No Convention		1992 Baltimore, Maryland	Ronald J. Anderson
1946 Detroit, Michigan	Florence Dunlop (1945-47)	1993 San Antonio, Texas	Alba A. Ortiz
1947 Ottawa, Canada		1994 Denver, Colorado	Suana L. Wessendorf
1948 Des Moines, Iowa	Harley Z Wooden	1995 Indianapolis, Indiana	Pamela K. Gillet
1949 San Francisco, California	Ray Graham	1996 Orlando, Florida	Diane L. Johnson
1950 Chicago, Illinois	Arthur S. Hill	1997 Salt Lake City, Utah	Gerald Hime
1951 New York, New York	Wallace J. Finch	1998 Minneapolis, Minnesota	Linda S. Marsal
1952 Omaha, Nebraska	John W. Tenny	1999 Charlotte, North Carolina	Gerry Reynaud
1953 Boston, Massachusetts	William M. Cruickshank	2000 Vancouver, British Columbia	William K. Bogdan
1954 Cincinnati, Ohio	Francis W. Doyle	2001 Kansas City, Missouri	Hellen Bogie
1955 Long Beach, California	Richard S. Dabney	2002 New York, New York	Jacquelyn Alexander
1956 Minneapolis, Minnesota	Francis E. Lord	2003 Seattle, Washington	Janet Burdick
1957 Pittsburgh, Pennsylvania	Elizabeth M. Kelly	2004 New Orleans, Louisiana	Suzanne Martin
1958 Kansas City, Missouri	Maurice H. Fouracre	2005 Baltimore, Maryland	Jim McCormick
1959 Atlantic City, New Jersey	Lloyd M. Dunn	2006 Salt Lake City, Utah	Jamie Hopkins
1960 Los Angeles, California	Ivan K. Garrison	2007 Louisville, Kentucky	Mary Ruth Coleman
1961 Detroit, Michigan	Jack W. Birch	2008 Boston, Massachusetts	Susan A. Fowler
1962 Columbus, Ohio	Leo F. Cain	2009 Seattle, Washington	Kathleen Puckett
1963 Philadelphia, Pennsylvania	Mamie Jo Jones	2010 Nashville, Tennessee	Jacqueline L. Mault
1964 Chicago, Illinois	Frances P. Connor	2011 National Harbor, Maryland	Marilyn Friend
1965 Portland, Oregon	Harrie M. Selznick	2012 Denver, Colorado	Margaret McLaughlin
1966 Toronto, Canada	Maynard C. Reynolds	2013 San Antonio, Texas	Christy A. Chambers
1967 St. Louis, Missouri	Ernest P. Willenberg James J. Gallagher	2014 Philadelphia, Pennsylvania	Robin D. Brewer
1968 New York, New York	Leo Connor	2015 San Diego, California	James P. Heiden
1969 Denver, Colorado	John W. Kidd	2016 St. Louis, Missouri	Antonis Katsyannis

# Index of Speakers

**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.

## A

Able, Harriet	201
481	621
Abou-Rjaily, Kathleen	103, 166, 785
Accardo, Amy	149, 519, 598
Aceves, Terese	190
Acosta, Kelly	714
Adamson, Reesha	484
Adiguzel, Tufan	251
Afacan, Kemal	456
Agrawal, Jugnu	53
Ahlgrim-Delzell, Lynn	265
Ahmed, Siddiq	683
Ahn, Soo	314, 694
Ainsworth, Melissa	617
Aitken, Angelique	585
Al Otaiba, Stephanie	178, 383
Alghamdi, Ahmed	687
Alghamdi, Mohammed	229
Alharbi, Fahad	229
Alkhatib, Afnan	108
Allen, Abigail	233, 523
Allison, Caryn	50
Allor, Jill	383
Alsalem, Majed	222
Alshehri, Abdullah	179
Alvarado, Jose Luis	798
Alves, Kat	317
Alzahrani, Turkey	229, 462
Amsbary, Jessica	621
Anastasiou, Dimitris	256
Andersen, Lori	134
Anderson, Jeffrey	316, 493, 557
Anderson, Leslie	547
Anderson, Morgan	74
Andzik, Natalie	634, 703
Ansley, Brandi	445, 786
Arden, Sarah	334, 86
Arnold, Erin	498
Arter, Patricia	712
Artiles, Alfredo	96
Artzi, Lauren	194, 297
Asaro-Saddler, Kristie	744
Athamanah, Lindsay	168, 272, 858
Ault, Melinda	374, 779
Axelson, Natasha	608
Ayantoye, Catherine	636
Ayres, Kevin	813

## B

Baek, Sangsu	568
Bailey, Tessie	196, 302
Baker, Joshua	97, 331, 482
Baker, Pamela	88
Balestreri, Kathryn	528
Bambara, Linda	8
Barber, Brian	356, 604, 792
Barbour, Josh	322
Barkel, Ashley	585
Barnes, Alyssa	282

Barrio, Brenda	31, 359
Barrion, Nicole	490
Barron, Tammy	267
Barry, Riley	769
Bartels, Lori	719
Barthold, Christine	806
Bartholomew, Audrey	459
Barton, Erin	125
Basham, James	200, 422, 609
Bassette, Laura	791
Bateman, David	696
Bateman, Rebecca	777
Bates, Erin	36
Battista, Christian	175
Bausch, Margaret	374
Baxter, Christine	737
Beach, Kristen	241
Beal, Carole	111, 557
Bean, Kimberly	245
Becht, Kathleen	495
Becker, Helene	615
Behnke, Kirk	311, 764
Behrens, Wendy	44, 545
Benedict, Amber	356, 473, 544, 604, 676
Beninghof, Anne	91
Bentsen, Erik	215
Berg, Tricia	118
Bergstrom, Carly	396
Berkeley, Sheri	338, 488
659	
Berlinghoff, Dee	348
Bernstein, Debra	195
Bernstein-Danis, Tabettha	379
Berquist, Elizabeth	669
Billeau, Patricia	768
Bin Mohamed Khair, Muhammad	
Salman	583
Bingham, Ann	761
Bingham, Winter	686
Blackorby, Jose	200, 609
Blake, Jamilia	198
Blalock, Gregory	378, 691
Blasic, Jessica	92
Blum, Craig	587, 603
Blumberg, Sarah	171, 430, 644
Bodily, Sarah	495
Bogus, Alexandra	260
Boh, Andrea	446, 675, 819
Bonati, Michelle	750
Bondie, Rhonda	706
Boneva, Iva	284
Bortnem, Gayle	852
Boscardin, Mary Lynn	18
Bottge, Brian	160, 363
Bouck, Emily	349, 699, 791
Bounds, Quintella	435
Bowman, Connie	247
Boyd, Brian	479
Boyle, Susannah	815, 839
Bradley, Renee	433, 491

Bradshaw, Catherine	23
Brasseur-Hock, Irma	68, 436
Bratsch-Hines, Mary	127
Braun, Gina	341
Brawand, Anne	663
Bray, Laura	5
Brennan, Kaitlyn	153, 814
Brewer, Robin	730
Brickhouse, Charlotte	142
Bridges, Shannon	29
Brigham, Rick	27
Brock, Matthew	231, 323, 634
Bross, Leslie	463, 512, 817
Browder, Diane	180, 674
Brown, Dan	195
Brown, Jessica	38
Brown, Julie Esparza	12
Brown, Nicholas	525
Brownell, Mary	11, 557, 356, 604
Bruce, Susan	10, 99, 543
Bruder, Mary Beth	138, 771
Bruhn, Allison	191, 476
Brum, Christopher	10, 801
Bryan, Michael	618
Bryant, Brian	301
Bryant, Diane	301, 521, 627, 738
Bryant, Larry	387
Buchanan, Michelle	25
Buchter, Jennifer	228, 789
Budin, Shannon	262
Buma, Carolyn	186
Bumble, Jennifer	401
Bundock, Kaitlin	408
Burgess, Sloane	392
Burns, Darci	165, 478
Burns, Heidi	28
Burns, Raquel	830
Butler, Anne	767
Butler, Dianne	42
Butler, Mark	101

## C

Cagliani, Rachel	760
Cahill, Gail	43, 123
Cahill, Kate	189
Caldarella, Paul	24
Calhoon, Mary Beth	436, 488
Camacho, Kristine	288, 559
Cameron, Janis	382
Cameto, Renee	477
Campbell, Ty	261, 545
Campbell, Victoria	253
Cannady, Zabrana	614
Cannon, Lynn	616
Cantwell, Emily	464
Capizzi, Andrea	312
Capizzi, Andrea	654
Capra, Brian	369
Carlson, Alexis	26
Carlson, Carole	72



**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.

Carrero, Kelly ..... 435  
 Carrington, Brenda ..... 560  
 Carroll, Megan ..... 301, 627  
 Carroll-Ratteau, Meaghan ..... 337, 671  
 Carter, Jr., Richard ..... 422, 609  
 Cartledge, Gwendolyn ..... 784  
 Casasanto-Ferro, Julia ..... 297  
 Cassels, Stefanie ..... 809  
 Cavanagh, Diane ..... 335  
 Cavanaugh, Megan ..... 576  
 Cavendish, Wendy ..... 27  
 Cavitt, Dennis ..... 217  
 Cepeda, Aimee ..... 693  
 Chan, Paula ..... 743  
 Chappell, Denise ..... 189  
 Charron, Nancy ..... 254  
 Chen, Xiaohan ..... 683  
 Chitiyo, Jonathan ..... 342  
 Cho, Su-Je ..... 465, 590  
 Choi, Jeong ..... 567  
 Choi, Nari ..... 620  
 Choo, Samuel ..... 160  
 Chopra, Ritu ..... 404  
 Chovanes, Jacquelyn ..... 8, 366, 830  
 Chow, Jason ..... 100, 709, 845  
 Chow, Jenny ..... 716  
 Christ, Thomas ..... 557  
 Christensen, Jennifer E. .... 308  
 Christians, Nicolette ..... 762  
 Chuang, Cliff ..... 198  
 Chung, Yun-Ching ..... 685, 703  
 Cichy-Parker, Bryan ..... 387  
 Cihak, David ..... 482, 542, 729  
 Cipriano Crowe, Christina ..... 230  
 Ciullo, Stephen ..... 170, 301, 425, 523  
 Clancy, Erin ..... 601  
 Clark, Kelly ..... 281  
 Clarke, Ben ..... 803  
 Classen, Audra ..... 441  
 Clayton-Code, Kimberly ..... 454  
 Cleaver, Samantha ..... 241  
 Clemens, Nathan ..... 178  
 Clinard, April Leah ..... 661  
 Cline, Jenifer ..... 696  
 Coleman, Mari Beth ..... 589, 729, 812  
 Coleman, Mary Ruth ..... 211, 304, 355  
 Collado, Cindy ..... 732  
 Collett, Johnny ..... 618  
 Collins, Alyson ..... 170, 425  
 Collins, Belva ..... 411  
 Collins, James ..... 482  
 Collins, Lauren ..... 137, 612  
 Colon, Gliset ..... 158  
 Combis, Catrina ..... 230  
 Common, Eric ..... 107, 371, 464  
 Cones, Imani ..... 338  
 Conklin, Jeffrey ..... 378, 691  
 Connelly, Vincent ..... 623  
 Connors, Nicole ..... 325, 380  
 Conroy, Maureen ..... 227, 613  
 Contesse, Valentina ..... 501  
 Conway, Sheila ..... 153  
 Cooc, North ..... 424  
 Cook, Bryan ..... 82, 419

Cook, Kathleen ..... 135, 286, 516  
 Cook, Leanne ..... 404  
 Cook, Lysandra ..... 40  
 Cook, Rebecca ..... 407  
 Cook, Sara ..... 772  
 Cooke, Aaron ..... 498  
 Cooper, Justin ..... 826  
 Cordoni, Leah ..... 790  
 Corr, Catherine ..... 16, 377, 662  
 Corrigan, Julie ..... 493  
 Corwith, Susan ..... 545  
 Cotabish, Alicia ..... 25, 44  
 Cote, Debra ..... 289  
 Coulter, Gail ..... 5  
 Coulter, Gail ..... 487  
 Counts, Jennifer ..... 79, 255  
 Courtade, Ginevra ..... 97, 243  
 Cox, Ann ..... 756  
 Cox, Sarah ..... 115, 684  
 Coy, Justin ..... 728  
 Coy, Kimberly ..... 620, 804  
 Coyle, Tiffany ..... 782  
 Coyne, Margaret (Peggy) ..... 19  
 Coyne, Michael ..... 165, 478  
 Craddock, Caitlin ..... 695  
 Craft, Nona ..... 243  
 Crawford, Lindy ..... 6  
 Crevecoeur, Yvel ..... 721  
 Crockett, Jean ..... 388, 588  
 Cross, Jennifer ..... 203, 545  
 Cross, Tracy ..... 203, 545  
 Crossland, Alise ..... 21  
 Crowley, E. Paula ..... 377, 802  
 Crutchfield, Stephen ..... 346  
 Crylen, Anne ..... 611  
 Cullen, Jennifer ..... 426, 700  
 Cumming, Ingrid ..... 67  
 Cumming, Michelle ..... 520, 554  
 Cumming, Therese ..... 367  
 Curran, Christina ..... 276  
 Curry, Cynthia ..... 721  
 Curry, Jill ..... 35  
 Cutts, Chelsi ..... 180

## D

Da Fonte, Alexandra ..... 312  
 Dabo, Arfang ..... 631  
 Dailey, Debbie ..... 25  
 Daily, Laurie ..... 797  
 Dainty, Helen ..... 517  
 Damiani, Michelle ..... 550  
 Danielson, Louis ..... 196, 548  
 Datchuk, Shawn ..... 400, 660, 745  
 Daunic, Ann ..... 520, 554  
 Davenport, Carrie ..... 818  
 Davidson, Kimberly ..... 776  
 Davis, Kelly ..... 261, 545  
 Davis, Lauren ..... 796  
 Davis, Rebecca ..... 333, 458  
 Davis, Tonya ..... 52  
 De La Paz, Susan ..... 439  
 Dean, Stacy ..... 320  
 DeBettencourt, Laurie ..... 316, 836  
 DeClouette, Nicole ..... 496

DeCoste, Denise ..... 311  
 Delaney, Sandra ..... 381  
 DeMatteo, Francis ..... 712  
 Demchak, MaryAnn ..... 453  
 Denton, Carolyn ..... 212, 303  
 DeRennaux, Rick ..... 148  
 DesGeorges, Janet ..... 494  
 Desjardins, Guy ..... 605  
 DeSpain, Stephanie ..... 682  
 Devine, Stephanie ..... 331, 482  
 DeVries, Melissa ..... 7  
 Dexter, Courtney ..... 113  
 Dexter, Douglas ..... 113  
 Diaz, Sarah ..... 96  
 Dickson, Ken ..... 298  
 Didion, Lisa ..... 192, 698, 802  
 Dieker, Lisa ..... 30  
 Diliberto, Jennifer ..... 304, 355  
 Dimino, Joseph ..... 278, 303  
 Dirsmith, Jessica ..... 67  
 Dituri, Joan ..... 193  
 Doabler, Christian ..... 803  
 Dobler, Tiffany ..... 154  
 Dojonovic, Stacie ..... 428  
 Doody, Kathy ..... 378  
 Dooley, Kate ..... 84  
 Dooley, Sam ..... 195  
 Dorff, Juliann ..... 206  
 Douglas, Karen ..... 685  
 Dowell, Richard ..... 253  
 Drew, Sally ..... 755  
 Driscoll, Stacy ..... 69  
 Drogan, Robin ..... 310  
 Dsa, Nina ..... 260  
 DuBois, Alison ..... 209  
 Duke, Jodi ..... 437, 617, 735  
 Dunlap, Kristin ..... 463, 512  
 Dunn, Lori ..... 859  
 Dunn, Michael ..... 325  
 Dunn, Michelle ..... 255, 409  
 Duppong Hurley, Kristin ..... 546  
 Dvorchak, Jesse ..... 728, 837  
 Dykes, Frank ..... 308

## E

Echternacht, Jean ..... 239  
 Eckman, Scott ..... 4  
 Edwards, Nicole ..... 662  
 Edyburn, Dave ..... 211  
 Eichhorn, Melinda (Mindy) ..... 860  
 Elder, Brent ..... 550  
 Ellis, Karen ..... 193  
 Ennis, Robin ..... 249, 371, 541, 679  
 Erdmann, Carly ..... 654  
 Eren, Ruth ..... 245  
 Erickson, Jennifer ..... 555  
 Escarpio, Raul ..... 579  
 Espin, Christine ..... 242  
 Esser, Ted ..... 719  
 Evanovich, Lauren ..... 705  
 Evans, David ..... 750  
 Evans, Yvette ..... 603  
 Everett, Susannah ..... 763  
 Evmenova, Anya ..... 314, 694, 806

**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.

Eyres, Ruth . . . . . 75

## F

Fagan, McKenzie . . . . . 654  
Faggella-Luby, Michael . . . . . 755, 836  
Fallon, Lindsay . . . . . 390  
Fallon, Moira . . . . . 339  
Farling, Alice . . . . . 126  
Farrand, Kathleen . . . . . 102, 654, 731  
Farrell, Erin . . . . . 133  
Favazza, Paddy . . . . . 275  
Feinberg, Adam . . . . . 763  
Fenty, Nicole . . . . . 283  
Fergus, Edward . . . . . 141  
Fernando, Josephine . . . . . 191, 476  
Fialka, Janice . . . . . 190, 376  
Fields, Annette Anderson . . . . . 28  
Fien, Hank . . . . . 375  
Filler, John . . . . . 228  
Finnegan, Elizabeth . . . . . 149  
Finnegan, Lisa . . . . . 467  
Firestone, Allison . . . . . 803  
Fisher, Kim . . . . . 169, 507  
Fisher, Larry . . . . . 449  
Fisher, Sharyn . . . . . 535  
Fisher, Tiffany . . . . . 5, 85  
Fitzgerald, Johanna . . . . . 774  
Fitzgerald, Nancy . . . . . 207  
Fletcher, Todd . . . . . 126  
Flores, Margaret . . . . . 824  
Floyd, Jannis . . . . . 80  
Foegen, Anne . . . . . 514  
Fogt, Julie . . . . . 802  
Foley, Abigail . . . . . 473  
Fones, Amelia . . . . . 834  
Fones, Nancy . . . . . 28  
Forbringer, Linda . . . . . 105  
Ford, Jeremy . . . . . 549  
Forsyth, Andrea . . . . . 453  
Fowler, Sophia . . . . . 827  
Fox, Lise . . . . . 433  
Foxworth, Lauren . . . . . 314  
Francis, Grace . . . . . 27, 144, 384, 437, 492, 835  
Franklin, Toni . . . . . 378, 691  
Franks, Kathryn . . . . . 578  
Freeman, Jennifer . . . . . 84, 720, 763  
Friedman Narr, Rachel . . . . . 474  
Friedman, Samantha . . . . . 734  
Friend, Marilyn . . . . . 267  
Fritz, Ronda . . . . . 575  
Fuchs, Douglas . . . . . 62, 178, 547  
Fuchs, Lynn . . . . . 62, 302, 695  
Fulmer, Deborah . . . . . 728  
Fundus, Jenny . . . . . 4

## G

Gable, Robert . . . . . 137  
Gabriel, Jenna . . . . . 851  
Gage, Nicholas . . . . . 82, 165  
Gandhi, Allison . . . . . 302, 547  
Garber, Adam . . . . . 344  
Gardiner-Hyland, Fíodhna . . . . . 740  
Gardner, III, Ralph . . . . . 503  
Gartland, Debi . . . . . 417

Gasamis, Colin . . . . . 284  
Geller, Norman . . . . . 122  
Gershwin Mueller, Tracy . . . . . 78, 434, 550, 835  
Gersten, Russell . . . . . 278, 431  
Gesel, Samantha . . . . . 460  
Gevarter, Cindy . . . . . 850  
Giangreco, Michael . . . . . 83  
Gilic, Lina . . . . . 27  
Gillies, Ann . . . . . 452  
Gilmour, Allison . . . . . 90, 157  
Gion, Cody . . . . . 23  
Glasgow, Malinda . . . . . 340  
Gleason, Jill . . . . . 728  
Glugatch, Lindsay . . . . . 344, 571  
Goddard, Ashley . . . . . 576  
Goldman, Samantha . . . . . 584, 844  
Goldstone, Linda . . . . . 656  
Gonzalez, Michelle . . . . . 232  
Goo, Minkowan . . . . . 330  
Good, Katherine . . . . . 333, 458  
Good, Kevin . . . . . 694  
Goodman, Steve . . . . . 548  
Gordon, Jason . . . . . 208, 729  
Gordon, Lola . . . . . 162  
Gott, Alison . . . . . 561  
Gould, Kathy . . . . . 833  
Gould, Samantha . . . . . 452  
Gourwitz, Jillian . . . . . 736  
Govendo, Barbara . . . . . 43, 123  
Graff, Heidi . . . . . 27, 65, 806  
Graham, Alice . . . . . 332  
Graner, Patricia . . . . . 755  
Graves, Laura . . . . . 517  
Green, Ambra . . . . . 313  
Green, Jennifer . . . . . 223, 725, 856  
Gregory, Anne . . . . . 87  
Gregory, Katie . . . . . 430  
Grigal, Meg . . . . . 72, 337, 495, 671  
Griller Clark, Heather . . . . . 643  
Grim, Joan . . . . . 812  
Grimaldo, Leticia . . . . . 373  
Grimes, Mike . . . . . 175  
Grimmet, Kharon . . . . . 663  
Gross, Judith . . . . . 384  
Gruber, Barbara . . . . . 593  
Grumstrup, Brianna . . . . . 453  
Grzybowski, Deborah . . . . . 195  
Gumpel, Thomas . . . . . 126, 210  
Gumpert, Mindy . . . . . 385  
Gupta, Snigdha . . . . . 260

## H

Haager, Diane . . . . . 244  
Hahn, Hannah . . . . . 286  
Hai, Jessica . . . . . 344, 571  
Haines, Shana . . . . . 144, 434, 598, 835  
Hall, Dana . . . . . 703  
Hall, Laura . . . . . 586, 801  
Hall, Tracey . . . . . 260, 358  
Hamlin, Dawn . . . . . 348  
Hamme, Robin . . . . . 710  
Hammer, Rachel . . . . . 314, 641  
Hammerschmidt-Snidarich, Stephanie . . . . . 537  
Hammons, Nanette . . . . . 115

Hansen, Nicole . . . . . 505  
Hansen, Sarah . . . . . 33  
Hanson, Ty . . . . . 766  
Harbour, Kristin . . . . . 3  
Hardesty, Canyon . . . . . 759  
Hardin, Kim . . . . . 155  
Harkins Monaco, Elizabeth . . . . . 75  
Harn, Beth . . . . . 118, 575  
Harrington, Karen . . . . . 358  
Harris, Kathleen . . . . . 174, 510  
Harris, Pamela . . . . . 796  
Hart Barnett, Juliet . . . . . 152, 234  
Hart, Debra . . . . . 72, 495, 671  
Hartmann, Elizabeth . . . . . 260, 669, 746  
Hartzell, Rebecca . . . . . 661  
Haselden, Kathryn . . . . . 304, 355  
Hashey, Andrew . . . . . 314, 443  
Hasselbring, Ted . . . . . 476  
Hatton, Deborah . . . . . 266  
Hauser, Marc . . . . . 629  
Hauth, Clara . . . . . 496, 724  
Hauwadhanasuk, Tanyathorn . . . . . 838  
Havercroft, Kathryn . . . . . 279  
Heald, Jessica . . . . . 827  
Hebert, Michael . . . . . 266, 742  
Hedges, Susan . . . . . 594  
Hefte, Scott . . . . . 687  
Held, Nichole . . . . . 365  
Hendricks, Emma . . . . . 2  
Hendricks, Mary . . . . . 378, 691  
Hendrickson, Jo . . . . . 476  
Henning, Bonnie . . . . . 843  
Hensel, Linda . . . . . 109  
Hentz, Susan . . . . . 238  
Herrera, Robyn . . . . . 646  
Hetrick, Allyse . . . . . 65  
Hicks, Tyler . . . . . 463, 512, 567  
Hilsmier, Amanda . . . . . 762  
Hines, Rebecca . . . . . 667  
Hinton, Vanessa . . . . . 824  
Hintz, Anna-Maria . . . . . 488, 633, 783  
Hinzman, Michelle . . . . . 799  
Hirano, Kara . . . . . 20  
Hirsch, Shanna . . . . . 249, 653, 705  
Hirschmann, Kris . . . . . 498, 564  
Hitchcock, John . . . . . 493, 557, 613  
Hock, Michael . . . . . 68, 436  
Hoeptner Poling, Linda . . . . . 206  
Holdheide, Lynn . . . . . 194, 356, 473  
Holdren, Natalie . . . . . 434, 835  
Hollenbeck, Jan . . . . . 56  
Hollingshead, Aleksandra . . . . . 31  
Holzberg, Debra . . . . . 757  
Hoover, John . . . . . 373, 555  
Hopkins, Jamie . . . . . 542  
Horn, Eva . . . . . 172, 427  
Horowitz, Sheldon . . . . . 51  
Hosp, John . . . . . 549  
Hosp, Michelle . . . . . 549  
Hott, Brittany . . . . . 665, 748  
Houchins, David . . . . . 143, 493, 557, 613, 704, 831  
Hougen, Martha . . . . . 797  
Houlton, Terry . . . . . 719

**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.

House, Lexy ..... 329  
 Hovey, Katrina ..... 156  
 Hovland, Jessica ..... 93, 841  
 Howard, Deborah ..... 300, 563  
 Howell, Sara ..... 420  
 Howery, Kathy ..... 42  
 Howie, Amy ..... 48  
 Howorth, Sarah ..... 158, 573  
 Hoyt, Lisa ..... 248  
 Huang, Xiuchang ..... 683  
 Hughes, Elizabeth ..... 483, 635, 708  
 Hughes, Marie ..... 341  
 Hughes, Melissa ..... 314  
 Hui-Michael, Ying ..... 648  
 Huisinga, Shawn ..... 407  
 Hume, Kara ..... 504, 586, 712  
 Hunter, Will ..... 287  
 Hurd, Emily ..... 223, 856  
 Hurley, Nancy ..... 723, 822  
 Huscroft-D'Angelo, Jacqueline ..... 6, 500, 546  
 Huzinec, Chris ..... 416  
 Hyatt, Keith ..... 5, 487

## I

Iland, Emily ..... 161  
 Iland, Thomas ..... 161  
 Imbeau, Marcia ..... 197  
 Ingram, James ..... 447  
 Inman, Tracy ..... 25, 44, 558  
 Intepe, Seyma ..... 843  
 Irvine Belson, Sarah ..... 664  
 Irwin, Mary Kay ..... 237  
 Ivory, Kyleigh ..... 379  
 Ivy, Sarah ..... 129, 684  
 Izzo, Margo ..... 49

## J

Jackson, Becca ..... 124, 474  
 Jackson, Dia ..... 47, 302, 602  
 Jackson, Richard ..... 669, 764  
 Jacobs, Jen ..... 703  
 Jagaiah, Thilagha ..... 300, 563  
 Jakubowski, Elizabeth ..... 115  
 Jankowski, Elizabeth ..... 20  
 Jasper, Andrea ..... 287  
 Jayanthi, Madhavi ..... 278  
 Jean-Philippe, Emmanuel ..... 92  
 Jenkins, Emma ..... 569  
 Jenkins, Melissa ..... 840  
 Jerome, Marci ..... 325, 617  
 Jimenez, Eliseo ..... 323  
 Jimenez-Silva, Margarita ..... 796  
 Jitendra, Asha ..... 539, 687  
 Johns, Beverley ..... 364  
 Johnsen, Susan ..... 44, 558  
 Johnson, Evelyn ..... 544  
 Johnson, Gretchen ..... 589  
 Johnson, Harold ..... 542  
 Johnson, LeAnne ..... 446, 675, 819  
 Johnson, Lisa Rose ..... 1, 611  
 Johnson, Margaret ..... 148  
 Johnson, Matthew ..... 135, 286  
 Johnson, Nicole ..... 266, 543, 663  
 Johnson, Zachary ..... 143, 704

Johnston-Rodriguez, Sarah ..... 572  
 Jolly, Jennifer ..... 203, 397  
 Jones, Francesca ..... 188  
 Jones, Hazel ..... 394  
 Jones, Katelyn ..... 209  
 Jones, Lindsay ..... 51, 642  
 Jones, Nathan ..... 11, 114, 544  
 Jones-Bromenshenkel, Melissa ..... 407  
 Jordan, Adam ..... 1, 45  
 Jordan, Kasey ..... 45  
 Juarez, Sara ..... 185, 620, 804  
 Jungjohann, Kathleen ..... 803

## K

Kaari, Jacqueline ..... 624  
 Kabashi, Lema ..... 402  
 Kaczorowski, Tara ..... 221, 508  
 Kaff, Marilyn ..... 117  
 Kaffar, Bradley ..... 207, 824  
 Kaldenberg, Erica ..... 805  
 Kamman, Margaret ..... 356, 544  
 Kamps, Debra ..... 24  
 Kang, Jeongae ..... 243  
 Kappel, Audrey ..... 475  
 Karal, Muhammed ..... 821  
 Katsiyannis, Antonis ..... 79, 714  
 Katulak, Kate ..... 38  
 Katz, Melissa ..... 187  
 Kea, Cathy ..... 252, 619  
 Kearns, Devin ..... 386, 473, 608  
 Keating, Tom ..... 322  
 Keedy-Merk, Meredith ..... 48  
 Keen, Denise ..... 561  
 Keith, Deanna ..... 213  
 Keller, Clayton ..... 108, 126, 583  
 Kelly, Michael ..... 550  
 Kemp, Peggy ..... 190, 376  
 Kemp, Suzanne ..... 711  
 Kemper, Talya ..... 98  
 Kennedy, Kara ..... 770  
 Kennedy, Krystal ..... 532  
 Kennedy, Michael ..... 178, 317, 562  
 Kern, Amanda ..... 549  
 Kern, Laura ..... 84  
 Kern, Lee ..... 65  
 Kern, Victoria ..... 26  
 Kervick, Colby ..... 434, 569, 662  
 Khamsi, Sheida ..... 307  
 Kiely, Mary Theresa ..... 388  
 Kilgo, Jennifer ..... 370  
 Kilinc, Sultan ..... 102  
 Kim, Eunjoo ..... 568  
 Kim, Ji-Ryun ..... 590  
 Kim, Soyeon ..... 857  
 Kimball, Ezekiel ..... 26  
 King, Seth ..... 628, 776  
 King-Sears, Peggy ..... 840  
 Kirk, Rea ..... 490  
 Kiru, Elisheba ..... 738  
 Klein, Emily ..... 548, 597  
 Knackendoffel, Ann ..... 336  
 Knoell, Donna ..... 751  
 Ko, Hui-Ching ..... 53  
 Koehler, Karen ..... 195

Konrad, Moira ..... 281  
 Kopke, Rachel ..... 481  
 Kopenhagen, David ..... 32  
 Koriakin, Taylor ..... 165, 478  
 Koskela, Cynthia ..... 717  
 Kozleski, Elizabeth ..... 463, 512  
 Kraemer, Bonnie ..... 504, 586  
 Kramer, Amy ..... 324  
 Kresyman, Kaelyn ..... 452  
 Krezmien, Michael ..... 260, 288, 358, 559  
 Kroesch, Allison ..... 663  
 Krull, Johanna ..... 633, 783  
 Kucharczyk, Suzanne ..... 752  
 Kuchle, Laura ..... 547  
 Kucskar, Maryssa ..... 228, 789  
 Kuder, Jay ..... 519  
 Kunkel, Sonya ..... 91  
 Kuo, Nai-Cheng ..... 513  
 Kurth, Jennifer ..... 368, 662  
 Kyzar, Kathleen ..... 190, 376, 461

## L

La Salle, Tamika ..... 668  
 LaFlash, Jaime ..... 502  
 Lam, Yeana ..... 347  
 Lambert, Michael ..... 5, 487  
 Lancaster, Paula ..... 247  
 Landmark, Leena ..... 834  
 Landrum, Timothy ..... 612  
 Lane, Holly ..... 235, 326  
 Lane, Kathleen Lynne ..... 107, 371, 541, 725  
 Lapinski, Scott ..... 669, 721  
 Larios, Rosalinda ..... 159  
 Larsen, Ross ..... 24  
 Larson, Kristine ..... 23, 308  
 Lastrapes, Renée ..... 345, 524  
 Lauterbach, Alexandra ..... 216  
 Lavin, Carlos ..... 836  
 Lawrence, Allison ..... 134  
 Lawson, Janelle ..... 777  
 Lee, Hyunjoo ..... 112, 620  
 Lee, Jihyun ..... 301  
 Lee, Misuk ..... 410  
 Lee, Sung Hee ..... 116, 647  
 Lee, Yewon ..... 439  
 LeFevers, Meghan ..... 727  
 Leko, Melinda ..... 462  
 Lembke, Erica ..... 73, 523, 599  
 Lemons, Chris ..... 386, 547, 601, 776  
 Leonard, Kaitlin ..... 165, 478  
 Leonard, Sharon ..... 475  
 LeSueur, Robert ..... 27  
 Letson, Sarah ..... 610  
 Levin, Daniel ..... 439  
 Levine, Jennifer ..... 764  
 Lewis Chiu, Calli ..... 285, 391  
 Lewis, Lundy ..... 254  
 Lewis, Timothy ..... 418  
 Ley Davis, Luann ..... 143, 449, 552  
 Liberty, Lisa ..... 800  
 Lien, Justin ..... 142, 693  
 Linan-Thompson, Sylvia ..... 373  
 Lindeman, David ..... 190  
 Lindstrom, Jennifer ..... 714

**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.

Lindstrom, Will ..... 714  
 Lipscomb, Stephen ..... 618  
 Little, Mary ..... 473, 842  
 Littman, Judith ..... 194  
 Lively, Debra ..... 124, 542  
 Livers, Stefanie ..... 3  
 Lloyd, Blair ..... 719  
 Lo, Lusa ..... 496  
 Lockman Turner, Elissa ..... 593  
 Lohmann, Marla ..... 145  
 Lombardi, Allison ..... 49, 775  
 Long, Stella ..... 526  
 Longoria, Yendri ..... 259  
 Looby, Winnie ..... 376, 434  
 Lopez, Nancy ..... 183  
 Losen, Dan ..... 198  
 Losinski, Mickey ..... 336  
 Love, Hailey ..... 172, 368, 464, 481, 662  
 Love, Matthew ..... 219, 482  
 Lovisa, Melanie ..... 54  
 Lowe, Cole ..... 573  
 Lowrey, K. Alisa ..... 319, 441  
 Ludi, Stephanie ..... 195  
 Luelmo, Paul ..... 716  
 Luganob, Holly ..... 447  
 Luhman, David ..... 55  
 Lusk, Mandy ..... 285, 391  
 Luther, Vicki ..... 405  
 Lylo, Brooke ..... 310  
 Lynch, Jeremy ..... 429  
 Lyon, Kristin ..... 663  
 Lyons, Charlie ..... 218  
 Lytle, Constance ... 88, 142, 199, 259, 605

## M

MacDonald, Peg ..... 264  
 Machalicek, Wendy ..... 15  
 MacKenzie, Amy ..... 465  
 MacMahon, Allison ..... 490  
 MacSuga-Gage, Ashley ..... 249  
 MacVicar-Stewart, Sue ..... 76  
 Madsen, Keri ..... 212  
 Magnotti, Amanda ..... 209  
 Mahoney, Michael ..... 497  
 Maich, Kimberly ..... 309  
 Majeika, Caitlyn ..... 90, 709, 845  
 Malian, Ida ..... 361  
 Mallabar, Sheri ..... 309  
 Malley, Sharon ..... 588  
 Malone, Helen ..... 231, 323, 634, 787  
 Mamas, Christoforos ..... 120, 257  
 Mamlin, Nancy ..... 836  
 Mancl, Dustin ..... 824  
 Maney, Robbielynn ..... 110  
 Marciniak, Peggy ..... 490  
 Mariage, Troy ..... 631  
 Markelz, Andy ..... 262  
 Marshall, Kathleen ..... 421  
 Martin, Alyson ..... 22  
 Martin, James ..... 477  
 Martin, Suzanne ..... 736  
 Martinez-Lincoln, Amanda ..... 440  
 Marx, Teri ..... 548  
 Mason, Erica ..... 305

Mason, Linda ..... 178, 836  
 Massafra, Aimee ..... 78  
 Mastropieri, Margo ..... 62  
 Mathews, Hannah ..... 317, 653  
 Mathur, Sarup ..... 643  
 Matusevich, Dale ..... 239, 428, 712  
 Mauldin, Amberlynn ..... 333, 458  
 Maurer, Adela ..... 330  
 Maynard, Amy ..... 607  
 Mazin, Amanda ..... 372  
 Mazur, Amy ..... 597  
 Mazzotti, Valerie ..... 182, 299, 557, 618  
 McCauley, Scott ..... 74  
 McClelland, Amanda ..... 192  
 McClintic, Jenny ..... 614  
 McCollow, Meaghan ..... 98  
 McConachie, Lisa ..... 387, 432  
 McConnell, Amber ..... 477  
 McConnell, Bethany ..... 696  
 McCormick, Michael ..... 258  
 McCoy, Ashley ..... 839  
 McCray, Erica ..... 356  
 McDaniel, Sara ..... 3  
 McDonald, Joan ..... 361  
 McDonald, Paul ..... 423  
 McGhee, Colleen ..... 28  
 McGinley, Vicki ..... 80, 301  
 McGowan, Allison ..... 693  
 McGrath, Allison ..... 582  
 McGuire, Kelsey ..... 638  
 McGurl, Cindy ..... 478  
 McKenna, John ..... 95, 170, 484, 665  
 McKinney, Angela ..... 238  
 McKissick, Bethany ..... 449  
 McLaren, Keith ..... 49  
 McLaughlin, Joan ..... 146  
 McLeskey, James ..... 70, 356  
 McMaster, Kristen ..... 73, 599  
 McNaught, John ..... 130  
 McNeil III, Richard ..... 726  
 McWilliam, Robert ..... 318  
 Meek, Julie ..... 580  
 Mehrenberg, Richard ..... 420  
 Mellblom-Nishioka, Caron ..... 703  
 Melloy, Kristine ..... 14  
 Meloro, Katie ..... 648  
 Meltzer, Lynn ..... 81  
 Menditto, Anna ..... 338  
 Mercurio, Jenelle ..... 648  
 Merlin, Julia ..... 260  
 Metcalfe, Arron ..... 175  
 Meyne, Deb ..... 673  
 Miciak, Jeremy ..... 306  
 Middlebrook, Megan ..... 543, 697  
 Milagros Santos, Rosa ..... 16  
 Millar, Dorothy ..... 220  
 Miller, Bridget ..... 271  
 Miller, Jason ..... 828  
 Miller, Kevin ..... 124  
 Miller, Rhonda ..... 577  
 Miller, Scott ..... 28  
 Milton, Jessica ..... 824  
 Mims, Pamela ..... 97, 265  
 Misra, Anjali ..... 753

Missall, Kristen ..... 549  
 Mitchell, Barbara ..... 484  
 Mitchell, Marisa ..... 527  
 Mitra-Itle, Nanda ..... 67  
 Mohney, Kayla ..... 292  
 Monahan, Jessica ..... 49, 775  
 Monda-Amaya, Lisa ..... 767  
 Mong-Cramer, Anne ..... 250  
 Monteith, Kristen ..... 598  
 Moon, Andria ..... 852  
 Moore, Adam ..... 26, 747  
 Moore, Alexcia ..... 824  
 Moore, Brooke ..... 280  
 Moore, Candace ..... 670, 722, 765  
 Moore, Heather ..... 240  
 Morano, Stephanie ..... 246, 455  
 Morgan, Joseph ..... 219  
 Moriarty Vick, Anna ..... 78  
 Morris, Jared ..... 645  
 Morris, Thomas ..... 823  
 Morrison, Scott ..... 734  
 Mouanoutoua, John ..... 163  
 Moyher, Robin ..... 806  
 Moylan, Laura ..... 544  
 Mrla, Tiffany ..... 713  
 Muelle, Christina ..... 579  
 Muharib, Reem ..... 570, 598  
 Mulcahy, Candace ..... 57, 828  
 Mullady, Allison ..... 731  
 Mullins, Sumin ..... 448  
 Mundorf, John ..... 311  
 Murawski, Wendy ..... 324  
 Murdick, Nikki ..... 197, 838  
 Murfey, Ellen ..... 743  
 Murphy, Christel ..... 237, 611  
 Murphy, Kristin ..... 46, 457  
 Murry, Francie ..... 224  
 Musti-Rao, Shobana ..... 596  
 Mutch-Jones, Karen ..... 195  
 Myers, Diane ..... 720  
 Myers, Jonte ..... 85, 849

## N

Nagro, Sarah ..... 144, 444, 735  
 Nannemann, Allison ..... 132, 543, 859  
 Narayanan, Shradha ..... 260  
 Neeper, Lance ..... 556  
 Neiman, Michael ..... 423  
 Nelson, Cathy ..... 10  
 Nelson, Gena ..... 538  
 Nelson, J. Ron ..... 742  
 Nelson, Nancy ..... 803  
 Nemr, Georgette ..... 540  
 Neville, Alan ..... 852  
 Newman-Godfrey, Amanda ..... 58  
 Nicoll-Senft, Joan ..... 540  
 Niles, Gloria ..... 75  
 Nisinzweig, Yaelle ..... 35  
 Noggle, Amy ..... 92  
 Nolan-Spohn, Hannah ..... 550  
 Norflus-Good, Julie ..... 128  
 Norman, Nancy ..... 181  
 Novak, Jeanne ..... 287  
 Novak, Katie ..... 311

**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.

Novelli, Michelle . . . . . 447  
 Nozari, Maryam . . . . . 301  
 Nunez, Giselle . . . . . 690  
 Nutini, Michelle . . . . . 142, 295

## O

O'Hara, Katie . . . . . 789  
 Oakes, Wendy . . . . . 371, 574, 725, 796  
 Oblath, Rachel . . . . . 223, 856  
 Obosu, Gideon . . . . . 393  
 O'Brien, Kristen . . . . . 520, 554  
 Odom, Samuel . . . . . 586, 756  
 Oh-Young, Conrad . . . . . 228  
 Oif, Alana . . . . . 784  
 Okolo, Cynthia . . . . . 204, 530  
 Oldham, Ashley . . . . . 165, 478, 540  
 Oleson, Vicki . . . . . 276  
 Olinghouse, Natalie . . . . . 300, 563  
 O'Neill, Sue . . . . . 367, 666  
 Onwuegbuzie, Tony . . . . . 493  
 Ortiz, Alba . . . . . 147  
 Ortiz, Miriam . . . . . 383  
 Ortiz, Samuel . . . . . 12  
 Osipova, Anna . . . . . 173, 244  
 Osterberg, Nancy . . . . . 37  
 Osterhaus, Susan . . . . . 195  
 Ostrosky, Michaelene . . . . . 275, 350  
 Otto, Claudia . . . . . 89, 270  
 Owens, Tosha . . . . . 411, 707

## P

Paal, Michael . . . . . 488, 633, 783  
 Paiewonsky, Maria . . . . . 72, 766, 822  
 Paisner-Roffman, Heidi . . . . . 132, 859  
 Palmer, Susan . . . . . 427  
 Pancsofar, Nadya . . . . . 277  
 Paneque, Oneyda . . . . . 579  
 Papalia, Anne . . . . . 853  
 Papay, Clare . . . . . 459, 495, 723  
 Park, Haerin . . . . . 681  
 Park, Hyejin . . . . . 169, 350, 507  
 Park, Jiyoung . . . . . 349, 699  
 Parker, Amy . . . . . 404, 432  
 Parker, Caroline . . . . . 766  
 Parker, Kent . . . . . 296  
 Parker-Katz, Michelle . . . . . 398  
 Parrish, Polly . . . . . 258  
 Parsi, Ace . . . . . 642  
 Passi, Joseph . . . . . 398  
 Passut, Christine . . . . . 617  
 Patti, Angela . . . . . 378  
 Patton, Sam . . . . . 2  
 Paul, Diane . . . . . 99  
 Paulsen, Kimberly . . . . . 247  
 Paulson, Mandy . . . . . 596  
 Pavich, Kelly . . . . . 28  
 Peak, Pamela . . . . . 156  
 Pearl, Cynthia . . . . . 842  
 Peebles, Kate . . . . . 317, 562  
 Pennington, Brittany . . . . . 163  
 Pentimonti, Jill . . . . . 297  
 Perez, Katherine . . . . . 362  
 Perner, Darlene . . . . . 197  
 Perrone, Cassandra . . . . . 615

Perry, Diane . . . . . 199  
 Perzigian, Aaron . . . . . 5, 360, 487, 739  
 Peterson, Amy . . . . . 302  
 Peterson, Janel . . . . . 502  
 Peterson, Lori . . . . . 93, 841  
 Peterson, Patricia . . . . . 103, 166, 785  
 Petroff, Jerry . . . . . 277  
 Petschauer, Diana . . . . . 69  
 Petscher, Yaacov . . . . . 196  
 Pevsner, Diane . . . . . 741  
 Peyton, David . . . . . 11  
 Peyton, David . . . . . 849  
 Pfannenstiel, Kathleen . . . . . 95, 140, 194  
 Philips, Jesse . . . . . 562  
 Pierce, Jennifer . . . . . 47, 140, 334  
 Piersall, Jolly . . . . . 238  
 Pinkney, Christopher . . . . . 66  
 Pipala, Sara . . . . . 191  
 Plotner, Anthony . . . . . 790  
 Poch, Apryl . . . . . 399, 599  
 Popham, Michelle . . . . . 79, 255  
 Portrie, Carrie . . . . . 827  
 Posey, Allison . . . . . 200  
 Posey, Kasandra . . . . . 272, 858  
 Powell, Sarah . . . . . 178, 440, 483, 538  
 Pratt, Sharon . . . . . 568  
 Preciado, Jorge . . . . . 798  
 Preston, Natalie . . . . . 614  
 Prince, Angela . . . . . 714  
 Prola, Andrea . . . . . 343  
 Pua, Daisy . . . . . 11  
 Puleo, Alexandra . . . . . 648  
 Putnam, Bob . . . . . 763

## R

Raby, Shauna . . . . . 74  
 Raimondi, Sharon . . . . . 158, 403  
 Randall, Amanda . . . . . 130  
 Randolph, Jena . . . . . 499  
 Rao, Kavita . . . . . 319, 772  
 Raschke, Suzanne . . . . . 124  
 Rasplica, William . . . . . 86  
 Rattan, Susan . . . . . 595  
 Ray, Amber . . . . . 77, 585  
 Raymond, Eileen . . . . . 126  
 Razeghi, Jane . . . . . 428  
 Redash, Amanda . . . . . 114  
 Reding, Cristina . . . . . 737  
 Regan, Kelley . . . . . 314, 694  
 Regan, Tara . . . . . 621, 712  
 Register, April . . . . . 492  
 Reid, Carlene . . . . . 295  
 Renaud, Gia . . . . . 332  
 Reutebuch, Colleen . . . . . 245  
 Reynolds, Jennifer . . . . . 213  
 Rhinehart, Laura . . . . . 486  
 Rhoads, Charlie . . . . . 266  
 Rhodes, Alice . . . . . 395  
 Riccomini, Paul . . . . . 246, 525, 821  
 Rice Doran, Patricia . . . . . 92, 597  
 Rice, Deanna Kay . . . . . 524  
 Rice, Mary Frances . . . . . 325, 422, 609  
 Richardson, Chrisandra . . . . . 92  
 Richards-Tutor, Cara . . . . . 356, 604

Richman, Laila . . . . . 405  
 Rickard, Tobias . . . . . 322  
 Riden, Benjamin . . . . . 406  
 Rikhye, Cathy . . . . . 104  
 Rila, Ashley . . . . . 191, 476  
 Rinaldi, Claudia . . . . . 607  
 Ringer, Sarah . . . . . 556  
 Ringwalt, Gail . . . . . 238  
 Rispoli, Mandy . . . . . 52  
 Rivera, Christopher . . . . . 97  
 Rizzi, Gleides . . . . . 503  
 Rizzo, Karen . . . . . 658  
 Robbins-Hunt, Katherine . . . . . 215  
 Roberts, Carly . . . . . 676, 857  
 Roberts, Julia . . . . . 25, 44, 203, 558  
 Robertson, Phyllis . . . . . 147  
 Robertson, Rachel . . . . . 657  
 Robinson, Gretchen . . . . . 518  
 Robinson, Leanne . . . . . 487  
 Robinson, Olivia . . . . . 29  
 Robinson, Suzanne . . . . . 356, 540, 602  
 Rock, Marcia . . . . . 451  
 Rodas, Claudia . . . . . 581  
 Rodgers, Derek . . . . . 745  
 Rodgers, Jennifer . . . . . 209  
 Rodgers, Wendy . . . . . 317, 655  
 Rodriguez, Diane . . . . . 465  
 Rogers-Adkinson, Diana . . . . . 718  
 Rogowski, Kate . . . . . 452  
 Rok, Kathryn . . . . . 332  
 Rollins, Lauren . . . . . 29  
 Romig, John . . . . . 317, 562  
 Rood, Carrie . . . . . 550  
 Root, Jenny . . . . . 50, 180, 674  
 Rose, Chad . . . . . 305  
 Rose, David . . . . . 200  
 Rose, Martha . . . . . 332  
 Rosenblum, L. Penny . . . . . 111  
 Rossetti, Zachary . . . . . 754  
 Roth, Froma . . . . . 474  
 Routier, Wanda . . . . . 109  
 Rowe, Dawn . . . . . 182, 299  
 Rowe, Tara . . . . . 201  
 Royal, Angel Shelley . . . . . 142  
 Royer, David . . . . . 371, 464, 679  
 Ruedel, Kristin . . . . . 196, 334, 533  
 Ruedenauer-Plummer, Heike . . . . . 515  
 Ruhter, Lindsay . . . . . 134  
 Runge, Jennifer . . . . . 188  
 Runnfeldt, Valerie . . . . . 243  
 Rush, Charmion . . . . . 293  
 Rusher, Dana . . . . . 757  
 Ryan, Joseph . . . . . 255  
 Ryder, Ruth . . . . . 205, 353

## S

Sabornie, Edward . . . . . 509  
 Sacks, Sharon . . . . . 432  
 Sadler, Kate . . . . . 291, 321  
 Saito-Kitanosako, Yumiko . . . . . 689  
 Sall, Nancy . . . . . 104  
 Sam, Ann . . . . . 756  
 Sanders, Sara . . . . . 336  
 Santamaria Graff, Cristina . . . . . 263

**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.

Santos, Rosa Milagros ..... 649, 692  
 Satsangi, Rajiv ..... 143, 641  
 Saunders, Alicia ..... 143, 180, 674  
 Savaiano, Mackenzie ..... 266  
 Sawalhi, Rania ..... 108  
 Sayeski, Kristin ..... 119  
 Sayman, Donna ..... 391  
 Scala, Gina ..... 564  
 Scaletta, Michael ..... 690  
 Scanlan, Martin ..... 764  
 Scanlon, David ..... 132, 488, 550  
 Schaefer, John ..... 290, 634, 787  
 Schanbacher, Andrea ..... 71  
 Scheeler, Mary Catherine ..... 262  
 Schiller, Ellen ..... 609  
 Schipani-Boyce, Pamela ..... 412  
 Schirmer, Barbara ..... 847  
 Schlein, Candace ..... 450  
 Schneiderman, Ellen ..... 474  
 Schoenfeld, Naomi ..... 846  
 Scholma, Christine ..... 75, 186  
 Schultz, Alexander ..... 432, 543  
 Schultz, Edward ..... 145, 809  
 Schultz, Jerome ..... 177  
 Schultz, Jessica ..... 432, 543  
 Schultz, Susan ..... 432, 543  
 Schulze, Rob ..... 18, 576  
 Schumacher, Robin ..... 278  
 Schwab, James ..... 831  
 Schwartz, Rachel ..... 657  
 Scott, LaRon ..... 630  
 Scruggs, Tom ..... 62  
 Seaman, Rachel ..... 231, 290, 323  
 Seethaler, Pamela ..... 695  
 Segall, Matthew ..... 273  
 Sekino, Yumiko ..... 618  
 Semnoski, Catherine ..... 747  
 Sennott, Samuel ..... 672  
 Seo, Donghyun ..... 9  
 Serianni, Barbara ..... 324  
 Serpa, Maria de Lourdes ..... 13  
 Severino, Lori ..... 259  
 Shamash, Emily ..... 22  
 Shamberger, Cynthia ..... 490  
 Shanley, Judy ..... 551  
 Sharman, Keara ..... 36  
 Sharp, Emily ..... 830  
 Shaw, Danielle ..... 528  
 Sheaffer, Amanda ..... 90, 476, 709, 845  
 Shelnut, Jill ..... 255, 409  
 Shepard, De'Andre ..... 758  
 Shepherd, Katharine ..... 316, 434, 835  
 Sheppard, Mary ..... 624  
 Shevlin, Michael ..... 41  
 Shih Dennis, Minyi ..... 366, 830  
 Shin, Jaehyun ..... 399  
 Shin, Mikyung ..... 95, 620  
 Shinde, Satomi ..... 226  
 Shogren, Karrie ..... 307  
 Shoop, Janis ..... 643  
 Shropshire, Christi ..... 243  
 Shuff, Midge ..... 598  
 Shurr, Jordan ..... 258, 791

Sigafoos, Lisa ..... 301, 627  
 Silva, Rebecca ..... 189  
 Silver, Ashley ..... 561  
 Simmons-Reed, Evette ..... 426, 700  
 Simon, Cecilia ..... 103  
 Simonsen, Brandi ..... 84, 375, 720, 763  
 Simpson Steele, Jamie ..... 40  
 Simpson, Cynthia ..... 809  
 Simpson, Lisa ..... 415  
 Sinclair, Anne ..... 460, 601  
 Sinclair, James ..... 637  
 Sindelar, Paul ..... 85, 247, 356  
 Skiba, Russell ..... 87  
 Slanda, Dena ..... 736, 842  
 Slater, Susan ..... 539  
 Slocum, Victoria ..... 75  
 Slover, Sharon ..... 572  
 Smith, Barbara ..... 125, 433  
 Smith, Clinton ..... 287  
 Smith, Jolan ..... 239, 369  
 Smith, Leann ..... 504, 586  
 Smith, Peter ..... 534  
 Smith, Sean ..... 319, 609, 848  
 Smith, Stacey ..... 808  
 Smith, Stephen ..... 520, 554  
 Smith, Steve ..... 139  
 Smith, Tom ..... 378, 511  
 Snow, Kimberly ..... 167  
 Snyder, Sara ..... 760  
 Sobeck, Emily ..... 657  
 Solar, Ernest ..... 315  
 Solis, Michael ..... 245  
 Soltero-Gonzalez, Lucinda ..... 373  
 Soria, Maria ..... 690  
 Souveny, Dwaine ..... 553  
 Sparber, Carol ..... 131  
 Sparks, Shannon ..... 289  
 Spaulding, Lucinda ..... 213  
 Spear-Swerling, Louise ..... 245, 540  
 Spencer, Jacqueline ..... 677  
 Spencer, Vicky ..... 126  
 Spies, Tracy ..... 97, 219  
 Spiro, Rand ..... 204  
 Spooner, Fred ..... 316, 449, 552, 674  
 Spriggs, Amy ..... 374  
 Sreckovic, Melissa ..... 758  
 Stahl, Skip ..... 721  
 Stalega, Melissa ..... 275  
 Stanfa, Kathleen ..... 543  
 Stansberry Brusnahan, L. Lynn ..... 133, 289, 661  
 Stayton, Vicki ..... 138  
 Stecker, Pamela ..... 466, 514  
 Stein, Karen ..... 48  
 Stephens, Tammy ..... 809  
 Stevens, Elizabeth ..... 483  
 Stevenson, Bradley ..... 182  
 Stewart, Erin ..... 497  
 Stivers, Jan ..... 214  
 Stoddard, Susan ..... 103, 166, 581, 785  
 Stoica, Wendy ..... 140  
 Strang, Tara ..... 261, 545  
 Strassfeld, Natasha ..... 46  
 Strazza, Jon ..... 632

Strickland-Cohen, Kathleen ..... 795  
 Stride, Ashley ..... 314  
 Stringer Keefe, Elizabeth ..... 61  
 Strosnider, Roberta ..... 136  
 Stroud, Pamela ..... 578  
 Stutzman, Brent ..... 10  
 Suckow, Gina ..... 614  
 Sugai, George ..... 668  
 Suk, Andrea ..... 93  
 Sukhram, Diana ..... 314, 443  
 Sullivan-Walker, Melissa ..... 451  
 Sundeen, Todd ..... 562  
 Sutton, Jason ..... 659  
 Swartley, Kaela ..... 769  
 Szidon, Kate ..... 504, 586, 712, 752

## T

Tabakin, M. Christopher ..... 606  
 Tabone, Francis ..... 27  
 Taft, Raol ..... 450  
 Tallent, Stephanie ..... 496  
 Talucci, Mariah ..... 452  
 Tancrelle, Kathryn ..... 548  
 Tantillo Philibert, Carla ..... 184, 445  
 Tapia, Paula ..... 741  
 Tarconish, Emily ..... 775  
 Taylor, Shanon ..... 761  
 Teagarden, James ..... 117  
 Teasley, Kimberly ..... 421  
 Temple, Cheryl ..... 325, 380  
 Temple, Peter ..... 630  
 Terrazas, Laura ..... 498  
 Terrell, Misty ..... 243  
 Terry, Connie ..... 276  
 Test, David ..... 182, 281  
 Tetzlaff, Dominique ..... 468  
 Therrien, Bill ..... 119, 419  
 Thoma, Colleen ..... 630  
 Thomas, Amanda ..... 8, 310, 830  
 Thomas, Cathy ..... 233, 321, 489, 523  
 Thompson, Catherine ..... 724  
 Thompson, James ..... 534, 682  
 Thompson, Lindsey ..... 638  
 Thornton, Bryan ..... 716  
 Thurlow, Martha ..... 533, 656  
 Tkatchov, Oran ..... 7  
 Tobin, Nina ..... 34  
 Toste, Jessica ..... 192, 329, 698  
 Tower, Jean ..... 21  
 Tran, Le ..... 440, 555  
 Travers, Jason ..... 559, 817  
 Treacy, Anna ..... 75  
 Trela, Katherine ..... 106  
 Trimmer, Jill ..... 710  
 Trotman Scott, Michelle ..... 435, 542  
 Troxclair, Debbie ..... 558  
 True, Gabriella ..... 597  
 Trump, Carolyn ..... 813  
 Tudryn, Patrick ..... 18  
 Tufford, Christina ..... 240  
 Turgeon, Teri ..... 38  
 Tyler, Naomi ..... 485  
 Tyler, Patrick ..... 500

**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.

**U**

Uhlik, Mauria . . . . .	605
Umstead, Karen . . . . .	535
Uphold, Nicole . . . . .	183
Upright, Melanie . . . . .	71
Urbach, Jenny . . . . .	841
Urso, Annmarie . . . . .	348
Uyanik, Hatice . . . . .	469

**V**

Valeri, Jacob . . . . .	412
Van Camp, Alyssa . . . . .	476
van den Bosch, Roxette . . . . .	242
van der Zande, Irene . . . . .	494
Van Dijk, Wilhelmina . . . . .	235, 326
van Garderen, Delinda . . . . .	321
Van Gerven, Eleonoor . . . . .	25, 558
van Rhijn, Tricia . . . . .	309
Vander Hart, Nanho . . . . .	855
VanderPloeg, Laurie . . . . .	542, 625
Vannest, Kimberly . . . . .	121, 251, 808
Vasconcellos, Marguerite . . . . .	225
Vaughn, Sharon . . . . .	86, 334, 431
Veenema, Susan . . . . .	139
Vernold Miller, Erica . . . . .	782
Vernon-Feagans, Lynne . . . . .	127
Vince Garland, Krista . . . . .	403
Vinnes, Suzanne . . . . .	688
Vitalone-Raccaro, Nancy . . . . .	624

**W**

Wadors Verne, Lisa . . . . .	489
Wagner, Dana . . . . .	537, 854
Wagner, Kyle . . . . .	399
Wakabayashi, Kazusa . . . . .	689
Walkenhorst, Bradley . . . . .	768
Walker, Bridget . . . . .	248
Walker, Heather . . . . .	403
Walker, Jennifer . . . . .	733
Walker, Melodee . . . . .	297
Walker-Anderson, Mishka-Sheree . . . . .	652
Walsh, Meagan . . . . .	2
Walte, Samantha . . . . .	272, 858
Wang, Jun . . . . .	849
Wang, Mian . . . . .	344, 571
Wang, Yan . . . . .	820

Wannarka, Rachel . . . . .	46
Wanzek, Jeanne . . . . .	178
Ware, Sharon . . . . .	595
Washburn, Erin . . . . .	57
Watson, Martreece . . . . .	393, 503, 640, 715
Watson, Ruben . . . . .	442
Watt, Sarah . . . . .	680
Watts, Gavin . . . . .	301, 521, 627
Weatherly, Julie . . . . .	60
Webb, Taylor . . . . .	305
Weber, Christine . . . . .	44, 67
Weber, Jeff . . . . .	438
Weglarz-Ward, Jenna . . . . .	649, 692, 789
Wehby, Joseph . . . . .	24, 90, 418, 476, 719
Wehmeyer, Michael . . . . .	307
Wei, Yan . . . . .	601
Weinberg, Lois . . . . .	369, 716
Weingarten, Zachary . . . . .	297
Weishaar, Phillip . . . . .	46
Weiss, Margaret . . . . .	444, 655
Weiss, Stacy . . . . .	518
Wendel, Kelly . . . . .	430
Weng, Pei-Lin . . . . .	793
Wennerlind, Karl . . . . .	482
Werch, Brittany . . . . .	227
Werunga, Robai . . . . .	707
Wery, Jessica . . . . .	677, 734
West, Jane . . . . .	202, 316
Wexler, Jade . . . . .	386, 431, 527, 601
Wexler, Larry . . . . .	375, 491
Whitby, Peggy . . . . .	781
White, Tamira . . . . .	201
Whitehurst, April . . . . .	610
Whitford, Denise . . . . .	816
Whitney, Todd . . . . .	826
Wilburn, Marcee . . . . .	238
Wild, Tiffany . . . . .	195
Wiley, Andrew . . . . .	256
Wilkinson, Cheryl . . . . .	147
Willard, Carol . . . . .	807
Williams, Jessica . . . . .	610
Williams, Kelly . . . . .	164, 306
Williams, Sarah . . . . .	442
Williams-Diehm, Kendra . . . . .	148
Williamson, Pamela . . . . .	243, 610
Williamson, Robert . . . . .	287

Wills Lloyd, John . . . . .	119
Wilson, Heather . . . . .	92
Wilson, Megan . . . . .	64
Wise, LaTwyne . . . . .	142, 605
Wiseman, Nicole . . . . .	336
Wizikowski, Heather . . . . .	328
Wold, Cheryl . . . . .	852
Wolfe, Alicia . . . . .	365, 802
Wolffe, Karen . . . . .	38
Wood, Leah . . . . .	50, 346
Woodley, Stephanie . . . . .	788
Wright, Allison . . . . .	339

**X**

Xin, Joy . . . . .	413, 598
Xu, Yaoying . . . . .	622

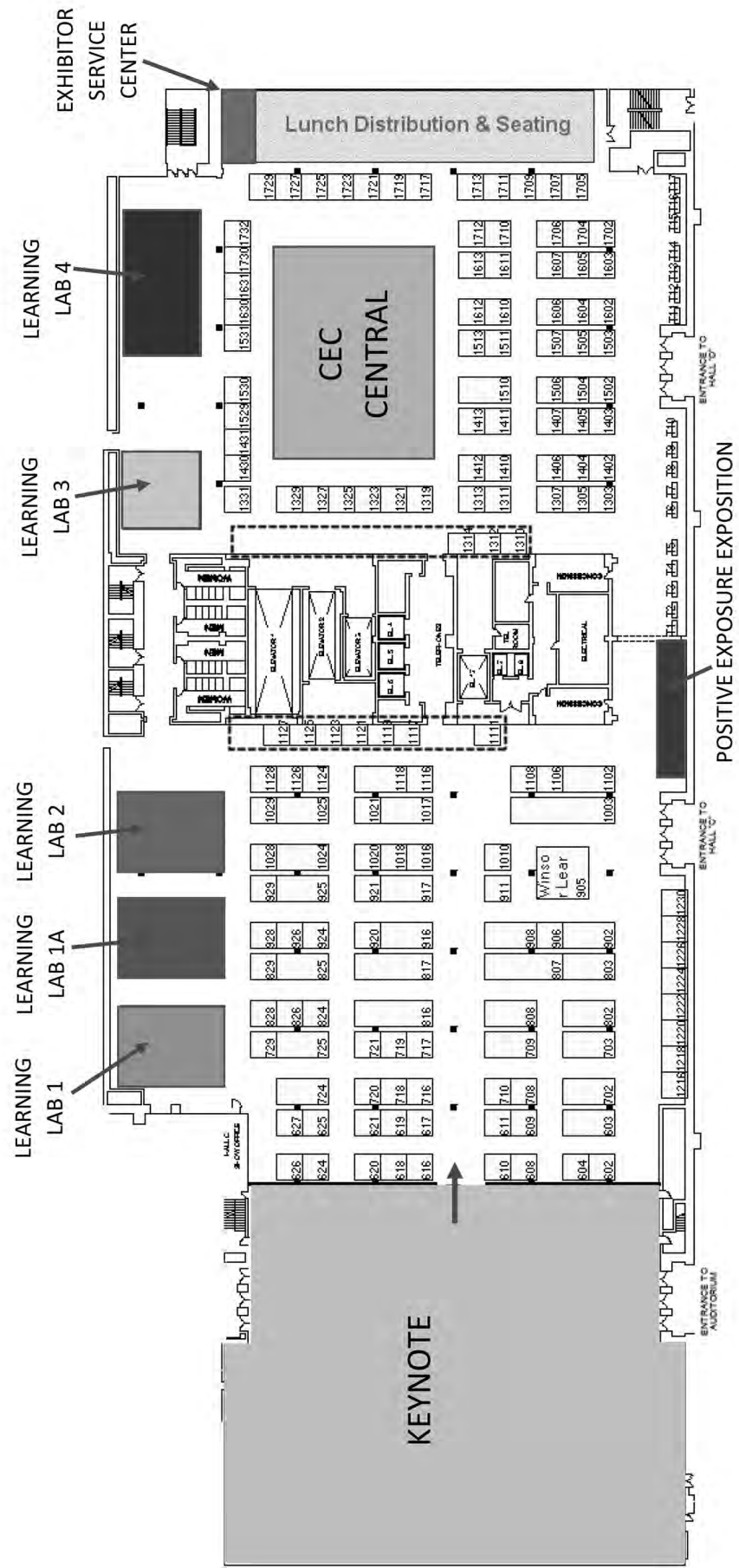
**Y**

Yakubova, Gulnoza . . . . .	635, 708
Yakut, Ayse . . . . .	216
Yang, Hsiu-wen . . . . .	275
Yang, Sohyun . . . . .	410
Yang, Xuan . . . . .	143
Yeager, Kristopher . . . . .	529
Yoho, Louise . . . . .	190
Yovanoff, Paul . . . . .	383

**Z**

Zabala, Joy . . . . .	19
Zablocki, Mark . . . . .	587
Zaccagnini, Cheryl . . . . .	80
Zagona, Alison . . . . .	662
Zajic, Matthew . . . . .	825
Zamora Duran, Grace . . . . .	373
Zatta, Mary . . . . .	274, 432
Zetlin, Andrea . . . . .	797
Zhang, Dake . . . . .	396, 466, 480, 536
Zhang, Jie . . . . .	339, 683
Zheng, Wenjing . . . . .	778
Zhu, Nan . . . . .	820
Zhu, Qingqing . . . . .	229
Ziegler, Deborah . . . . .	70, 146, 205, 353
Zigmond, Naomi . . . . .	728, 837
Zimmer, Katherine . . . . .	457
Zipoli, Richard . . . . .	832
Zolkoski, Staci . . . . .	145, 522

CEC 2017 Expo Floor Plan





# Meet the Exhibitors

## GRAND OPENING

### ■ WEDNESDAY, APRIL 19

**President's Welcome Reception: 6:30 – 8:30 PM**

*(Immediately following the Opening General Session)*

### ■ THURSDAY, APRIL 20

**8:30 AM – 5:00 PM**

**Exclusive Exhibit Times: 9:00–9:45 AM | 12:00–1:30 PM**

**Social and Prize Drawings: 4:30–5:00 PM**

### ■ FRIDAY, APRIL 21

**8:30 a.m. – 2:00 p.m.**

**Exclusive Exhibit Time: 9:00–9:45 AM**

**Prize Drawings: 1:00 PM**

# 2017 Exhibitor Listing (As of February 21, 2017)

## A

### Achievement Products/ Excelligence

**BOOTH: 902**

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.

### American Educational Products

**BOOTH: 1307**

401 Hickory St.  
Fort Collins, CO 80524  
[www.amep.com](http://www.amep.com)

American Educational Products has long been a leader in educational materials around the world. We are now pleased to be joining the special needs community with new products which aid in the areas of speech and language, dexterity and balance, and behavior and emotions.

### American Institute for Research

**BOOTH: 1128**

201 Jones Road  
Waltham, MA 02454  
[www.air.org](http://www.air.org)

The American Institutes for Research is a leading education research organization providing education research and evaluation, assessment, technical assistance and policy analysis at all levels of education both domestically and internationally. We apply rigorous science methods to address real world issues on behalf of clients that include federal and state agencies, leading foundations, school districts and private businesses and, international development agencies.

### American Printing House for the Blind

**BOOTH: 917**

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 come visit us at booth #917!

### Anderson Center for Autism

**BOOTH: 1312**

4885 Route 9, PO Box 367  
Staatsburg, NY 12580  
[www.andersoncenterforautism.org](http://www.andersoncenterforautism.org)

Anderson Center for Autism (ACA) is an educational and residential program for students ages 5-21 with a primary diagnosis on the autism spectrum. ACA provides educational, residential, clinical and support services to individuals on the autism spectrum while optimizing their quality of life. Mirroring NY state education standards we optimize educational experiences with our Unique Learning Experience curriculum. ACA's mission is to optimize the quality of life for individuals with autism.

### Attainment Company

**BOOTH: 803**

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](http://Attainmentcompany.com)

### Attainment Company

**BOOTH: 802**

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 activities, curriculum, & assistive technologies for special education. Attainment is waiting for you at Booths 802-803 with CORE Solutions for Special Education in ELA, Reading, Math, Science, Social Studies and Transition. Innovative technology and applications makes Attainment a company that increases teacher satisfaction and student achievement! [www.Attainmentcompany.com](http://www.Attainmentcompany.com)

## B

### Bachman Academy

**BOOTH: 1702**

414 Brymer Creek Road  
McDonald, TN 37353  
[bachmanacademy.org](http://bachmanacademy.org)

Bachman Academy is a day and boarding school located in the beautiful mountains of Tennessee. Bachman works with students in 6th - 12th grade that have been diagnosed with learning differences. Also offers a post-grad transitions option that is partnered with the Tennessee College of Applied Technology. SACS and SAIS accredited.

**Bay Path University****BOOTH: 1314**

588 Longmeadow Street  
Longmeadow, MA 01106  
[graduate.baypath.edu](http://graduate.baypath.edu)

Our graduate degrees in education and psychology offer relevant curriculum and are taught by leading practitioners in their field. Over and over again, our graduates point to the small class size, personal attention, and the convenient weekend and evening model that has made a difference in their educational experience. Once of the most important outcomes for our students is not just graduate, but the fact that what they learn in the classroom is immediately applicable in their daily roles.

**BehaveWrite****BOOTH: 1106**

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.

**Benchmark Education****BOOTH: 1025**

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.

**Boardmaker****BOOTH: 1228**

2100 Wharton Street  
Pittsburgh, PA 15203  
[www.tobiiidynavox.com](http://www.tobiiidynavox.com)

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

**Boston Higashi School****BOOTH: 1218**

800 North Main St.  
Randolph, MA 02368

The Boston Higashi School serves students with full range of Autism Spectrum Disorders ages 3-22 using philosophy of Daily Life Therapy. Foundation of DLT is triad of vigorous physical exercise, emotional stability and intellectual stimulation. Together these principles help students regulate behaviors, emotions and biological rhythms. Students are taught social education in group dynamic classes as they study a broad based age and developmentally appropriate curriculum.

**Brookes Publishing Company****BOOTH: 703**

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.

**C****Cambridge College****BOOTH: 1222**

1000 Massachusetts Avenue  
Cambridge, MA 02138  
[www.cambridgecollege.edu/](http://www.cambridgecollege.edu/)

Cambridge College is a private non-profit institution of higher education geared towards the working adult. We are accredited by the New England Association of Schools and Colleges (NEASC) and all programs are authorized by the Massachusetts Board of Higher Education. The College offers a broad range of academic programs across four schools – Undergraduate Studies, Education, Psychology and Counseling, and Management. Our main location is in Cambridge, MA.

**Camelot Learning****BOOTH: 624**

518 Virginia Avenue  
Towson, MD 21286  
[www.camelotlearning.com](http://www.camelotlearning.com)

CAMELOT LEARNING MATH INTERVENTION Camelot Learning's manipulative-rich mathematics intervention curriculum motivates Pre-K-9 graders, and correlates to NCTM and Common Core Standards. Delivery is easy with all materials included. Built-in assessments make Camelot perfect for ESL and exceptional children. Funding sources include Title1, Title2 (professional development) and Title7, and 21stCCLC.

**Cardinal Cushing Centers****BOOTH: 1530**

405 Washington St.  
Hanover, MA 02339  
[www.cushingcenters.org](http://www.cushingcenters.org)

**Career Solutions Publishing****BOOTH: 826**

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.

---

**Catapult Learning****BOOTH: 1725**

Two Aquarium Drive  
Camden, NJ 08103  
[www.catapultlearning.com](http://www.catapultlearning.com)

Catapult Learning expertly provides customized education services for K–12+ special education students facing significant learning, language, and social-emotional challenges that impede their progress in the traditional classroom. Highly flexible programming and multiple service options offer our school district and educational partners effective and cost-efficient alternative placements that fulfill individualized student needs and goals while overcoming barriers to education.

---

**CEC Faith Based Schools & Organizations Caucus****BOOTH: 718**

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.

---

**Center for Applied Special Technology (CAST)****BOOTH: 1125**

40 Harvard Mills Square, Suite 3  
Wakefield, MA 01880  
[www.cast.org](http://www.cast.org)

CAST Professional Learning offers opportunities for educators, administrators, and organizations to enhance their professional understanding of UDL, a framework for education design based upon cognitive neuroscientific principles. UDL has become one of the most widely accepted set of guidelines that enable educators to amplify the learning experience and reach the variability of all learners. CAST Professional Publishing produces books that help educators at all levels improve their practice.

---

**Center on Teaching & Learning, University of Oregon****BOOTH: 1707**

5292 University of Oregon  
Eugene, OR 97403  
[ctl.uoregon.edu](http://ctl.uoregon.edu)

The Center on Teaching and Learning (CTL) conducts and disseminates research on practical solutions to serious problems in school systems. CTL designs evidence-based educational interventions and maintains a robust data monitoring system for assessing and reporting student performance in reading and math. CTL has conducted rigorous research on interventions in thousands of classrooms. These interventions have produced significant results, accelerating important learning outcomes for children.

---

**Central School District****BOOTH: 1511**

750 S. Fifth Street  
Independence, OR 97351  
[www.central.k12.or.us](http://www.central.k12.or.us)

Central School District is proud of our students! We are located in the Willamette Valley in Oregon. Central is recruiting exceptional educators who will join in our mission to work collaboratively to provide high-quality, equitable, instruction and services to engage all students in high levels of academic, and social/emotional learning.

---

**Collier County Public Schools****BOOTH: 1405**

5775 Osceola Trail  
Naples, FL 34109  
[www.collierschools.com](http://www.collierschools.com)

Collier County Public Schools in Naples Florida is seeking qualified educators and interns for the upcoming school year. Make a difference in the lives of students while enjoying a competitive salary and a comprehensive benefits package! Stop by our booth for more information or to schedule an interview.

---

**Conover Company****BOOTH: 920**

4 Brookwood Ct.  
Appleton, WI 54914  
[www.conovercompany.com](http://www.conovercompany.com)

The Conover Company was founded in 1980 with two main focuses - Assessments & Technology. We have programs that assess career interests & aptitudes, teach soft skills and target independent living skills. These programs effectively prepare youth for life after the organizational supports are gone. Our technology automatically administers, tracks, scores and saves the assessment and training results to give organizations the accountability they need for every single User.

---

**Conscious Discipline****BOOTH: 1321**

820 W. Broadway  
Oviedo, FL 32765  
[consciousdiscipline.com](http://consciousdiscipline.com)

---

**Corwin****BOOTH: 929**

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.

**Cotting School****BOOTH: 1323**

453 Concord Avenue  
Lexington, MA 02421  
[www.cotting.org](http://www.cotting.org)

Cotting School's mission is to enable students with special needs to achieve their highest learning potential and level of independence. Cotting creates an inclusive community which fosters academic achievement, skill development and social-emotional maturity. By providing an array of integrated services, Cotting School meets the unique needs of students with a broad spectrum of learning and communication disabilities, physical challenges and complex medical conditions.

**CREC****BOOTH: 1504**

111 Charter Oak Avenue  
Hartford, CT 06106  
[www.crec.org](http://www.crec.org)

CREC, a regional educational service center in Hartford, CT helps clients find customized, cost effective, solutions to their biggest challenges. CREC offers staff development through onsite and customized workshops, certification programs and online courses. Virtual professional development with live seminars and anytime, pre-recorded webinars are also available. For educational resources in print and digital media, including books, reference guides, manuals, and e-books, visit [www.crec.store](http://www.crec.store).

**Crisis Prevention Institute (CPI)****BOOTH: 604**

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 eleven million individuals have participated in CPI's Nonviolent Crisis Intervention® training.

**Curriculum Associates****BOOTH: 807**

153 Rangeway Road  
No Billerica, MA 01862  
[www.CurriculumAssociates.com](http://www.CurriculumAssociates.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).

**D****Delta T Group Inc.****BOOTH: 1719**

950 E Haverford Road, Suite 200  
Bryn Mawr, PA 19010  
[www.deltatgroup.com](http://www.deltatgroup.com)

**Demme Learning****BOOTH: 1406**

PO Box 8888  
Lancaster, PA 17604  
[www.demmelearning.com](http://www.demmelearning.com)

Math-U-See is a complete K-12 math curriculum that builds understanding in teachers and students, nurturing a lifelong love of learning. Math-U-See is a student-paced, mastery-based curriculum that is suitable for students with a wide range of abilities, from gifted to those with special needs. Teachers are provided the tools and training needed to present an explicit, structured, systematic, and cumulative program using hands on learning through an integrated use of manipulatives.

**Democracy Prep Public Schools****BOOTH: 1605**

1767 Park Ave.  
New York, NY 10035  
[www.democracyprep.org](http://www.democracyprep.org)

Democracy Prep Public Schools is a network of open-enrollment, high-performing, "no excuses" public charter schools operating in New York City, Camden, New Jersey, the District of Columbia, and Baton Rouge, Louisiana. The mission of Democracy Prep is to educate responsible citizen-scholars for success in the college of their choice and a life of active citizenship. A simple philosophy guides Democracy Prep staff, scholars and alumni alike: Work Hard. Go to College. Change the World!

**Devereux Advanced Behavioral Health****BOOTH: 1717**

P.O. Box 219, 60 Miles Road  
Rutland, MA 01543  
[www.devereux.org](http://www.devereux.org)

Devereux Advanced Behavioral Health is a nonprofit organization that operates a comprehensive national network of programs and services designed to enrich the lives of individuals with cognitive, developmental and emotional disorders. We utilize evidence-based strategies and treatment that includes skill development. We offer Approved Private Schools for school-aged children, school/family consultation, innovative transition services for adults, community living and life sharing programs.

**Different Roads to Learning, Inc.****BOOTH: 1507**

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.

**Drexel University School of Education****BOOTH: 1310**

3141 Chestnut St., School of Education  
Philadelphia, PA 19104  
drexel.edu/soe

Drexel University's School of Education is committed to preparing education leaders of tomorrow through our diverse portfolio of undergraduate, graduate, doctorate and certificate programs. You can learn more about our programs including our MS in ABA, MS in Special Education, Wilson Language Level 1 Certification, Reading Specialist Certification and our Ed.D. in Educational Leadership and Management by visiting booth #1310, email at [education@drexel.edu](mailto:education@drexel.edu), or online at [www.drexel.edu/soe](http://www.drexel.edu/soe).

**E****East Side Union High School District****BOOTH: 1602**

830 N. Capitol Avenue  
San Jose, CA 95133  
[www.esuhdsd.org](http://www.esuhdsd.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@esuhdsd.org](mailto:mooreb@esuhdsd.org) or apply [edjoin.org](http://edjoin.org).

**Education Associates, Inc.****BOOTH: 921**

PO 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.

**Engineering is Elementary****BOOTH: 906**

1 Science Park, Museum of Science  
Boston, MA 02114  
[www.eie.org](http://www.eie.org)

Engineering is Elementary® offers constructivist, project-based STEM curriculum for grades 1–5. Choose from 20 units that are flexible, research based, teacher tested, and aligned with NGSS. Used in all 50 states!

**Epic Developmental Services****BOOTH: 729**

4 Interplex Drive, Suite 202  
Trevose, PA 19053  
[www.epicdevelopmentalservices.com](http://www.epicdevelopmentalservices.com)

Epic Developmental Services provides the most current, best practices in education and behavioral health to address the needs of children. We believe in a research and data-based approach and are experts at implementing empirically validated techniques and instruction. Our mission is to provide children with the strategies and skills necessary to maximize their individual potential, achieve meaningful outcomes, and reach their goals to the greatest extent possible.

**E-Therapy****BOOTH: 1230**

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!

**Evergreen Center****BOOTH: 1108**

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.

**Exceptional Child****BOOTH: 616**

2135 Dana Ave., Suite 300  
Cincinnati, OH 45207  
[www.exceptionalchild.com](http://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.

**F****Fairbanks North Star Borough School District****BOOTH: 1604**

520 Fifth Avenue  
Fairbanks, AK 99701  
k12northstar.org

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.

**FEI Behavioral Health****BOOTH: 1121**

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.

**Florida Institute of Technology****BOOTH: 1010**

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).

**Framingham State University****BOOTH: 1412**

100 State Street  
Framingham, MA 01701  
[www.framingham.edu/graduate](http://www.framingham.edu/graduate)

We offer affordability, high quality, AND convenience. It's time to advance your career with our flexible full-time, part-time, and online graduate programs that focus on the practical application of skills learned in the physical or virtual classroom. Located in the heart of the MetroWest area, Framingham State University has over 35 Master's Degrees and Post-Baccalaureate Education Programs specifically designed and scheduled for working adults. Now accepting applications for Fall 2017.

**Frog Publications****BOOTH: 1016**

11820 Uradco Place, Suite 105  
San Antonio, FL 33576-7139  
[www.frog.com](http://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.

**Fulton County Schools****BOOTH: 1313**

6201 Powers Ferry Rd.  
Atlanta, GA 30339  
[www.fultonschools.org](http://www.fultonschools.org)

**Futures Education, LLC****BOOTH: 1712**

136 William Street  
Springfield, MA 01105  
[www.futureshealth.net](http://www.futureshealth.net)

Futures Education is a national leader in special education services and resources - providing a comprehensive array of expertise, from clinical and educational assessments to professional development, to professional staffing and management of school systems' special education programs. We provide these services to public, private and charter schools of all sizes in rural, suburban and urban settings.

**G****Great Leaps Reading and Math Fluency****BOOTH: 1118**

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.

**Guiding Technologies Corp.****BOOTH: 1723**

2 Penn Center, 1500 JFK Blvd., Suite 1825  
Philadelphia, PA 19102  
[www.guidingtechnologies.com](http://www.guidingtechnologies.com)

Our product, GAINS™, is the first haptic feedback guidance and analysis software program designed exclusively for ABA instruction management. GAINS™ replaces the binder, guiding and tracking ABA instruction in real time with unprecedented detail and ease, recording each activity or trial with tactile input and unobtrusive audio response. GAINS™ automatically retrieves and evaluates client progress and staff management reporting with clearly designed charts.

**H****Handwriting Without Tears****BOOTH: 828**

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.

**I****Institute for Behavioral Training****BOOTH: 1611**

103 Elford Ct.  
Spartanburg, SC 29306  
[www.ibehavioraltraining.com](http://www.ibehavioraltraining.com)

**IRIS Center****BOOTH: 621**

Vanderbilt University/Peabody College, PO 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.

**K****Kennedy Day School at Franciscan Children's****BOOTH: 1607**

30 Warren Street  
Brighton, MA 02135  
[www.kennedydayschool.org](http://www.kennedydayschool.org)

The Kennedy Day School at Franciscan Children's, located in Brighton, provides fully collaborative special education, therapeutic, and health services to students, ages 3-22, with significant and complex medical, physical and cognitive challenges. Our interdisciplinary team of service providers works collaboratively with each student's family and school district to create an Individualized Education Program (IEP) plan tailored to meet the child's unique needs.

**Kent School District****BOOTH: 1631**

12033 SE 256th Street, Suite A-400  
Kent, WA 98030

**KleenSlate****BOOTH: 1413**

P.O. Box 4796  
Sonora, CA 95370-9287  
[kleenslate.com](http://kleenslate.com)

All-in-One Handheld Whiteboard System: 2-sided, w/clear dry-erase sleeve for customizing graphic organizers. Includes certified marker w/eraser and attached cleaning cloth for hard to remove marks. Perfect for Formative Assessment at any age/ any subject. Winner of 2015 Teacher Choice Award "Best in Classroom Tools" and GEI Endorsement for "Durability, Effectiveness, and Value". KleenSlate Paddles Promote Active Engagement, Participation and Give Every Student a Voice. Visit Booth 1413 for sample.

**L****Lakeshore Learning Materials****BOOTH: 1102**

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.

**Latham Center****BOOTH: 1430**

1646 Route 6A  
Brewster, MA 02631

**Laurent Clerc National Deaf Education Center****BOOTH: 926**

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.

**Learning Ally****BOOTH: 708**

20 Roszel Road  
Princeton, NJ 08540  
[www.learningally.org](http://www.learningally.org)

We are a national non-profit dedicated to helping students with print disabilities, including blindness, visual impairment and dyslexia. Learning Ally improves the way students learn at home and in the classroom. We Promote personal achievement when access and reading are barriers to learning by advancing the use of accessible and effective educational solutions.



### Learning Solutions, LLC

**BOOTH: 1220**

49 Walpole St, Suite 1  
Norwood, MA 02062  
[www.learningsolutionsforme.com](http://www.learningsolutionsforme.com)

Learning Solutions, LLC is a Social-Emotional Learning Center for students ages 3-18, families, Districts and organizations working with ASD/HFA, ADHD, Anxiety, NLD and related social challenges. We provide center based and community: social groups, social coaching, social clubs, executive function tutoring, ABA, speech therapy, psychotherapy, workshops and trainings, as well as curriculum and program design, year round. Some services are covered by insurance such as BCBS/Cigna/Tufts/Optum.

### Lesley University

**BOOTH: 1630**

29 Everett St.  
Cambridge, MA 02138

### LifeShare Educational Resources

**BOOTH: 1226**

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.

### Lola TechSystems

**BOOTH: 1529**

2345 Outpost Drive  
Los Angeles, CA 90068

## M

### Matanuska-Susitna School District

**BOOTH: 720**

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: 911**

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 special education. Stop by our booth to get a FREE hands-on lesson!

### MAXIMUS K-12 Education

**BOOTH: 1021**

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).

### McGraw-Hill Education

**BOOTH: 1024**

8787 Orion Place  
Columbus, OH 43240  
[www.mheducation.com](http://www.mheducation.com)

Our mission is to accelerate learning through intuitive, engaging, efficient and effective experiences – grounded in research. At McGraw-Hill Education, we believe that our contribution to unlocking a brighter future lies within the application of our deep understanding of how learning happens and how the mind develops. It exists where the science of learning meets the art of teaching.

### mcSquares

**BOOTH: 1706**

2126 Arapahoe Street  
Denver, CO 80205  
[www.mcsquares.com](http://www.mcsquares.com)

mcSquares are hand held whiteboards that easily snap together on a wall to create larger, collaborative systems of whiteboards. They are infinitely flexible and completely customizable.

**Montana Recruitment Project****BOOTH: 1123**

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 1123 and see what we are doing.

**Mount St. Joseph University****BOOTH: 619**

5701 Delhi Road  
Cincinnati, OH 45233-1670  
[www.msjeu.edu](http://www.msjeu.edu)

Mount St. Joseph University offers online graduate programs in education for students seeking a convenient format for enhancing their teaching credentials. Established by the Sisters of Charity, the Mount offers undergraduate, graduate and professional programs that integrate academic excellence, experiential education, and individualized student attention. Online course offerings include: MA in Reading Science, Dyslexia Certificate, OH Reading Endorsement, and OH PreK Special Needs Endorsement.

**myIGDIs****BOOTH: 1402**

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.

**N****N2Y Inc.****BOOTH: 602**

PO 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.

**NASCO Company****BOOTH: 916**

901 Janesville Avenue  
Ft. Atkinson, WI 53538  
[www.eNasco.com](http://www.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.

**National Professional Resources, Inc.****BOOTH: 824**

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 of classroom and professional development resources for educators. We are committed to advancing the success of all learners through supporting the educators who serve them. To that end, we publish, produce, and distribute a books, quick-reference laminated reference laminated guides, and videos on current topics in education, with a focus on special education. We also provide on-site PD through Comprehensive School Solutions (CSS).

**Nessy Learning LLC****BOOTH: 709**

4500 140th Avenue North, Suite 101  
Clearwater, FL 33762  
[www.nessy.com/](http://www.nessy.com/)

Nessy has been making fun, educational software since 1999. Our programs are now in use in thousands of schools worldwide. Nessy programs are designed to help address the specific difficulties caused by dyslexia & have proven to be effective for children of all abilities. Nessy has moved online so you can now use Nessy at school, at home or on the go on multiple devices including tablets. We have also developed a series of fun and engaging apps for both iOS and Android devices.

**Newman Adaptive****BOOTH: 1020**

131 Welles Street  
FortyFort, PA 18704  
[www.alertseat.com](http://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 U.S.

**Novel Ideas, Inc.****BOOTH: 716**

5915 Old West Saanich Rd.  
Victoria, BC V9E 2H1  
Canada  
[www.novelideas-inc.com](http://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.

**NYC Special Education Collaborative****BOOTH: 1502**

NYC Charter School Center, 111 Broadway, Suite 604  
New York, NY 10006  
[specialednyc.org/](http://specialednyc.org/)

The NYC Special Education Collaborative assists over 190 NYC charter schools with operating successful special education and ELL programs. The Collaborative offers their members technical assistance, advocacy, on-the-ground supports, a comprehensive array of workshops, and recruitment opportunities. Stop by our booth for information on our work, our CEC session, and our Teacher Recruitment Happy Hour (for teachers interested in working in NYC).

**O****ONEder****BOOTH: 1329**

60 Park Place, Suite 504  
Newark, NJ 07102  
[www.oneder.com/](http://www.oneder.com/)

ONEder is a cross platform, system-wide solution that connects the many moving parts in special education including IEP's, curriculum integration, lesson creation and reporting to address all the needs of those involved in one seamless and easy to use platform. Founded in 2011 by Jonathan Izak, ONEder empowers educators by maximizing the unique abilities of every student and enables all those involved to have common goals and a clear understanding of progress to make data-driven decisions.

**P****Pacific Northwest Publishing****BOOTH: 825**

PO Box 50610  
Eugene, OR 97405  
[www.pacificnwpublish.com](http://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.

**Pearson****BOOTH: 1003**

5601 Green Valley Drive  
Bloomington, MN 55437  
[www.pearson.com](http://www.pearson.com)

Visit Pearson to learn about exciting digital solutions and publications in Special Education. Pearson offers students affordable, digital choices for Special Education courses, including Revel, MyEducationLab, and interactive Enhanced Pearson eTexts. Stop by to learn more about the new SSIS SEL, coming soon, and take advantage of pre-publication pricing! Visit the booth to demo Review360, aimswebPlus, and Q-interactive®.

**Penn State World Campus of The Pennsylvania State University****BOOTH: 1029**

408 The 329 Building  
University Park, PA 16802  
[www.psu.edu](http://www.psu.edu)

Penn State World Campus, backed by over a century of distance education and 15+ years of outstanding online instruction, offers more than 125 programs, awarding degrees and transcripts identical to those earned by on-campus students. Our mission is to ensure your access to a quality academic experience, anywhere, anytime.

**Perkins School for the Blind****BOOTH: 1510**

175 N. Beacon Street  
Watertown, MA 02472  
[www.perkins.org](http://www.perkins.org)

Perkins School for the Blind serves students with no or low vision, including deafblindness, from birth through age 22. We teach the Expanded Core Curriculum to help students access core academics and acquire the social and independent living skills their sighted peers learn incidentally. Learn more at Perkins.org.

**Philip J. Rock Center & School****BOOTH: 1729**

818 DuPage Boulevard  
Glen Ellyn, IL 60137  
[www.philiprockcenter.org](http://www.philiprockcenter.org)

PRC's residential school provides a program for deaf-blind children between 3 and 21 years old. The Philip J. Rock Center and School (PRC) 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.

**Plural Publishing****BOOTH: 1603**

5521 Ruffin Road  
San Diego, CA 92123  
[www.pluralpublishing.com](http://www.pluralpublishing.com)

Plural Publishing produces leading academic, scientific and clinical publications in the fields of special education, speech-language pathology, and audiology.

**PowerSchool Group LLC****BOOTH: 1612**

150 Parkshore  
Folsom, CA 95630  
[www.powerschool.com](http://www.powerschool.com)

PowerSchool is the #1 leading education technology platform for K-12, serving more than 24.5 million students, 43 million parents, and 67 million users in over 70 countries around the world. We provide the industry's first Unified Classroom experience with best-in-class, secure, and compliant online solutions.

**Precioustatus****BOOTH: 1404**

275 Market St., Suite 221  
Minneapolis, MN 55401  
[www.precioustatus.com](http://www.precioustatus.com)

PreciouStatus is a simple, powerful, mobile app connecting families to educators and care providers anytime, anywhere, on any device. Family members receive private, real-time photos, updates and bulletins, videos, and live messaging from educators and/or care providers charting everything from daily activities to accomplishments through safe and secure encrypted messaging.

**PresenceLearning****BOOTH: 620**

180 Montgomery Street, 20th Floor  
San Francisco, CA 94104  
[www.presencelearning.com](http://www.presencelearning.com)

PresenceLearning ([www.presencelearning.com](http://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.

**Pro-ACT, Inc.****BOOTH: 1709**

154-A West Foothill Blvd., Suite 316  
Upland, CA 91786  
[www.proacttraining.com](http://www.proacttraining.com)

Pro-ACT, Inc. provides training and consultation to professionals working with potentially aggressive people. The Pro-ACT certification program focuses on promoting safety through the prevention and de-escalation of crisis behaviors.

**Professional Association of Therapeutic Horsemanship International****BOOTH: 1506**

PO Box 33150  
Denver, CO 80233  
[www.pathintl.org](http://www.pathintl.org)

Professional Association of Therapeutic Horsemanship International (PATH Intl.), formed in 1969 as the North American Riding for the Handicapped Assoc, to promote equine-assisted activities and therapies (EAAT) for individuals with special needs. It is a professional membership assoc. providing standards, credentialing and training resources for the EAAT industry that uses the human-horse bond to help people with special needs achieve health and wellness goals in a safe and effective setting.

**Pyramid Educational Consultants Inc****BOOTH: 1127**

350 Churchmans Road, Suite B  
New Castle, DE 19720  
[www.pecsusa.com](http://www.pecsusa.com)

We are the exclusive source of training and consultation for the Picture Exchange Communication System (PECS) and the Pyramid Approach to Education. Both PECS and the Pyramid are evidence-based strategies, with supportive research from countries around the world.

**Q****QBS, Inc.****BOOTH: 1727**

49 Plain St., Suite # 200  
North Attleborough, MA 02760  
[www.qbscompanies.com](http://www.qbscompanies.com)

**R****Ramapo for Children****BOOTH: 1119**

49 West 38th St. 5th Fl., 5 Floor  
New York, NY 10018  
[www.ramapoforchildren.org](http://www.ramapoforchildren.org)

At Ramapo for Children, we believe all children seek the same things: to learn, feel valued, and experience success. Through our direct-service programs and highly regarded coaching and workshops for educators, youth workers, parents and caregivers, our organization helps young people facing social, emotional or learning challenges align their behaviors with their aspirations.

**Read Naturally****BOOTH: 717**

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, phonemic awareness, phonics, vocabulary, and spelling.

**Reading Horizons****BOOTH: 1303**

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.

## Relias Learning

**BOOTH: 1311**

111 Corning Rd., Suite 250  
Cary, NC 27518  
[www.reliaslearning.com](http://www.reliaslearning.com)

Relias Learning offers online training to post-acute care, health and human services, autism and applied behavior analysis, public safety, payers, and intellectual and developmental disabilities organizations. It's our mission to measurably improve the lives of the most vulnerable members of society and those who care for them.

## Remedia Publications, Inc. / Bright Apple

**BOOTH: 627**

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, and Title I. With a strong focus on specific skills and repetition, the high-interest, captivating format is great for all reluctant learners of all ages! Products feature larger font than the average book and simple art that does not distract students.

## Rethink

**BOOTH: 908**

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.

## RIGHT RESPONSE

**BOOTH: 611**

PO Box 445  
Woodinville, WA 98072-0445  
[www.rightresponse.org](http://www.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.

## Rocketship Education

**BOOTH: 1331**

350 Twin Dolphin Drive, Suite 109  
Redwood City, CA 94065  
[www.rsed.org](http://www.rsed.org)

## S

## Saddleback Educational, Inc.

**BOOTH: 1017**

3120A Pullman St.  
Costa Mesa, CA 92626  
[www.strugglinglearners.com](http://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!

## Safe & Civil Schools

**BOOTH: 829**

P.O. Box 50550  
Eugene, OR 97405  
[www.safeandcivilschools.com](http://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.

## SAGE

**BOOTH: 925**

2455 Teller Road  
Thousand Oaks, CA 91320  
[www.sagepub.com](http://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](http://www.sagepublishing.com).

## San Diego County Office of Education/ Special Education

**BOOTH: 1124**

6401 Linda Vista Road, Room 408  
San Diego, CA 92111  
[www.sdcoe.net/speced](http://www.sdcoe.net/speced)

## San Joaquin County Office of Education

**BOOTH: 1319**

2911 Transworld Drive  
Stockton, CA 95213  
[www.seis.org](http://www.seis.org)

Special Education Information System.

**Sarasota County Schools****BOOTH: 626**

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.

**Scanning Pens Inc****BOOTH: 1513**

4500 140th Avenue North, Suite 101  
Clearwater, FL 33762  
www.scanningpenshop.com/

Scanning Pens is a dedicated supplier of mobile scanners and will be showcasing the latest reading aids. One of the most popular scanners at the moment is the C-Pen Reader. The scanner is a major technological breakthrough for anyone learning English and is a life-saver for those who suffer from reading difficulties such as dyslexia. C-Pen Reader is a totally portable, pocket-sized device that reads text out aloud with an English human-like digital voice. Free 30 day trial available for schools.

**Scarf King****BOOTH: 1116**

207 Mineola Ave.  
Roslyn Hts, NY 11577-1955

**School Health Corporation****BOOTH: 710**

865 Muirfield Drive  
Hanover Park, IL 60133  
www.schoolhealth.com

We serve special education professionals by providing a superior product selection, personalized service, and cost effective solutions. As part of the School Health family, we deliver an exceptional customer experience so you can support the health of your students and enable them to learn and perform to the best of their abilities.

**School Specialty, Inc.****BOOTH: 816**

W6316 Design Drive  
Greenville, WI 54942  
www.schoolspecialty.com

School Specialty's Special Education product line offers the most extensive assortment for Special Education needs. Our resources include tools for positioning and mobility, fine motor, sensory processing, language/communication skills and instructional materials. Our Abilitations products are teacher favorites and we are always working on new and innovation ideas. We're determined to make learning safe and fun and improve the quality of life for ALL Students.... EVERY Need.

**SMART Technologies****BOOTH: 603**

3636 Research Road NW  
Calgary, AB T2L 1Y1  
Canada  
smarttech.com

SMART Technologies® is a world leader in simple and intuitive solutions that enable more natural collaboration. Through these software solutions and interactive touch technologies collaboration is naturally inspired in education around the globe. Greatness exists in every student. It's up to all of us to help them discover and develop it. Because when students realize what they're good at and what they love to do, they develop a sense of purpose, of mattering. To learn more, visit smarttech.com.

**Sonday Systems****BOOTH: 905**

3001 Metro Drive, Suite 480  
Bloomington, MN 55425  
www.winsorlearning.com

Sonday System – Multisensory solutions for reading. We at Winsor Learning publish the Sonday System. The Orton Gillingham method has been used with struggling readers for almost 100 years. It is one of the most widely studied, effective methodologies used today. We worked with an Orton Gillingham trained expert who used the method for 35 years to build the program. Our goal was build a product that was true to the Orton-Gillingham method that anyone can use to be an effective teacher.

**Spaulding Youth Center****BOOTH: 1531**

72 Spaulding Road  
Northfield, NH 03276  
www.spauldingyouthcenter.org

Sonday System – Multisensory solutions for reading. We at

**SpedTrack****BOOTH: 625**

3653 South Ave.  
Springfield, MO 65807  
www.spedtrack.com

SpedTrack™ is a web-based suite of modules that revolutionizes the management of your Special Education program. SpedTrack centralizes your information and processes into one user friendly application, easing the burden of managing Special Education for both teachers and administrators. The Special Education Module covers everything from referral to dismissal and provides a secure, central location for all data. Staff will spend less time on paperwork and more time with their students.

**Square Panda****BOOTH: 609**

935 Benecia Ave.  
Sunnyvale, CA 94085  
www.squarepanda.com

Square Panda™ is an award-winning complete phonics learning system with multi-sensory play. Designed for kids 2+, the playset blends physical and digital learning as it keeps kids entertained through age-appropriate learning games grounded in research-based curriculum. Early readers play their way to reading fluency as they engage with physical smart letters that connect them to a library of learning games.

## Stages Learning Materials

**BOOTH: 1216**

PO Box 1770  
Pacific Palisades, CA 90272  
[www.stageslearning.com](http://www.stageslearning.com)

Free, Free & Free! Stop by to receive a pack of our top-selling Language Builder Cards, six Apps, and a sample of lesson plans. Since 1997, Stages has been a leader in autism education with our ever-growing Language Builder products. Come and play with our newest line, Link 4 Fun, that combines traditional books and flashcards with interactive iPad Apps and learn about the addition of Brain Parade's "See Touch Learn" App with 4,000+ photo-based interactive learning tools.

## Star Autism Support

**BOOTH: 817**

6663 SW Beaverton Hillsdale Hwy, Box 119  
Portland, OR 97005  
[www.starautismsupport.com](http://www.starautismsupport.com)

STAR Autism Support (SAS) provides curriculum materials, workshops and training to school and agency staff who work with students with autism. Our mission is to help others successfully implement research-based applied behavior analysis (ABA) techniques. We want every child with autism to receive effective instruction! STAR Autism Support has worked with over 2,500 school districts and over 25,000 educators across the United States and throughout the world.

## Stewart Home & School

**BOOTH: 1711**

4200 Lawrenceburg Road  
Frankfort, KY 40601  
[www.stewarthome.com](http://www.stewarthome.com)

Since 1893, Stewart Home & School has been a community dedicated to the education of students with intellectual disabilities. The school's philosophy has always centered on providing enriched opportunities for the pursuit of happiness – a lifestyle of choice for its students and their families. Over the years, special students and their families have joined with five generations of the Stewart family to provide a nurturing community and an extension of home.

## SuperPlus

**BOOTH: 1431**

Storgata 5  
Tromsø, 9020  
Norway

## T

## TAPit

**BOOTH: 1117**

55 Woodridge Drive  
Amherst, NY 14228  
[www.teachsmart.org](http://www.teachsmart.org)

The TAPit® platform is an interactive learning station designed to provide accessibility to students or adults with significant physical or learning disabilities. TAPit® most popular clients include: Special Needs Schools/Classrooms, General Education Inclusion Classrooms, General Education K-3 Classrooms, UCP's (United Cerebral Palsy), Children's Hospitals, Schools for the Blind (low vision), Rehabilitation / Occupational Therapy Centers, Library's, Assisted Living Centers, etc.

## Taylor & Francis

**BOOTH: 1505**

4 Park Square, Milton Park  
Abingdon, Oxford OX144RN  
United Kingdom  
[tandfonline.com](http://tandfonline.com)

Taylor & Francis is committed to the publication of scholarly research. We publish a wide variety of journals relevant to the fields of special and gifted education. Visit the Taylor & Francis Booth #1505 to pick up FREE sample copies or visit us online at [www.tandfonline.com](http://www.tandfonline.com).

## Teach 4 Mastery, Inc.

**BOOTH: 1503**

258 Skyridge Lane  
Escondido, CA 92026  
[www.teach4mastery.com](http://www.teach4mastery.com)

The Perceptions Math Intervention using the MasterPieces Mastery Manipulatives is designed to provide an intensive intervention for students in 1st to 7th grade. Lesson-by-lesson videos provide individualized instruction for both teacher and student. MasterFractions manipulatives provide unique and precise instruction during the teaching of fractions. Come by the booth and see for yourself how these tools are changing the way math is taught!

## TeachTown

**BOOTH: 724**

330 West Cummings Park  
Woburn, MA 01801  
[teachtown.com](http://teachtown.com)

TeachTown is exclusively focused on providing software and solutions for students diagnosed with autism spectrum disorder, developmental disabilities, emotional and behavioral disorders 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. TeachTown captures student data to measure progress and provides comprehensive reports to inform instruction.

## Ten Sigma

**BOOTH: 618**

570 1ST Street, SE  
St. Cloud, MN 56304  
[www.tensigma.org](http://www.tensigma.org)

## TFH (USA) Ltd.

**BOOTH: 1410**

4537 Gibsonia Road  
Gibsonia, PA 15044  
[www.tfhusa.com](http://www.tfhusa.com)

TFH USA is a family-owned business with over 20 years of experience. We specialize in supplying and manufacturing innovative therapeutic and educational play to learn and sensory products. We can also meet all your Sensory Room needs with our complimentary design, consultation and installation service and our own line of equipment designed to help you and those in your care achieve more while having fun.

**The Center for AAC and Autism/Prentke Romich Company****BOOTH: 1018**1022 Heyl Road  
Wooster, OH 44691  
aacandautism.com

We provide solutions for individuals who are nonverbal including training in the Language Acquisition through Motor Planning (LAMP) approach for individuals with autism, a language system for those who use switch scanning (CoreScanner™), supports for successful language instruction (Language Lab, in-person and online trainings), and data collection (Realize Language™).

**The Council of Administrators of Special Education (CASE)****BOOTH: 1403**101 Katelyn Circle, Suite E  
Warner Robins, GA 31088  
www.casecec.org

The Council of Administrators of Special Education, Inc. (CASE) is an international non-profit professional organization 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.

**The Mandt System, Inc.****BOOTH: 1411**PO Box 831790  
Richardson, TX 75083  
www.mandtsystem.com

The Mandt System, Inc. has been a global leader since 1975, building positive, healthy relationships that develop trust and empower people to feel safe where they live, learn, work and play. Mandt System's ultimate goal and vision for our learning and development programs is to ensure caregivers and organizations are supported and assisted in creating environments where dignity, trust and respect are more than words.

**The Master Teacher****BOOTH: 702**P.O. Box 1207  
Manhattan, KS 66505  
www.masterteacher.com

The Master Teacher has many special education focused training options including our top-selling program, Paraeducator Online Training, which includes online training and assessments for paraeducators working in the special needs environment. In addition, we offer inclusion training for teachers and autism training and certification for teachers and paraeducators plus much more!

**The May Institute****BOOTH: 1305**41 Pacella Park Drive, Door 1  
Randolph, MA 02368  
www.mayinstitute.org

May Institute is an award-winning nonprofit organization with more than 60 years of experience in serving children and adults with autism spectrum disorder and other developmental disabilities, brain injury and neurobehavioral disorders, and behavioral health needs. The organization provides educational, rehabilitative, and behavioral healthcare services to individuals, as well as training and consultation services to professionals, organizations, and public school systems.

**The New England Center for Children****BOOTH: 1713**33 Turnpike Road  
Southborough, MA 01772  
www.necc.org

The New England Center for Children (NECC®), is the global leader in providing effective, evidence-based educational services to children diagnosed with autism spectrum disorder, relying on the science of applied behavior analysis to help children reach their greatest potential. NECC is also at the forefront of conducting research to further the understanding and treatment of autism and related disabilities. Looking for a career opportunity? Join our team! Visit our booth to learn more.

**The TV Teacher, LLC.****BOOTH: 1325**PO Box 71926  
Marietta, GA 30007  
www.thetvteacher.com

Award winning handwriting programs created by Marnie Danielson, OTR/L and Susan Ellis, mother of two child with Autism, which use a multi-sensory approach of visual demonstrations and catchy rhythmic chants. These amazing video modeling DVDs and thoughtfully created workbooks are enthusiastically recommended by schools and therapists across the country. Created for any child learning to write, and amazing for those with special needs (Autism, ADD, Down syndrome, and more) Visual. Fun. EFFECTIVE!

**Therapro, Inc.****BOOTH: 808**225 Arlington St.  
Framingham, MA 01702  
www.therapro.com

Therapro offers a unique selection of education products, publications, and assessments that address special needs including early intervention, early learning, sensory integration, assistive technology, and life skills. Visit Therapro.com for new products, online shopping, and to subscribe to Ther-A-Gram, our newsletter. Visit our booth and meet the author of I Can Work! A Prevocational Curriculum for Special Needs. Play Letter Treasure Hunt, the very best game for handwriting!



**thinkSRSD****BOOTH: 1407**

46 Wellesley Ave.  
Wellesley, MA 02482  
[www.thinkSRSD.com](http://www.thinkSRSD.com)

Evidence-based Writing Instruction! Learn about the only evidence-based practice for teaching writing, Self-regulated Strategy Development (SRSD), endorsed by clearinghouses (i.e. IES's What Works). See data from schools using SRSD and getting dramatic increases on state assessment scores for students with learning disabilities, as well as for all students. Preview materials (full K-12 scope & sequence) and a full online course that includes lesson videos of SRSD in action in schools.

**TiffinTalk Inc.****BOOTH: 1126**

839 Concord Road  
Glen Mills, PA 19342  
[www.tiffintalk.com](http://www.tiffintalk.com)

Tiffintalk cards develop childrens' critical and creative thinking skills while building stronger relationships through one-on-one, face-to-face conversations. For use by adults and children from preschool - high school, our 4160 cards are beautifully designed and lead to fun conversations for both grownups and children. No more monosyllables; no more shrugs! We also make cards for mental health professionals & clients as well as cards for adult children & senior parents. Tech off. Talk on.

**Time Timer LLC****BOOTH: 1224**

7707 Camargo Rd.  
Cincinnati, OH 45243-2653  
[www.timetimer.com](http://www.timetimer.com)

The Time Timer is a unique, visual Timer that allows everyone to be able to see time passing – and how much time remains. This Timer is an excellent tool for any child who has difficulty anticipating transitions, staying focused and on-task, or who needs to break larger tasks into smaller ones. The Time Timer features a patented red disk that can be set for up to 60 minutes. As time passes, the disk disappears, which makes it easy to see how much time is left relative to where you started.

**Timocco Inc.****BOOTH: 1732**

526 S. Main Street, Suite 709A  
Akron, OH 44311  
[www.timocco.com](http://www.timocco.com)

Timocco is an online virtual-motion gaming system that accelerates the development of motor and cognitive skills in young children with disabilities, all while having FUN! We also offer data tracking components, eye-gaze compatibility and home carryover. Targets individual needs easily while using any PC or Mac.

**Tourette Association of America****BOOTH: 1710**

42-40 Bell Boulevard, Suite 205  
Bayside, NY 11361  
[www.tourette.org](http://www.tourette.org)

The Tourette Association of America (TAA) is dedicated to making life better for all individuals affected by Tourette and Tic Disorders. The only nationwide organization serving this community, TAA works to raise awareness, fund research and provide on-going support. Free resources and information will be provided. For more, visit [www.tourette.org](http://www.tourette.org).

**Treetop Publishing Inc****BOOTH: 1028**

450 S 92nd Street  
Milwaukee, WI 53214  
[www.barebooks.com](http://www.barebooks.com)

Treetop Publishing provides quality blank educational materials to schools across the country - Bare Books, Bare Puzzles and Bare Game Boards. Students are encouraged to do their best work when authoring and illustrating their own real book! Parents love the finished product and cherish them as keepsakes.

**U****Ukeru Systems (a division of Grafton Integrated Health Network)****BOOTH: 610**

P. O. Box 2500  
Winchester, VA 22604  
[www.ukerusystems.com](http://www.ukerusystems.com)

Ukeru Systems, of Grafton Integrated Health Network (a not-for-profit behavioral healthcare facility) was born from necessity and vision due to the overuse of restraint and seclusion. Grafton has reduced the use of restraints by more than 98% and has eliminated seclusion. It also greatly reduced the number of staff injuries as well as employee turnover (saving more than \$16 million). A problem became an invention and an opportunity to assist organizations/schools/families across the world.

**Uncommon Schools****BOOTH: 721**

826 Broadway  
New York, NY 10003  
[www.uncommonschools.org](http://www.uncommonschools.org)

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: 1704**

2 East Center St  
Fayetteville, AR 72701  
[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.

**University of Central Florida****BOOTH: 924**

4000 Central Florida Blvd.  
Orlando, FL 32816  
[www.ucf.edu](http://www.ucf.edu)

Visit the University of Central Florida booth, meet our outstanding students and faculty, and ask questions about our programs in SUNNY Orlando, Florida! Our Ph.D. in Education, Exceptional Education 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).

**University of Cincinnati****BOOTH: 1705**

2600 Clifton Ave.  
Cincinnati, OH 45221  
[behavioranalysis.uc.edu/](http://behavioranalysis.uc.edu/)

Interested in an online MEd or certificate program? The University of Cincinnati offers an array of master's and certificate programs within education. Graduate education signifies a commitment to your school and your students—proving that you are ready to accept more responsibility and to enhance your skills for the good of both. It also provides an opportunity to help further your career.

**University of Florida – College of Education – School of Special Education, School Psychology and Early Childhood Studies****BOOTH: 928**

1422 Norman Hall, PO BOX 117050  
Gainesville, FL 32608  
[education.ufl.edu/special-education/](http://education.ufl.edu/special-education/)

The University of Florida's School of Special Education, School Psychology and Early Childhood Studies (SESPECS) offers a variety of online and face-to-face programs for current and future education professionals. In 2016, we were ranked #1 in online program and #5 in special education programs by the *U.S. News* and *World Report*.

**University of Minnesota, Check & Connect****BOOTH: 1721**

150 Pillsbury Dr. SE, 6 Pattee Hall  
Minneapolis, MN 55455  
[www.checkandconnect.umn.edu](http://www.checkandconnect.umn.edu)

Check & Connect is an evidence-based intervention recognized by the What Works Clearinghouse, and designed over 25 years ago by the University of Minnesota in partnership with area schools. The intervention enhances student engagement at school and with learning for marginalized, disengaged students in grades K-12. Research shows that the intervention increases attendance, credit accrual and school completion rates, while decreasing truancy, tardiness, behavior referrals, and dropout rates.

**University of Nebraska-Lincoln, Special Education and Communication Disorders****BOOTH: 1730**

202 Barkley Memorial Center  
Lincoln, NE 68583-0738  
[cehs.unl.edu/secd](http://cehs.unl.edu/secd)

**University of New Brunswick****BOOTH: 1613**

6 Duffie Drive  
Fredericton, NB E3B 5A3  
Canada  
[www.unb.ca/cel/intervention/index.html](http://www.unb.ca/cel/intervention/index.html)

UNB has about 12,000 students from more than 100 countries. UNB CEL has provided Autism and Behavior Intervention Training Program to over 1200 professionals and paraprofessionals in Canada and internationally. Also, UNB's Applied Behavior Analysis (ABA) Certificate Program is the first program of its kind to meet the coursework requirements needed to apply for the Behavior Analyst Certification Board®, Inc. (BACB®) Board Certified Assistant Behavior Analyst® (BCaBA®) examination.

**University of Northern Colorado****BOOTH: 608**

501 20th Street Campus Box 21  
Greeley, CO 80639  
[www.unco.edu](http://www.unco.edu)

University of Northern Colorado Extended Campus provides continuing education opportunities and more than 65 undergraduate and graduate programs. Courses are offered online, and face to face at UNC centers in Loveland, Denver, and Colorado Springs. The variety of formats and convenient scheduling make it easy for you to pursue your education no matter where you live or how busy your schedule.

**University of Washington College of Education****BOOTH: 1610**

2012 Skagit Lane, Miller Hall Box 353600  
Seattle, WA 98195  
[education.uw.edu](http://education.uw.edu)

The College of Education at the University of Washington in Seattle is ranked #8 by U.S. News and World Report in its 2017 ratings, and #2 among public universities. The Special Education program is ranked 7th in the nation. Students in the M.Ed. and Ph.D. programs develop expertise to improve the lives and outcomes of individuals with disabilities from birth through adulthood. Stop by the booth to learn about our programs and funding opportunities!

**V****Vocational Research Institute****BOOTH: 719**

1845 Walnut Street, Suite 660  
Philadelphia, PA 19103  
[www.vri.org](http://www.vri.org)

CareerScope® can help you meet WIOA legislation standards, and is the assessment of choice for thousands of education & transition professionals across the country. This valid, reliable and objective interest and aptitude assessment is available online or on CD, and offers accommodation options including audio or untimed assessments. Ask us about a free trial! The non-profit Vocational Research Institute has been a leader in special needs assessment and career development for over 50 years.

**W****Wend Africa****BOOTH: 1111**

933 East Chase Ave.  
El Cjon, CA 92020

**What Works Clearinghouse****BOOTH: 1327**

P.O. Box 2393  
Princeton, NJ 08543  
[ies.ed.gov/ncee/wwc/](http://ies.ed.gov/ncee/wwc/)

The What Works Clearinghouse (WWC) was established in 2002 as an initiative of the Institute for Education Sciences (IES) at the U.S. Department of Education. The WWC is administered by the National Center for Education Evaluation within IES.

---

## Wichita State Online

### BOOTH: 1606

1845 Fairmount, Campus Box 57  
Wichita, KS 67260  
[www.wichita.edu/SPEDonline](http://www.wichita.edu/SPEDonline)

Visit Booth 1606 – enter to win a \$2,000 scholarship! 100% Online Masters Degree from Wichita State University. No GRE Required. Special education. High incidence, low incidence and gifted emphases. Advance your degree while you work as a licensed teacher. Flexible plan of study. Affordable tuition.

---

## Wilson Language

### BOOTH: 725

47 Old Webster Road  
Oxford, MA 01540  
[www.wilsonlanguage.com](http://www.wilsonlanguage.com)

The WILSON Reading System®, WILSON Just Words® WILSON Foundations®, and WILSON Fluency® are multisensory, structured reading and spelling curricula to address prevention, intervention and intensive instructional needs.

---

## Winsor Learning Inc.

### BOOTH: 905

3001 Metro Dr., Suite 480  
Bloomington, MN 55425  
[www.winsorlearning.com](http://www.winsorlearning.com)

Since 1997, Winsor Learning has helped school districts improve reading scores by providing Orton-Gillingham based tools & training to educators working with struggling students. Now in our 20th year, we have sold over 50,000 reading programs, worked with over 2000 school districts and trained over 40,000 educators. Orton-Gillingham is one of the most widely studied, effective teaching methodologies & today those 40,000 educators use the Sonday System to get students caught up to their peers.

---

## WriteReflections

### BOOTH: 617

5021 Parsons Walk Circle  
Glen Allen, VA 23059  
[writereflections4u.com/](http://writereflections4u.com/)

WriteReflections is a research-based K-12 writing program that has been proven over 20 years to improve student writing and raise test scores across America. Our program was developed by teachers for teachers based on what works in the classroom. A color-coded, organized and easy-to-use program that works with all types of learners. Contains everything you need including a scope & sequence, lesson plans, classroom PowerPoints, prompts, organizers, rubrics, writing samples and more.



# CEC ASPIRING LEADERS SESSION

---

THURSDAY,  
APRIL 20  
3:30-4:30 p.m.

---

Hynes Convention  
Center, Room 210,  
Level 2

---

Your voice and  
vision make a  
difference!

## 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, its units, and its divisions need 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.



PRESENTED BY  
**The CEC  
Nominations  
Standing  
Committee**