Schedule at a Glance

(Schedule subject to change.)

TUESDAY, FEBRUARY 6

2:00 PM-7:00 PM..... Registration

WEDNESDAY, FEBRUARY 7

7:00 AM-8:00 PM	Registration
9:00 AM-4:00 PM	Convention Workshops

CONCURRENT SESSIONS:

1:00 PM-2:00 PM 2:15 PM-3:15 PM 3:30 PM-4:30 PM

5:00 PM-6:30 PM	Opening General Session
6:30 PM-8:30 PM	. Welcome Reception in the Expo Hall

THURSDAY, FEBRUARY 8

7:00 AM-5:30 PM	Registration
8:00 AM-9:00 AM	Second General Session

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

CONCURRENT SESSIONS AND POSTER SESSIONS:

9:45 AM-10:45 AM 11:00 AM-12:00 PM 1:00 PM-2:00 PM 2:15 PM-3:15 PM 3:30 PM-4:30 PM

EXPO HALL

8:30 AM–5:30 PM Expo Hall Open

9:00 AM-9:45 AM and 12:00 PM-1:00 PM

..... Exclusive Expo Time + Lunch + Prize Drawings (Immediately Following Second General Session)

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

FRIDAY, FEBRUARY 9

7:00 AM–5:30 PM Registration
8:00 AM–9:00 AM Third General Session
9:00 AM-9:45 AM Exclusive Expo Time + Prize Drawings
(Immediately Following Third General Session)

CONCURRENT SESSIONS AND POSTER SESSIONS:

9:45 AM-10:45 AM 11:00 AM-12:00 PM 1:30 PM-2:30 PM 2:45 PM-3:45 PM 4:00 PM-5:00 PM

EXPO HALL

8:30 AM-2:00 PM	Expo Hall Open
12:00 PM–1:30 PM	Exclusive Expo Hours, Lunch + Prize Drawing (1:00 PM)

REPRESENTATIVE ASSEMBLY

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

SATURDAY, FEBRUARY 10

7:00 AM-4:00 PM	Registration
9:00 AM-12:00 PM Convention Workshop	os (Half Day)

CONCURRENT SESSIONS AND POSTER SESSIONS:

8:00 AM-9:00 AM 9:15 AM-10:15 AM 10:30 AM-11:30 AM 1:00 PM-2:00 PM 2:15 PM-3:15 PM

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

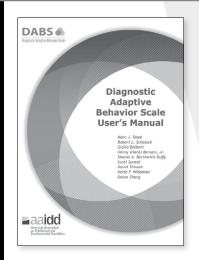
(Please see pages 13-17 for a complete listing of Meetings and Social Events.)

Assessing Students With Intellectual and Developmental Disabilities?

New Tools Available from the Association on Intellectual and Developmental Disabilities

Diagnostic Adaptive Behavior Scale User's Manual

Marc J. Tassé, Robert L. Schalock, Giulia Balboni, Henry (Hank) Bersani, Jr., Sharon A. Borthwick-Duffy, Scott Spreat, David Thissen, Keith F. Widaman, and Dalun Zhang



The Diagnostic Adaptive Behavior Scale (DABS) is an instrument for assessing the adaptive behavior of people between the ages of 4 and 21 for the purpose of determining whether the person meets the second criterion for a diagnosis of intellectual disability (ID), that is, significant limitations in adaptive behavior as expressed in conceptual, social, and practical adaptive skills. The DABS is a norm-referenced instrument with a number of unique features that support its precision, accuracy, validity, and credibility in making a diagnosis of ID. The instrument comprises 75 items for each of three age groups (4-8. 9-15, and 16-21). It is scored by means of an online scoring platform available on the AAIDD web site (aaidd.org/dabs).

Supports Intensity Scale— Children's Version (SIS—C)[™]





James R. Thompson, Michael L. Wehmeyer, Carolyn Hughes, Karrie A. Shogren, Hyojeong Seo, Todd D. Little, Robert L. Schalock, Rodney E. Realon, Susan R. Copeland, James R. Patton, Edward A. Polloway, Debbie Shelden, Shea Tanis, and Marc J. Tassé

The Supports Intensity Scale—Children's Version (SIS—C)TM is a standardized measure of the intensity of support needs of children aged 5-16 who have been diagnosed as having intellectual or closely related developmental disability (IDD). SIS—C data is gathered through a structured interview, and standard scores are generated to create a Support Needs Profile for the child. The product package for this assessment tool includes both interview forms and a manual to enable users to administer and score the SIS—C with fidelity, and to interpret and use the findings in ways that will enhance planning processes and outcomes for children with IDD. Interview questions cover: exceptional medical and behavioral needs; and activities at home, in the community and neighborhood, and in school participation and learning, as well as health /safety and social activities and advocacy. The SIS—C represents a powerful way to inform and supplement the IEP and ensure that students with IDD receive the supports they need to help them live and learn successfully.

Available from aaidd.org/publications/bookstore-home or email books@aaidd.org.

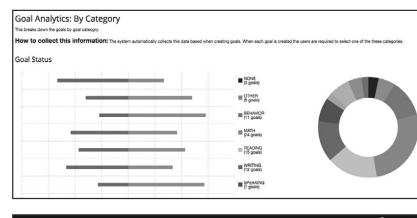
Contents

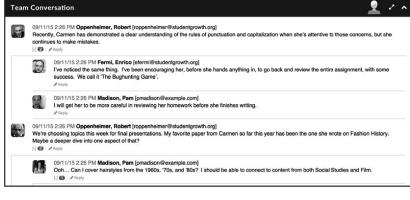
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STREAMLINING PROGRESS MONITORING WHILE IMPROVING OUTCOMES FOR <u>ALL</u> STUDENTS

+9	itudent						Sea	irch
	Actions	Student \$	SSID		Grade 🗍	Relationship 🜲	Goals 🖕	On Track
~	Actions -	Jefferson, Maggie	123456	78	9th Grade	Case Manager	3	
^	Actions -	Madison, Carmen	123451	23	9th Grade	Case Manager	3	
		Goal		Cate	gory	Status	Actual/Expecte	ed
Re	cord Data	Transition		BEH	AVIOR	ON TRACK	3.5 / 3	Last Record: 11/06/2017
Re	cord Data	Regulating Emotion		BEH	AVIOR	ON TRACK	4 / 3	Last Record: 11/07/2017
Re	cord Data	Initiating Conversation		soc	CIAL	ON TRACK	3 / 3	Last Record: 11/06/2017
~	Actions -	Washington, Carter	234567	89	6th Grade	Case Manager	3	





Live Data Dashboard

- Quickly record data for multiple students on a single screen
- Easily track student progress from any device at any time
- Attach images, documents, and videos recording student progress
- Evaluate student progress across settings at a glance

Admininstration Features

- Monitor student progress across a school or district
- Track educator data entry
- Automatically remind team members via email to record data
- View progress by goal type

Team Communication

- Individual threaded discussion board for each student
- Send email to the growth team directly from the platform
- Adjust strategies throughout the semester to drive student progress
- Integrate families directy into the growth team

844.SGC.ASCD | 844.742.2723 | www.GoalWorks.org

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

West Hall, Level 3, 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, February 7:

President's Welcome Reception 6:30–8:30 PM
Thursday, February 8 8:30 AM–5:30 PM
Friday, February 9 8:30 AM–2:00 PM
CEC Central Moves to Level Two
Friday, February 9 2:00–5:30 PM

Saturday, February 10 7:00 AM-4:00 PM

• CONVENTION LANGUAGE

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

EXPO

West Hall, Level 3, 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, FEBRUARY 7 6:30–8:30 PM President's Welcome Reception (immediately following the Opening General Session in the Expo Hall)

> THURSDAY, FEBRUARY 8 Exhibit Hours: 8:30 AM–5:30 PM

12:00–1:00 PM FREE TIME TO EXPLORE and LUNCH

> 4:30–5:30 PM Expo and Prize Drawings

FRIDAY, FEBRUARY 9 Exhibit Hours: 8:30 AM-2:00 PM

12:00–1:30 PM FREE TIME TO EXPLORE and LUNCH

PROFESSIONAL DEVELOPMENT (PDHS) HOURS

Please see complete information on page 18.

REGISTRATION

CEC Registration Area, 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, February 6	2:00-7:00 PM
Wednesday, February 7	7:00 AM-8:00 PM
Thursday, February 8	7:00 AM-5:30 PM
Friday, February 9	7:00 AM-5:30 PM
Saturday, February 10	7:00 AM-4:00 PM

TEACHERS COLLEGE COLUMBIA UNIVERSITY

A Graduate School of Education, Health & Psychology



DEVELOPMENTAL DISABILITIES MASTER'S DEGREE ONLINE OR ON CAMPUS Now accepting applications for summer 2018

BUILD YOUR EXPERTISE IN DEVELOPMENTAL DISABILITIES

- Prepares highly skilled professionals to work with individuals with developmental disabilities and their families in a variety of settings and across the lifespan
- Specialized focus on Autism Spectrum
 Disorder by leading researchers and faculty in the field
- Interdisciplinary perspective enables students the opportunity to take courses across a variety of disciplines, including Special Education, Psychology and Health
- 32-credit program sequenced for completion in one year, with the option of an asynchronous online format

Our Core Values — **DIVERSITY**, **EMPOWERMENT** and **PREVENTION** — will guide you towards your career as a practitioner or researcher in the field of developmental disability.

Learn more: TC.COLUMBIA.EDU/DEVDISABILITY

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 2018 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Besure to include #CEC2018 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.

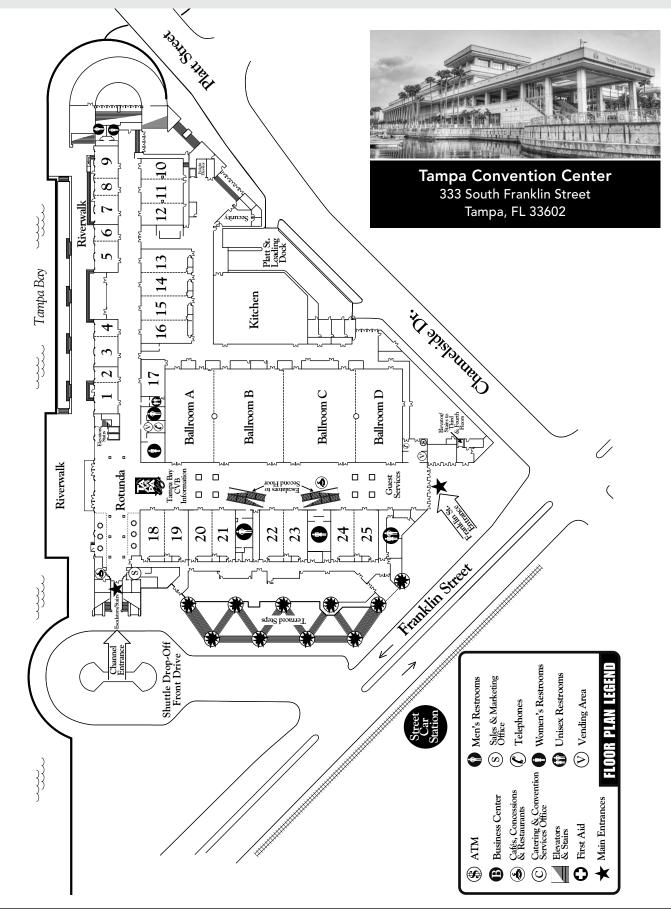
Event attendees must behave responsibly at all events. Threatening physical actions and disorderly or disruptive conduct will not be tolerated and may result in removal from the event, denial of access to event facilities and other penalties.

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.

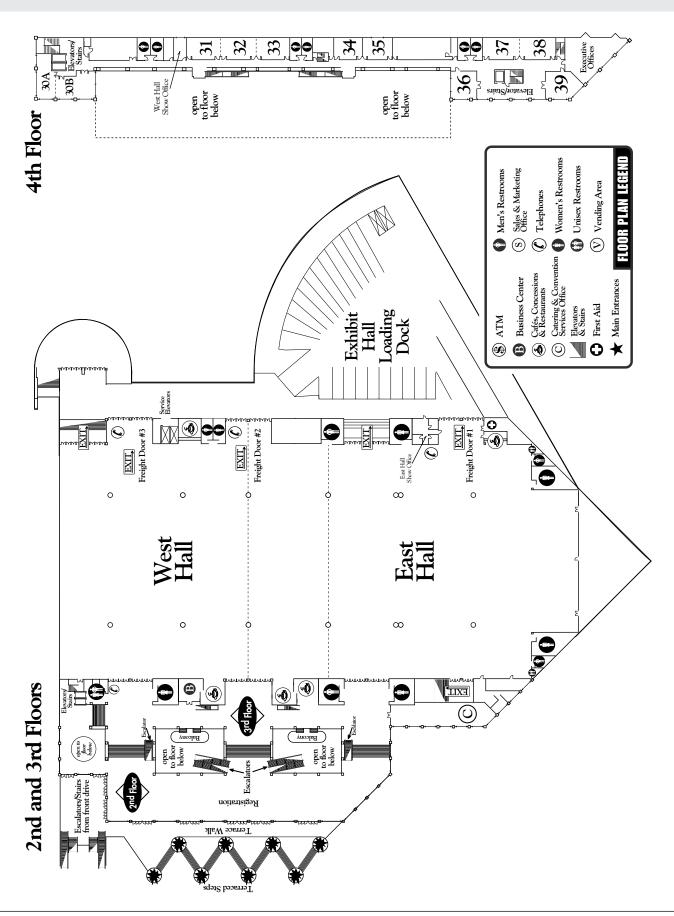
Event attendees may not under any circumstances conduct any live or recorded audio, video, or photographic activities without the express permission of the CEC Executive Director.

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.

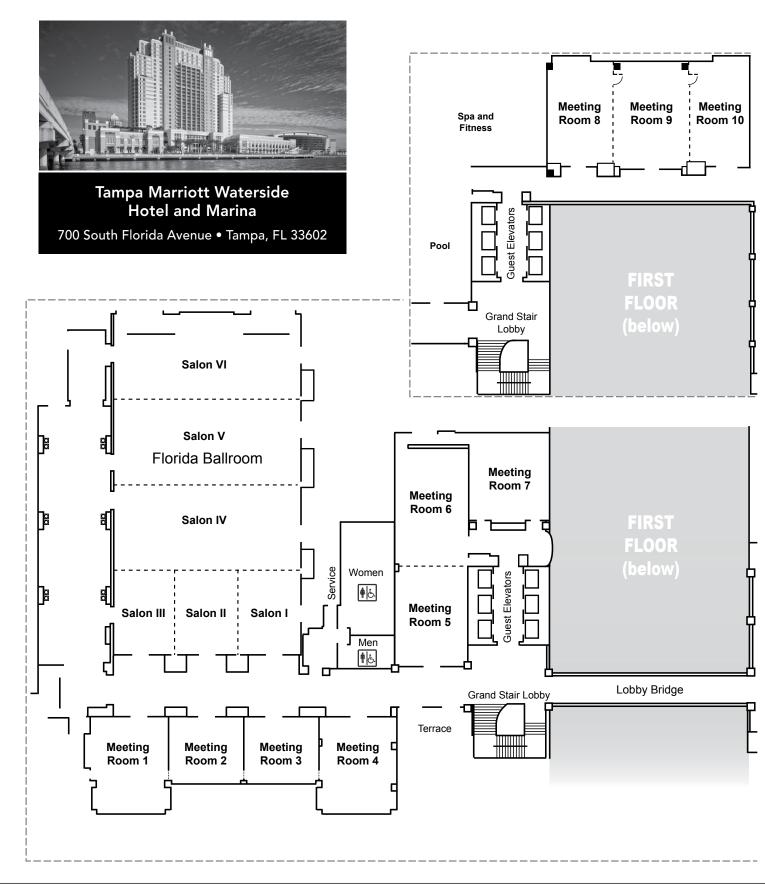
TAMPA CONVENTION CENTER FLOOR PLAN



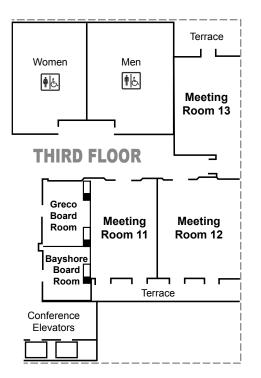
First Floor Meeting Space

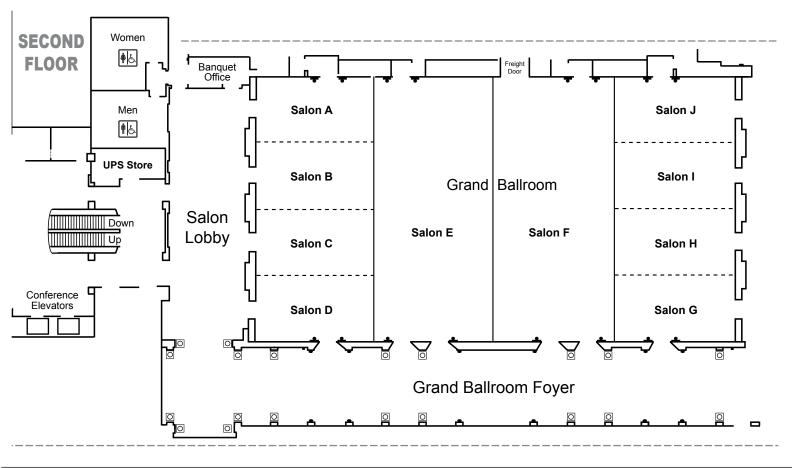


TAMPA MARRIOTT WATERSIDE HOTEL FLOOR PLAN



TAMPA MARRIOTT WATERSIDE HOTEL FLOOR PLAN







CEC 2018 Official Hotels

HOTEL	ADDRESS	TELEPHONE/FAX	RATE
[1] Tampa Marriott Waterside Hotel and Marina (CEC headquarters hotel)	700 S. Florida Avenue	813-221-4900	\$227
[2] Aloft Tampa Downtown	100 W. Kennedy Blvd.	813-898-8000	\$209
[3] Courtyard by Marriott Downtown	102 E. Cass Street	813-29-1100	\$199
[4] Embassy Suites Tampa Downtown	513 South Florida Avenue	813-769-8300	\$235
[5] Hilton Tampa Downtown	211 N. Tampa Street	813-204-3000	\$219
[6] Holiday Inn Westshore	700 N. Westshore Blvd.	813-289-8200	\$170
[7] Le Meridien	601 North Florida Avenue	813-221-9555	\$206
[8] Residence Inn by Marriott	101 E. Tyler Street	813-227-4388	\$209
[9] Sheraton Tampa Riverwalk	200 North Ashley Drive	813-223-2222	\$219
[10] The Barrymore Hotel	111 West Fortune Street	813-223-1351	\$169
[11] Westin Harbour Island	725 S. Harbour Island Blvd.	813-229-5000	\$239

Meetings and Social Events

CEC MEETINGS

BOARD OF DIRECTORS Tuesday, February 6 7:30–2:00 PM Grand Salon A/B Marriott Waterside

REPRESENTATIVE ASSEMBLY

REPRESENTATIVE ASSEMBLY Friday, February 9 12:30–4:00 PM Ballroom B Tampa Convention Center

COMMITTEES AND WORK GROUPS

STUDENT COMMITTEE Wednesday, February 7 3:00–4:00 PM Meeting Room 2 Marriott Waterside

REPRESENTATIVE ASSEMBLY COMMITTEE Thursday, February 8 9:15–10:30 AM Greco Boardroom Marriott Waterside

STUDENT FORUM 2018 Thursday, February 8 9:45–10:45 AM Ballroom B Tampa Convention Center

PROFESSIONAL STANDARDS AND PRACTICE COMMITTEE

Thursday, February 8 2:30–4:30 PM Meeting Room 2 Marriott Waterside

CEC DIVERSITY COMMITTEE Friday, February 9

9:15-10:15 AM Greco Boardroom Marriott Waterside

KNOWLEDGE AND SKILLS BUSINESS MEETING

Friday, February 9 9:00–10:00 AM Meeting Room 1 Marriott Waterside

KNOWLEDGE AND SKILLS WORK SESSION Friday, February 9

10:00 AM–12:00 PM Meeting Room 1 Marriott Waterside

CANADIAN COMMITTEE Friday, February 9 11:00 AM-12:00 PM Meeting Room 2 Marriott Waterside

STANDARDS DEVELOPMENT WORKGROUP Saturday, February 10 8:00 AM–1:00 PM Meeting Room 2 Marriott Waterside

CEC's MALTREATMENT WORK GROUP MEETING Saturday, February 10 9:15–11:30 AM Meeting Room 6 Marriott Waterside

OTHER CEC MEETINGS AND EVENTS

CEC TREASURER'S MEETING Thursday, February 8 10:30–11:30 AM Meeting Room 6 Marriott Waterside

CEC MEMBERSHIP CHAIRS MEETING Thursday, February 8 1:00–2:00 PM Meeting Room 6 Marriott Waterside

YES I CAN AWARDS CEREMONY Friday, February 9 8:00–9:00 AM East Hall, Level 3 Tampa Convention Center

MENA CAUCUS GATHERING 2017 Friday, February 9 12:15–1:15 PM Ballroom A Tampa Convention Center

CEC CHILDREN AND YOUTH ACTION NETWORK

Friday, February 9 4:30–5:30 PM Ballroom A Tampa Convention Center

UNIT LEADER'S BREAKFAST

Saturday, February 10 7:30–9:00 AM Florida Salon IV/V Marriott Waterside

2018 CONVENTION PROGRAM ADVISORY COMMITTEEE

Saturday, February 10 9:00–10:30 AM Room 31/32 Tampa Convention Center

SAUDI AMERICAN ASSOCIATION OF SPECIAL EDUCATION (SAASPED) Saturday, February 10 1:00–3:15 PM Meeting Room 5 Marriott Waterside

CAUCUS MEETINGS

BLACK CAUCUS EXECUTIVE BOARD MEETINGS Wednesday, February 7 2:00–4:00 PM Meeting Room 5 Marriott Waterside

Friday, February 9 9:00–Noon Meeting Room 7 Marriott Waterside

POSTER SESSION AND STRAND

Thursday, February 8 9:00 AM-4:00 PM *Florida Salon V Marriott Waterside*

ANNUAL SOCIAL

Thursday, February 8 5:00–8:00 PM Meeting Room 3 Marriott Waterside

DIVISION MEETINGS AND SOCIAL EVENTS

INTERDIVISIONAL CAUCUS (IDC) Tuesday, February 6 7:00–9:00 PM

Florida Salon V Marriott Waterside

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE)

EXECUTIVE COMMITTEE

Tuesday, February 6 2:15–7:00 PM Florida Salon I Marriott Waterside

JOINT MEMBER-BOARD MEETING Wednesday, February 7 7:30 AM-4:15 PM Florida Salon V

Marriott Waterside

PUBLICATIONS AND PRODUCT REVIEW MEETING

Thursday, February 8 8:00 AM-3:30 PM Bayshore Boardroom Marriott Waterside

PUBLICATIONS AND PRODUCT REVIEW MEETING

Friday, February 9 7:30 AM–3:30 PM Bayshore Boardroom Marriott Waterside

FINANCE COMMITTEE MEETING

Friday, February 9 11:30 AM–1:00 PM Florida Salon I Marriott Waterside

RESEARCH COMMITTEE MEETING

Saturday, February 10 10:00 AM–1:00 PM Florida Salon I Marriott Waterside

COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS (CCBD)

EXECUTIVE COMMITTEE Wednesday, February 7 12:00–4:00 PM Meeting Room 12 Marriott Waterside

GENERAL MEMBERSHIP MEETING Thursday, February 8 5:15-6:30 PM Grand Salon C/D Marriott Waterside

REGIONAL SERVICES & MEMBERSHIP (RSM) MEETING Friday, February 9 9:30–11:30 AM Grand Salon G Marriott Waterside

MEMBER SOCIAL Thursday, February 8 7:30–10:30 PM Fly Bar and Restaurant www.flybarandrestaurant.com

DIVISION FOR RESEARCH (CEC–DR)

EXECUTIVE BOARD MEETING Wednesday, February 7 9:00 AM–5:00 PM Meeting Room 4 Marriott Waterside

INTERDIVISIONAL RESEARCH GROUP MEETING Friday, February 9 8:30–10:00 AM Meeting Room 11 Marriott Waterside

BUSINESS MEETING Friday, February 9 5:00–6:00 PM Meeting Room 12

Marriott Waterside

DONALD D. HAMMILL FOUNDATION RECEPTION Friday, February 9 6:30–8:30 PM Grand Salon D Marriott Waterside

PIONEERS DIVISION (CEC-PD)

EXECUTIVE BOARD MEETING Thursday, February 8 11:00 AM–3:00 PM Florida Salon III Marriott Waterside

BUSINESS & AWARDS MEETING FOLLOWED BY SOCIAL Thursday, February 8 4:30–6:30 PM Florida Salon III Marriott Waterside

COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS)

EXECUTIVE BOARD MEETING

Thursday, February 8 8:30–10:30 AM Meeting Room 11 Marriott Waterside

BUSINESS MEETING

Thursday, February 8 4:30–6:00 PM *Meeting Room 11 Marriott Waterside*

DIVISION FOR COMMUNICATIVE DISABILITIES AND DEAFNESS (DCDD)

EXECUTIVE BOARD MEETING Wednesday, February 7 8:00 AM-5:00 PM Meeting Room 11

Marriott Waterside

MEMBER-FEST!

Thursday, February 8 7:00–9:00 PM Yeoman's Cask & Lion 202 North Morgan Street, Tampa 813-224-YEOS (9367)

DIVISION ON CAREER DEVELOPMENT AND TRANSITION (DCDT)

EXECUTIVE BOARD MEETING

Tuesday, February 6 5:30–9:00 PM Florida Salon I Marriott Waterside

FULL BOARD MEETING Wednesday, February 7 10:00 AM-2:00 PM Florida Salon IV

Marriott Waterside

SECONDARY TRANSITION FIDELITY GROUP

Thursday, February 8 9:30–10:30 AM Grand Salon A Marriott Waterside

RESEARCH COMMITTEE

Thursday, February 8 10:30–11:30 AM *Grand Salon A Marriott Waterside* PUBLICATIONS COMMITTEE

Thursday, February 8 11:30 AM – 12:30 PM *Grand Salon A Marriott Waterside*

BOARD LUNCHEON (INVITED)

Thursday, February 8 12:30 AM–1:30 PM *Grand Salon A Marriott Waterside*

PARENT & FAMILY COMMITTEE

Friday, February 8 1:00–2:30 PM Grand Salon B Marriott Waterside

MARKETING COMMITTEE

Thursday, February 8 2:30–2:30 PM Grand Salon A Marriott Waterside

POLICY AND ADVOCACY COMMITTEEE Thursday, February 8

3:30–4:30 PM Grand Salon A Marriott Waterside

PAST PRESIDENTS MEETING

Thursday, February 8 4:30–5:30 PM *Grand Salon A Marriott Waterside*

GENERAL BUSINESS MEETING FOR ALL MEMBERS

Thursday, February 8 6:00–7:00 PM Grand Salon B Marriott Waterside

RECEPTION FOR ALL DCDT MEMBERS

Thursday, February 8 7:00–9:30 PM Grand Salon A Marriott Waterside

CDTEI Editorial Board

Thursday, February 8 8:30–9:30 PM Meeting Room 5 Marriott Waterside

MEMBERSHIP COMMITTEE Friday, February 9 9:00–10:00 AM Grand Salon A

HUMAN RIGHTS AND DIVERSITY COMMITTEE Friday, February 9 10:00–11:00 AM

Grand Salon A Marriott Waterside

Marriott Waterside

NATIONAL CERTIFICATION – STRATEGIC PLAN GOAL MEETING Friday, February 9 11:00 AM–12:00 PM Grand Salon A Marriott Waterside

STUDENT COMMITTEE Friday, February 9 1:00–2:00 PM Grand Salon A Marriott Waterside

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS (DDEL)

SUBCOMMITTEES MEETING Thursday, February 8 9:30–11:30 AM Meeting Room 1 Marriott Waterside

EXECUTIVE BOARD

Thursday, February 8 1:30–4:30 PM Meeting Room 1 Marriott Waterside

DDEL SOCIAL EVENT

Thursday, February 8 7:00–9:00 PM Meeting Room 1 Marriott Waterside

WRITING FOR MULTIPLE VOICES Friday, February 9 10:00–11:00 AM Grand Salon C Marriott Waterside

BUSINESS MEETING Friday, February 9 3:30–5:30 PM Grand Salon C Marriott Waterside

STUDENT RESEARCH SHOWCASE

Saturday, February 10 10:00 AM–Noon Grand Salon C Marriott Waterside

DIVISION FOR EARLY CHILDHOOD (DEC)

EXECUTIVE BOARD MEETING

Wednesday, February 7 9:00 AM–12:30 PM Florida Salon II Marriott Waterside

Thursday, February 8 9:00–10:30 AM Florida Salon I Marriott Waterside

DEC MEMBER RECEPTION Thursday, February 8 4:00–6:00 PM Florida Salon II Marriott Waterside

DIVISION OF INTERNATIONAL SPECIAL EDUCATION AND SERVICES (DISES)

BOARD OF DIRECTOR'S MEETING Wednesday, February 7 8:30 AM-4:30 PM Meeting Room 1 Marriott Waterside

PUBLICATIONS MEETING

Thursday, February 8 2:00–3:00 PM Meeting Room 5 Marriott Waterside

LEADERSHIP OPPORTUNITIES IN DISES

Thursday, February 8 2:15–3:15 PM Meeting Room 3 Marriott Waterside

BUSINESS MEETING

Friday, February 9 5:00–6:30 PM Florida Salon III Marriott Waterside

DISES SOCIAL Friday, February 9 7:00–9:00 PM Florida Salon IV Marriott Waterside

DIVISION FOR LEARNING DISABILITIES (DLD)

EXECUTIVE BOARD MEETING Wednesday, February 7

8:00 AM–5:00 PM Meeting Room 3 Marriott Waterside

Friday, February 9 8:00 AM–12:00 PM Meeting Room 3

Marriott Waterside

PROFESSIONAL DEVELOPMENT & STANDARDS

Thursday, February 8 11:00 AM–12:00 PM Meeting Room 5 Marriott Waterside

CULTURAL AND LINGUISTIC DIVERSITY COMMITTEE

Thursday, February 8 11:00 AM–12:00 PM Meeting Room 4 Marriott Waterside

MEMBERSHIP COMMITTEE

Thursday, February 8 12:00–2:00 PM Meeting Room 4 Marriott Waterside

BUSINESS MEETING

Thursday, February 8 5:00–6:00 PM Grand Salon G Marriott Waterside

DLD RECEPTION AND STUDENT POSTER SESSION

Thursday, February 8 6:00–8:00 PM Florida Salon V/VI Marriott Waterside

DLD-DR KNOWLEDGE ALERTS & UTILIZATION GROUPS MEETING

Friday, February 9 9:00–11:00 AM Meeting Room 5 Marriott Waterside

PUBLICATIONS COMMITTEE

Friday, February 9 1:00–3:00 PM Meeting Room 5 Marriott Waterside

DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD)

EXECUTIVE BOARD MEETING Wednesday, February 7 2:00–4:00 PM Florida Salon II Marriott Waterside

GENERAL BUSINESS MEETING Thursday, February 8 10:00 AM–12:00 PM Grand Salon B Marriott Waterside

WORKING GROUP – DIVISION PLANNING Friday, February 9 9:00–11:00 AM Grand Salon B Marriott Waterside

WORKING GROUP – SPECIAL INTEREST TOPICS Friday, February 9 1:00–3:00 PM Grand Salon B Marriott Waterside

DIVISION OF VISUAL IMPAIRMENTS AND DEAFBLINDNESS (DVIDB)

GENERAL BUSINESS MEETING & SOCIAL Thursday, February 8 6:30–10:00 PM JACKSON'S BISTRO

601 S. Harbor Island Blvd. Tampa, 33602

DVIDB STANDARDS FORUM

Friday, February 9 8:30–10:00 AM Florida Salon VI Marriott Waterside

DIVISION OF VISUAL AND PERFORMING ARTS EDUCATION (DARTS)

EXECUTIVE BOARD MEETING

Friday, February 8 9:00 AM–12:00 PM Meeting Room 2 Marriott Waterside

MEMBERSHIP MEETING

Friday, February 8 3:00–4:00 PM Meeting Room 4 Marriott Waterside

THE ASSOCIATION FOR THE GIFTED (TAG)

TAG BOARD MEETING

Wednesday, February 7 8:00 AM–4:30 PM Florida Salon I Marriott Waterside

BUSINESS MEETING & 60th ANNIVERSARY CELEBRATION

Thursday, February 8 5:00–6:30 PM Florida Salon I Marriott Waterside

TECHNOLOGY AND MEDIA DIVISION (TAM)

EXECUTIVE BOARD MEETING Wednesday, February 7

8:30 AM-4:00 PM Meeting Room 7 Marriott Waterside

BUSINESS MEETING & TECHNOLOGY INNOVATION Thursday, February 8

5:00–6:00 PM Meeting Room 6 Marriott Waterside

TEACHER EDUCATION DIVISION (TED)

EXECUTIVE COMMITTEE/ EXECUTIVE BOARD

Wednesday, February 7 9:00 AM-4:30 PM Florida Salon VI Marriott Waterside EARLY CAREER FACULTY SIG Thursday, February 8 8:00–9:00 AM

Florida Salon I Marriott Waterside

TED/HECSE

Thursday, February 8 8:00–10:00 AM Florida Salon IV Marriott Waterside

KNOWLEDGE AND SKILLS COMMITTEE

Thursday, February 8 9:00–10:00 AM *Florida Salon II Marriott Waterside*

EARLY CHILDHOOD FACULTY SIG (TEDEC) Thursday, February 8

9:00–10:00 AM Grand Salon H Marriott Waterside

CONFERENCE ADVISORY COMMITTEE

Thursday, February 8 10:00–11:00 AM *Florida Salon IV Marriott Waterside*

DIVERSITY CAUCUS BOARD

Thursday, February 8 10:00–11:00 AM Grand Salon I Marriott Waterside

MEMBERSHIP COMMITTEEE

Thursday, February 8 10:00–11:00 AM *Grand Salon J Marriott Waterside*

TED TESE EDITORIAL SEARCH COMMITTEEE

Thursday, February 8 1:00–2:00 PM Grand Salon H Marriott Waterside

BUDGET AND FINANCE COMMITTEE

Thursday, February 8 2:00–3:00 PM Grand Salon H Marriott Waterside

DIVERSITY CAUCUS BUSINESS MEETING Thursday, February 8

2:00–3:00 PM Florida Salon I Marriott Waterside

KALEIDOSCOPE BOARD

Thursday, February 8 2:00–3:00 PM Grand Salon I Marriott Waterside GENERAL BUSINESS MEETING Thursday, February 8 3:30–4:30 PM Grand Salon G Marriott Waterside

TED/PEARSON AWARD RECEPTION Thursday, February 8 5:00–6:30 PM Grand Salon J Marriott Waterside

KALEIDOSCOPE SESSION Friday, February 9 8:30 AM-12:30 PM Florida Salon IV Marriott Waterside

SSEPC PAST PRESIDENTS Friday, February 9 9:30–10:30 AM

Florida Salon II Marriott Waterside

AD HOC ADVOCACY COMMITTEE Friday, February 9 11:30 AM-12:30 PM Florida Salon III Marriott Waterside

PARAEDUCATOR SIG Friday, February 9

11:30 AM–12:30 PM Florida Salon II Marriott Waterside

PROFESSIONAL DEVELOPMENT COMMITTEE Friday, February 9 12:30 AM-1:30 PM

Florida Salon III Marriott Waterside

SSEPC EXECUTIVE BOARD Friday, February 9 12:30 AM-1:30 PM Florida Salon II Marriott Waterside

STATE SUBDIVISIONS

Friday, February 9 12:30–1:30 PM Florida Salon IV Marriott Waterside

TED/TESE EDITORIAL BOARD

Friday, February 9 2:30–3:30 PM Florida Salon III Marriott Waterside

SSEPC GENERAL BUSINESS MEETING

Friday, February 9 2:30–3:30 PM Meeting Room 12 Marriott Waterside

PUBLICATIONS AND

COMMUNICATIONS COMMITTEE Friday, February 9 3:30–4:30 PM Florida Salon II Marriott Waterside

RESEARCH COMMITTEE

Friday, February 9 3:30–4:30 PM Florida Salon III Marriott Waterside

TED PRESIDENTIAL LINE Friday, February 9 4:30–5:30 PM Florida Salon II Marriott Waterside

OTHER MEETINGS AND SOCIAL EVENTS

VANDERBILT UNIVERSITY'S PEABODY COLLEGE DEPARTMENT OF SPECIAL EDUCATION RECEPTION Thursday, February 8 5:00–7:00 PM Grand Salon I Marriott Waterside

KU LEADERSHIP SPECIAL EDUCATION FIELD AWARD

Friday, February 9 6:00–8:00 PM Grand Salon I Marriott Waterside

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.

WILL CEC PDHS COUNT TOWARD MY LICENSEOR 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.

Florida Educators: If your program accepts PDHs, there are 600+ sessions (included with a full registration) and 24 workshops (additional fee required) at CEC 2018 that may be used toward meeting your ESE requirement. You will need to check with your district to ensure that you are documenting your participation in accordance with the recertification policies.

• WHAT WILL MY PDH TRANSCRIPT INCLUDE?

Your transcript will list all the sessions you attended and reported, the duration in hours of each one, and the total number of PDHs you earned. Your PDH transcript will be accompanied by a certificate of attendance.

WHAT CONVENTION ACTIVITIES CARRY CEC PDHS?

You can earn CEC PDHs for all convention education sessions, including 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.
- For poster sessions, you should engage with poster content for the full 45 minute time block to earn PDHs.

(The reporting system will not allow you to claim two sessions that overlap in time.)

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 July 31, 2018, 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.

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

CEC's Division on Visual Impairments and Deafblindness 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.

ILLINOIS RESIDENT? YOU CAN EARN ISBE HOURS AT CEC 2018 TAMPA.

Please stop by the Professional Development Hour (PDH) Booth in the CEC registration area (Level 2) to get more information.



CEC 2018 Program Chair Featured Sessions

Claudia Rinaldi and Cindy Perras, CEC 2018 Convention Program Chairs, have planned a rich and substative invited program. Join experts in the field of special education and related disciplines and participate in the dialogues on current and relevant topics.

WEDNESDAY, FEBRUARY 8

1:00 PM–2:00 PM SESSION: 5 ROOM BALLROOM B

Challenges to Equity in Assessment, Placement, and Outcomes in Special Education

Leader: Wendy Cavendish, University of Miami, FL

Presenter: Beth Harry, University of Miami, FL

This session presents research findings from national-, district-, and community-level approaches to reducing overrepresentation of students of color in special education. We discuss national trends in disproportionality and highlight parent and teacher voices related to assessment and placement practices to examine the intent of equity-based policy versus implementation.

After attending this session, you will be able to:

 Discuss strengths and challenges identified in 3 research studies related to the implementation of policy to create more equitable outcomes for often marginalized students and families.

2:15 PM–3:15 PM SESSION: 19 ROOM BALLROOM B

Intensive Interventions and the Future of Learning Disabilities

Leader: Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin

Presenter: Rebecca Zumeta Edmonds, American Institutes for Research, Washington, DC

A primary aim of special education is to improve academic and behavioral outcomes for students with disabilities. Yet many of these students currently receive inadequate treatments that do not support their full access to the general education setting or adequate learning opportunities for the future. This session provides specific guidance on improving academic and behavioral outcomes through the provision of intensive interventions for students with disabilities.

After attending this session, you will be able to:

1. Understand how intensive intervention may be used to provide specially designed instruction to students with and at risk for disabilities, especially learning disabilities.

3:30 PM-4:30 PM

SESSION: 33 ROOM BALLROOM B

Self-Determination and Students With Intellectual and Developmental Disabilities

Leader: Michael Wehmeyer, University of Kansas, Lawrence

Presenter: Stelios Gragoudas, University of Massachusetts, Boston

This session will provide an overview of the 'state of the art' with regard to the importance of and the evidence-base for measuring and promoting the self-determination of youth with intellectual and developmental disabilities. Information provided will be based upon research, practice, and personal experience with disability.

- 1. Understand self-determination.
- 2. Understand the importance of promoting selfdetermination from research and personal experience.
- 3. Identify evidence-based practices to measure and promote self-determination.

THURSDAY, FEBRUARY 8

9:45 AM-10:45 AM

SESSION: 59 ROOM: BALLROOM A

Update From OSERS Assistant Secretary

Leader: Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter: Kimberly Richey, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education

OSERS Assistant Secretary will provide an update on the recent work of OSERS, and discuss a number recent and ongoing initiatives of the office and upcoming priorities. Topics include OSERS' Q&A relating to the Endrew F. v. Douglas Country School District RE-1, the Secretary's Supplemental Priorities, OSER'S new discretionary grant projects funded under Part D of IDEA, OSER'S work to implement the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act, OSERS' ongoing efforts to implement Executive Order 13777, "Enforcing the Regulatory Reform Agenda," and review OSER'S regulations and nonregulatory guidance as a part of the Regulatory Review Task Force. Q&A time at end.

After attending this session, you will be able to:

1. Understand the recent work of OSERS, a number recent and ongoing initiatives of the office, and upcoming priorities.

11:00 AM–12:00 PM SESSION: 101 • ROOM 15

Integrating Mindfulness Into Education and Healthcare: The Science and Practice

Leader: Elli Weisbaum, University of Toronto, Canada/ The Hospital for Sick Children (SickKids)

Explore the scientific perspective that is driving the current interest and popularity of mindfulness practice in education and healthcare settings. Participants will experience handson foundational mindfulness practices to gain practical understanding of the potential impacts that mindfulness can have on their personal and professional daily life.

After attending this session, you will be able to:

- 1. Understand the connection between neuroscience and mindfulness-based interventions.
- 2. Explore the connection between mindfulness practice, resiliency, and self-regulation.
- 3. Identify practices to combat workplace burn-out and stress.
- 4. Develop and experience foundational mindfulness tools that can be applied in personal and professional settings.

1:00 PM-2:00 PM SESSION: 155 • ROOM 15

Getting to the STEM of Co-Teaching

Leader: Lisa Dieker, University of Central Florida, Orlando

Presenters: Claudia Rinaldi, Lasell College, Newton, MA; Matthew Taylor, University of Central Florida, Orlando

This session will focus on co-teaching in STEM content reflecting best practices with an emphasis on second language learners, students with intellectual disabilities, and students with a range of learning and behavioral challenges. Come enjoy this session filled with practical ideas.

After attending this session, you will be able to:

- 1. Understand the unique challenges and ways teams are meeting the needs of students in STEM.
- 2. Gather strategies for second language learners and a range of students with varying abilities.
- 3. Create a plan to use at least 3 of the numerous practical ideas in your STEM co-teaching.

1:00 PM-2:00 PM SESSION: 165 ROOM: BALLROOM A

ESSA and IDEA: Working Together to Improve Outcomes for All Students

Leader: Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter: Ruth Ryder, Acting Director, Office of Special Education Programs (OSEP), U.S. Department of Education

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 ESSA and the IDEA, passage of ESSA creates new opportunities to implement such coordinated efforts between the two laws. During this session, you will hear about collaborative work in the U.S. Department of Education to review ESSA state plans and the 1% alternate assessment participation waivers.

After attending this session, you will be able to:

1. Understand the collaborative work in the U.S. Department of Education to review ESSA state plans and the 1% alternate assessment participation waivers.

1:00 PM-2:00 PM

SESSION: 167 • ROOM: 19

Measuring Implementation and Fidelity of Implementation in RtI/MTSS

Leader: Russell Gersten, Instructional Research Group, Los Alamitos, CA

Presenter: Joseph Dimino, Instructional Research Group, Los Alamitos, CA

This session will discuss issues in current conceptions of fidelity of implementation that are problematic and demonstrate means to improve fidelity measures and to examine quality of instruction during intervention. Specific examples from research on vocabulary instruction and intervention, fractions instruction and comprehension intervention will be included.

After attending this session, you will be able to:

- 1. Understand why it is essential to measure quality of implementation, not just procedural fidelity.
- 2. Learn techniques for developing such measures.
- 3. Learn about available measures that examine quality of instruction in areas such as vocabulary and comprehension.

2:15 PM–3:15 PM SESSION: 196 ROOM: BALLROOM B

Program Chair Featured Roundtable: Addressing the Elephant in the Room: Strategies for Maltreatment Prevention and Intervention

Leader(s): Catherine Corr, University of Illinois, Urbana-Champaign (DEC); **David Cihak**, University of Tennessee, Knoxville (DADD)

Presenter(s): Debra Lively, Saginaw Valley State University, University Center, MI (DCDD); **Kelly Carrero**, Texas A&M University, Commerce (DDEL)

Introductions: Cindy Perras, Learning Disabilities Association of Ontario, Canada

The Interdivisional Caucus of the Council for Exceptional Children (IDC) is a caucus of the 17 discipline and specialty areas of CEC. In 2014, the IDC established the Maltreatment Workgroup. This Workgroup has identified "bright spots" to prevent, intervene, and support individuals with disabilities who have experienced maltreatment. This interactive session begins with a panel presentation, which will highlight divisional work focused on practical interventions and prevention strategies across the lifespan. Following the panel presentation, solutions-oriented roundtable discussions will convene to seek input from session participants on standards, policy, position papers, and practices.

After attending this session, you will be able to:

- 1. Recognize how maltreatment impacts individuals with disabilities and their families (e.g., educational outcomes and performance, family functioning, etc.).
- 2. Know practical strategies across the lifespan to prevent, intervene, and support individuals with disabilities who have experienced maltreatment.

2:15 PM–3:15 PM SESSION: 216 ROOM: BALLROOM A

Highlights From the National Center for Special Education Research: Recent Findings and New Research on Teachers and MTSS

Leader: Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter: Joan McLaughlin, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Washington, DC

The National Center for Special Education Research (NCSER) funds research on infants, toddlers, children, and youth with and at risk for disabilities to advance the understanding of and practices for teaching, learning, and organizing education systems. In 2018, NCSER plans to fund a network of researchers focused on integrated academic and behavioral Multi-tiered Systems of Support. These new areas of research funding will be discussed in addition to highlights from prior projects and available resources from the Institute of Education Sciences.

After attending this session, you will be able to:

- 1. Understand new areas of NCSER funding for research.
- 2. Understand prior NCSER projects and available resources from the Institute of Education Sciences.

3:30 PM-4:30 PM SESSION: 257 • ROOM 15

Voices From the Field: Educators With Disabilities

Leader: Jennifer Diliberto, University of North Carolina, Chapel Hill

Presenters: Mary Ruth Coleman, University of North Carolina, Chapel Hill; **Susan Osborne**, North Carolina State University, Raleigh; **Marge Terhaar**, Meredith College, Raleigh, NC; **Kathryn Haselden**, Francis Marion University, Florence, SC

The panel includes educators with disabilities. Session facilitators lead discussions surrounding strategies used to breakdown barriers related to their disabilities and how their disability supports their teaching. The facilitators will ask structured questions and take questions from the audience. We end by summarizing insights gained based on themes presented.

- 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, FEBRUARY 9

9:45 AM-10:45 AM

SESSION: 301 ROOM: BALLROOM A

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

Leader: Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter: Ruth Ryder, Acting Director, Office of Special Education Programs (OSEP), U.S. Department of Education

Office of Special Education Programs (OSEP) Acting Director Ruth Ryder will discuss current OSEP initiatives including Results Driven Accountability and the Endrew F. v. Douglas County School District Case Q&A document. She will also discuss recent investments to support children with disabilities, including critical work to expand high-quality early learning programs. Finally, Ms. Ryder will provide updates on the Department's work to implement the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act.

9:45 AM-11:45 AM

SESSION: 302 ROOM BALLROOM D

Exceptional Lives, Exceptional Stories

Leader: Jennifer Diliberto, University of North Carolina, Chapel Hill

Presenters: Mary Ruth Coleman, University of North Carolina, Chapel Hill; **Marge Terhaar**, Meredith College, Raleigh, NC; **Kathryn Haselden**, Francis Marion University, Florence, SC

The panel includes YIC Award recipients and their families. Session facilitators lead discussions surrounding life with a disability. The facilitators will ask structured questions as well as take questions from the audience. In closing, we will summarize insights gained from discussions and reserve time for informal conversations with the panelists.

After attending this session, you will be able to:

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

9:45 AM–10:45 AM SESSION: 314 • ROOM: 16

Program Chair Featured: What I Wish General Educators Knew About the 1 in 5: A Review of The Literature

Leader: Sheldon Horowitz, National Center for Learning Disabilities, New York, NY

Most students with learning and attention issues spend most of their day in general education classrooms, and teachers often struggle to achieve positive outcomes for this population. Learn about an in-depth review of the mindsets, knowledge and skills of general educators that is informing NCLD's work supporting the 1 in 5.

After attending this session, you will be able to:

- 1. Understand and reflect upon what general education teachers currently know, think, and believe about students with learning and attention issues.
- 2. Share insights and offer feedback about what general educators need to know to provide high quality instruction and support to this population of students.

1:30 PM-2:30 PM

SESSION: 406 • ROOM 3

Research to Practice: Tips and Tools for Beginning Special Educators

Leader: Timothy Landrum, University of Louisville, KY

Presenters: Chris Sweigart, University of Louisville, KY; Lauren Collins and Bryan Cook, University of Hawaii at Manoa, Honolulu; Timothy Lewis, University of Missouri, Columbia; Jennifer Freeman and Michael Coyne, University of Connecticut, Storrs; Diane Myers, Texas Woman's University, Denton; Tom Scruggs and Margo Mastropieri, George Mason University, Fairfax, VA; Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin; Angelique Aitken, Arizona State University, Tempe; Ashley Barkel, Mary Lou Fulton Teachers College, Arizona State University, Tempe; David Allsopp, University of South Florida, Tampa

Authors from a 2017 special issue of Teaching Exceptional Children offer specific guidance for beginning special educators in classroom management, intensive reading interventions, writing, mathematics, and co-teaching. Each panelist describes (a) two empirically supported practices, (b) three reliable resources, and (c) one final thought for the beginning special education teacher.

- 1. Learn about key, empirically validated and recommended practices from expert scholars in reading, mathematics, classroom behavior, writing, and co-teaching.
- 2. Learn about key resources for evidence-based practices across these areas.
- 3. Take away final thoughts from these scholars on how beginning special educators in particular, can be successful in their early years of teaching.

1:30 PM-2:30 PM

SESSION: 426 ROOM BALLROOM C

Making Educationally Appropriate and Legally Sound Placement Decisions

Leader: Mitchell Yell, University of South Carolina, Columbia

Presenters: Antonis Katsiyannis, Clemson University, SC; **Mickey Losinski**, Kansas State University, Manhattan

A foundational principle of the IDEA is that students with disabilities receive a FAPE in the LRE. Unfortunately, placement issues can be difficult for IEP teams to navigate. We will offer guidance and suggestions to ensure that IEP teams make educationally appropriate and legally sound placement decisions.

After attending this session, you will be able to:

- 1. Understand the three most important decision points in making student placements.
- 2. Understand legal requirements in placement determination.

2:45 PM–4:45 PM	SESSION: 460
	ROOM: BALLROOM D

Solution Oriented Roundtables on Culturally Linguistically Diverse Students with Disabilities

Moderator: Claudia Rinaldi, Lasell College, Newton, MA

The Solutions-Oriented Bilingual English Learners With Disabilities Roundtable will bring 12 experts in the field of bilingual special education to address general education, special education instruction and intervention, English language development in special education, assessment and progress monitoring of ELs, and culturally relevant IEPs. Learn from researchers, state leaders, district and school leading educators, and teacher preparation experts in the field of bilingual special education. The goal is for participants to take back solution-oriented, evidenced-based practices that can be applied to close the research-to-practice divide. Come, join the expert that best fits your greatest need and engage in discussion about the relevant topic to you—all in one room.

After attending this session, you will be able to:

- 1. Leave with solution-oriented, evidenced-based practices that can be applied to close the research-to-practice divide.
- 2. Leave with a better understanding of the topics discussed by the experts in bilingual special education (general education, special education instruction and intervention, English language development in special education, assessment and progress monitoring of ELs, and culturally relevant IEPs).

2:45 PM-3:45 PM SESSION: 481 • ROOM 25

Implementing Job-Embedded Professional Development to Meet the Instructional Needs of English Learners/English Learners With Disabilities

Leaders: Leticia Grimaldo, Meadows Center for Preventing Educational Risk at UT, Austin; Linda Cavazos, American Institutes for Research, Austin, TX; Julie Esparza Brown, Portland State University, OR

Moderator: Grace Zamora Duran, OSEP, U.S. Department of Education, Washington, DC

Educators struggle with effectively serving English learners (ELs), with and without disabilities. Effective job-embedded professional development (JEPD) is crucial in ensuring that ELs receive high-quality instruction from special education and general education teachers. This panel will discuss 'how tos' of JEPD provided to teachers in their OSEP-funded model demonstration projects.

After attending this session, you will be able to:

1. Understand the 'how tos' for implementing effective job-embedded professional development, coaching, and recursive follow-up for teachers in order to prepare them to adequately serve ELs/ELSWDs.

SATURDAY, FEBRUARY 10

9:15 AM-10:15 AM SESSION: 633 • ROOM 21

UDL, Design Thinking, and Makerspaces: An Innovative Approach to Curriculum Design

Leader: Elizabeth Hartmann, Lasell College, Newton, MA

Presenter: Jose Blackorby, CAST, Inc., Wakefield, MA

In this interactive session, participants will be introduced to two important approaches to improving inclusive education through thoughtful curriculum design: Universal Design for Learning (UDL) and design thinking.

- 1. Understand how UDL and design thinking can be used to move beyond curriculum access to provide all learners with engagement in the general education curriculum.
- 2. Create a simple circuit in the context of a makerspace activity to apply UDL and design thinking to the process of developing curriculum for all learners.

10:30 AM–11:30 AM SESSION: 682 • ROOM: 19

Program Chair Featured: Learner Ready Day One: Systemic Approaches to Preparing and Supporting New Teachers

Leader: Mary Brownell, CEEDAR Center, University of Florida, Gainesville

Presenters: Erica McCray, University of Florida, Gainesville; **Margaret Kamman**, University of Florida, Gainesville

To ensure that new special education teachers are learner ready day one, teacher educators and district personnel must approach the task of developing and supporting new teachers differently. We discuss how practice-based approaches to teacher education can create stronger connections between preparation and induction and help develop and retain effective special education teachers.

After attending this session, you will be able to:

- 1. Develop understanding of why practice-based approaches are critical to preparing effective special education teachers, especially those from underrepresented groups.
- 2. Show how partnerships between teacher educators and districts can strengthen practice-based approaches and ensure support for retaining effective special education teachers.

NOTES



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Strands

Thursday, February 8

9:45 AM-2:00 PM • ROOM 23

STRAND A: Research Focused on Improving Outcomes for Students With Disabilities in Elementary and Middle School: Highlights From Projects Funded by the National Center for Special Education Research

LEADER(S): Joan McLaughlin and Sarah Brasiel, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education

This strand will present research results and implications for educational practice from five rigorous studies, including studies to iteratively develop and pilot test new interventions and randomized controlled trials to evaluate the efficacy of fully developed interventions. Studies to be presented focus on improving the academic outcome of elementary and middle school students with or at risk for disabilities either directly through student-level interventions or indirectly through teacher professional development. The presenters are researchers funded by the U.S. Department of Education's National Center for Special Education Research in the Institute of Education Sciences. The study participants are diverse and represent a range of ages, disability categories, and need for additional supports. Recommendations for practice include programs and instructional practices specifically targeted to improve writing, math, and vocabulary outcomes for students with or at risk for disability.

Strand A Sessions: 56, 109, 162

9:45 AM-2:00 PM • ROOM 25

STRAND B: Culturally Responsive Teachers, Classrooms, and Schools

LEADER(S): Denise Whitford, Purdue University, West Lafayette, IN

Roughly half of public school children and youth are classified as culturally and linguistically diverse (CLD), whereas less than 10% of their teachers and administrators are classified as CLD. This difference in backgrounds can have an impact on student expectations, achievement, and general outcomes. The literature regarding the implementation and outcomes of culturally responsive practices is substantial. Our strand will provide evidence and practical strategies for culturally responsive implementation at the individual, classroom, and schoolwide levels, and in preservice teacher preparation. We will focus on in-depth content coverage regarding culturally responsive practices in three areas: (a) individual and classroom implementation, specifically in relation to literacy instruction, (b) schoolwide implementation, specifically in relation to SWPBIS, and (c) preservice teacher preparation, specifically in relation to adequately satisfying accreditation standards. The first session will focus on the importance of culturally relevant literature in our classrooms. The authors will give examples of how commercial literature can be used to enhance children's view of themselves and to build social skills. Most of this session will be devoted to describing how the author and her professional team created a curriculum of culturally relevant passages for African American students in urban schools and how these stories were used to improve reading fluency and comprehension. Empirical data will be used to verify these positions. The second session will focus on the effort and experiences of the research team in obtaining African American parents' and students' input to develop culturally responsive social skill curriculum for teaching schoolwide expectations to elementary African American students. Content of the session will include the importance of blending cultural responsiveness and SWPBIS, development of culturally responsive social skill curriculum based on parents' and students' input and cultural perspectives, and implementation of the culturally responsive instruction in supporting African American students' learning. The third session will focus on the integration of cultural responsivity in teacher preparation programs, particularly with an eve toward accreditation. Content of the session will include detailed information and resources that teacher preparation programs can use to facilitate the in-depth development and long-term use of cultural competency among preservice teachers. The strand will focus on culturally responsive pedagogy which will directly impact learners, families, and educators of diverse groups.

Strand B Sessions: 58, 111, 164

1:00 PM-4:30 PM • ROOM 21

STRAND C: Low-Intensity Strategies to Support Behavior for School Success

LEADER(S): Kathleen Lynne Lane, University of Kansas, Lawrence

The presenters in this strand provide step-by-step instruction on three low-intensity, teacher-delivered strategies integrated into everyday instructional practices: active supervision (AS), behavior-specific praise (BSP), and high-probability request sequence (HPRS). General and special educators may benefit from learning feasible, proactive strategies with empirical support to suggest if implemented with integrity, they will yield desired shifts in student performance. These three strategies have been shown to increase academic behaviors (e.g., on-task, completion, accuracy) and reduce inappropriate behaviors (e.g., off-task, disruptive, noncompliance). To prevent problem behaviors before they occur and to reinforce prosocial behaviors, schools are adopting tiered prevention models such as comprehensive, integrated, three-tiered (Ci3T) models of prevention and positive behavioral interventions and supports (PBIS). You will learn how AS, BSP, and HPRS can be implemented for all students (Tier 1), some students (Tier 2), and a few students (Tier 3) by both general and special educators. You will also understand the importance of using multiple sources of schoolwide data collected within regular school practices to connect students to supports such as these three strategies and learn how to implement strategies with integrity. Relying on data facilitates equal access for all students to needed supports, regardless of student culture, race, disability, gender, or other demographics.

Strand C Sessions: 160, 211, 263

1:00 PM-4:30 PM • ROOM 22

STRAND D: Autism in Focus: What Works, What Doesn't, and How to Know the Difference

LEADER(S): Jordan Shurr, Central Michigan University, Mount Pleasant; Jason Travers, University of Kansas, Lawrence; Kevin Ayres, University of Georgia, Athens

Autism is a hot topic both within and outside of special education. Although there is benefit in the surge of public interest in topics related to autism, increased attention does not always equate to accurate information. This strand will focus on current key topics related to autism. Each presentation will address the issue from both a practical and research-based viewpoint to describe the issue and the context, as well as to provide practical tips and resources for use by school personnel. In the first session, presenters will discuss current controversy and issues regarding applied behavior analysis (ABA) as well as its research base as an effective practice. Session two will focus on prevalent and some lesser known autism interventions which lack a research base and include information for understanding and identifying unsubstantiated and/or dangerous practices. The third and final session will provide strategies for locating, identifying, and evaluating research-based practices, as well as examples of effective research-based practices for students with autism. Specific attention will be given to aspects of diversity when understanding and applying research-based practice.

Strand D Sessions: 161, 212, 264

Friday, February 9

9:45 AM-2:30 PM • ROOM 23

STRAND E: OSEP IDEAs That Work: Highlighting Practices and Resources to Improve Outcomes for Children With Disabilities

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

The U.S. Office of Special Education Programs, Research to Practice strand will once again highlight critical issue topics in special education and early intervention. The individual sessions will focus on highlighting the transfer of the best we know into classrooms, natural environments, schools, and communities. Leading researchers and practitioners from around the country, supported by the IDEA Part D National Programs, will present evidenced-based findings, practices, resources 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, 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 E Sessions: 321, 374, 423

9:45 AM-2:30 PM • ROOM 25

STRAND F: Where Have We Been and Where Are We Going in Supporting Children and Youth With Emotional and Behavioral Disorders

LEADER(S): Timothy Lewis, University of Missouri, Columbia

The bleak postsecondary outcomes for children and youth with emotional and behavioral disorders (EBD) and those at-risk are well documented. Longitudinal research reports that over half of students with EBD drop out of school and less than half of those that remain graduate with a diploma. Students with EBD, in comparison to other students with disabilities and typically developing children and youth, also experience the highest rates of unemployment, substance abuse, homelessness, and mental health issues. This strand will present a series of sessions examining systematic review of past research and make recommendations for future research and the adoption of evidence-based practices, using What Works Clearinghouse and CEC standards. The content of the strand's sessions include (a) the current state of evidence supporting practices for students with challenging behavior, (b) limitations in the knowledge-base and recommendations for future research, (c) implications for policy, and (d) implications for practitioners. Across the strand, implications for researchers and practitioners will be a focal point. In addition, issues of disproportionality and overrepresentation of minority students related to exclusionary discipline practices and to challenging behavior will be discussed.

Strand F Sessions: 323, 375, 425

1:30 PM-5:00 PM • ROOM 22

STRAND G: From Stranger to Ally: Building and Maintaining Trusting Family-Professional Partnerships

LEADER(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley; Kathleen Kyzar, Texas Christian University, Fort Worth

Research indicates educators lack instruction specific to IEP meeting practice and the development of collaborative familyprofessional partnerships. Given this, it is not surprising educators have rated partnerships with families as a key occupational challenge. If not addressed, this discrepancy between on-the-job educator expectations and IDEA mandates for parent participation may become a source of family-professional conflict. This strand will inform participants of (a) the results of a national survey on the status of pre- and inservice professional development specific to family-professional partnerships and (b) research-based family-professional partnership practices that are designed to be embedded within existing pre- and inservice professional development programs. Sessions will be led by members of the Family Research Committee of the CEC Division for Research and will emphasize culturally responsive practices designed to address diverse family needs.

Strand G Sessions: 422, 478, 530

1:30 PM-5:00 PM • ROOM 24

STRAND H: How to Reach Hard to Reach Students Using Intensive Intervention: An In-Depth Look at How Team Building, Data Analysis, and Intensification Processes Can Impact Student Outcomes

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

This strand will discuss practical recommendations educational decision makers should consider when working to meet the needs of all students in today's schools through the use of data-based decision making and implementation of intensive intervention. Presenters will discuss lessons learned from more than two decades of national implementation efforts, review tools and strategies, and provide guidance to practitioners seeking to efficiently impact outcomes for students who demonstrate severe and persistent academic and behavioral needs. To achieve these objectives, the content of this strand will include models for aligning academic and behavioral interventions, resources for systematically intensifying instruction for students who have not responded to previous interventions, a review of available tools intended to streamline the decision-making process for intervention teams, and efficient and effective strategies for data collection, analysis, and data-based decision making. Strand presenters will also focus on the importance of selecting culturally and linguistically responsive assessment and instructional tools for providing intensive interventions. Join us and learn about available tools to support your work implementing and refining intervention systems. You will also have opportunities to practice using these tools and to discuss any questions you may have about their use.

Strand H Sessions: 424, 480, 532

Saturday, February 10

8:00 AM-11:30 AM • ROOM 23

STRAND I: Integrating Transition Content Into Academic Instruction

LEADER(S): David Test, National TA Center on Transition, UNC Charlotte

Recent federal rulings (e.g., *Endrew v. Douglas County*) have highlighted the need for instruction to be specially designed based on the unique needs of individual students with disabilities. One way educators can meet the unique individual needs of their students is to integrate transition skills and goals within academic instruction. This strand will provide strategies from high-quality research for infusing transition skills into the academic content areas of reading, writing, science, and math for students with disabilities. Presentations will translate research behind instructional strategies, including GO 4 it Now, story-based lessons, inquiry-based science, and pictorial self-instruction, highlighting implications for educators and transition professionals. Within each content area, presenters will discuss a strengths-based approach for valuing the diversity of students, proposing transition-infused academic instruction as a means for overcoming barriers to successful postsecondary outcomes for diverse students with disabilities.

Strand I Sessions: 583, 635, 686

8:00 AM-11:30 AM • ROOM 24

STRAND J: Culturally and Linguistically Responsive RTI Literacy Instruction and Interventions for English Learners With or At-Risk for Disabilities

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

English Learners (ELs) with disabilities continue to be disproportionately represented across states ranging from a low of 1% to a high of 30.3%. School teams often struggle with how to provide appropriate academic support to ELs, both in core instruction and intervention. Further, there is little guidance for teams when making special education eligibility decisions. Panelists from three U.S. Department of ED (OSEP) Model Demonstration Projects for Multi-Tiered Systems of Support for Culturally and Linguistically Responsive Teaching for ELs at-risk or with disabilities will share research-based strategies for instruction and intervention that address their language and literacy needs. Processes for eligibility decisions for these students will also be examined.

Strand J Sessions: 584, 636, 687

8:00 AM-11:30 AM • ROOM 25

STRAND K: Moving Forward: The Path to Effective Sexual Health Education for Students With Disabilities

LEADER(S): Anna Treacy, University of Nevada, Reno; Elizabeth Harkins, University of Pittsburgh, Johnstown; Ruth Eyres, Easter Seals Arkansas, Little Rock/University of Memphis, TN; Victoria Slocum, Morehead State University, KY; Christine Scholma, Trinity Christian College, IL

The lack of knowledge regarding sexual health places students with disabilities at risk for sexual abuse and exploitation, unwanted pregnancies, and sexually transmitted diseases. Sexual health education is taught to students with disabilities reactively instead of preventively. This strand will present current research and best practice for teaching sexual health education to students with disabilities. Topics will include (a) historical context of sexual health and disability, (b) broad contextual understanding of the current policies influencing and effecting sexual health education for people with disabilities in the United States, (c) barriers to teaching sexual health education, and (d) best practice for teaching sexual health to students with disabilities. The discussion of diversity in this strand will include arising policy issues and barriers in relation to intersectionality, gender, sexual orientation, and disability. Resources and handouts will be provided to participants regarding sexual health education curriculum by disability category as defined in IDEA 2004. Models of curriculum will be presented that use self-determination and collaboration to promote the sexual health of students with disabilities.

Strand K Sessions: 585, 637, 688, 734



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Wednesday, February 7

Opening General Session	34
5:00–6:30 PM	
President's Welcome Reception and Expo Grand Opening	
immediately following the Opening General Session	
6:30–8:30 PM	
Convention Workshops – Wednesday	35
Wednesday Sessions	45



Opening General Session

WEDNESDAY • 5:00 PM-6:30 PM EAST HALL, TAMPA CONVENTION CENTER, LEVEL 3



CELEBRATE – HONOR – ENGAGE

MARCIA TATE OPENING GENERAL SESSION SPEAKER

Join CEC President Laurie VanderPloeg to honor CEC's best and brightest with our annual professional awards. Following the awards program, attendees will enjoy an energizing session with Marcia Tate.

Don't know what a dendrite is? You will after you attend the CEC 2018 Opening General Session. Marcia Tate will have you on your feet and ready to use brain-based teaching strategies when you get back to your classroom.

Marcia is a renowned education leader who will inspire you to make the most of every day with your students. Get ready for learning strategies that you can implement immediately!

Once the session concludes all attendees are invited to the Expo Hall for refreshments and fun at the President's Reception.

Convention Workshops

WEDNESDAY, FEBRUARY 7 FULL DAY • 9:00 AM-4:00 PM

WORKSHOP 1

Caring for Everyone (Including Yourself!): Social-Emotional Competence for Special Educators

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 10

There's no arguing that a positive learning environment for students is one of the most important factors in their success. And one of the most important factors in creating a positive learning environment is building your own socialemotional competence (SEC).

In this workshop, based on one of the most popular sessions at CEC 2017, you'll learn about the research base behind SEC, teacher resilience, and student outcomes. You'll practice mindfulness-based exercises that build teacher resilience and strategies for improving SEC, and develop skills to help you during the school day as well as at the end of a rough day. You'll demonstrate how you can apply these practices to improving classroom management and deescalation practices.

After this workshop, you will be able to:

- Identify at least three characteristics associated with teacher social-emotional competence and at least three ways that teacher social-emotional competence impacts students.
- Explain the connection between teacher mindfulness and social-emotional competence.
- Implement at least five applications of teacher socialemotional competence in your routine practices.

LEADER(S): Brandi Ansley; Kris Varjas; David Houchins, Georgia State University, Atlanta

• WORKSHOP 2

Administrators: What You Need to Know About Special Education

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 13

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 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.f

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

• WORKSHOP 3

Rules of Engagement with Paraeducators: Why, What and How

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 5

Paraeducators have been increasingly employed to deliver an array of special education services. They typically have little or no formal preparation for their duties. Additionally, paraeducators often work with teachers who do not have preparation in supervising them. The session provides research based tools and resources for teachers to be effective in their supervisory role. In this interactive session, presenters will share research based paraeducator supervision content, tools, and resources that can used by special and general education teachers and administrators to appropriately guide and direct the work of paraeducators.

After this workshop, you will be able to:

- Recognize the importance of preparing teachers (special and general education) to supervise paraeducators as evidenced in literature.
- Demonstrate the use of the CEC paraeducator standards in supervising paraeducators.
- Discuss the research-based content on paraeducator supervision that needs to be delivered to teacher candidates and teachers.
- Acquire tools and create action plans for effective paraeducator supervision that teacher candidates and teachers can use.

LEADER(S): Ritu Chopra, The Paraprofessional Resource and Research Center at University of Colorado, Denver; **Caron Westland**, University of Colorado, Denver

WORKSHOP 4

College Transition: Knowledge and Skills Students Need to Make the Shift Successfully

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 7

Studies show that teacher preparation programs cover little information related to college services, and few even cover it at all. Thinking that colleges don't offer anything may discourage students from attending college, and believing that they provide every service that students had in high school might not properly prepare students for the transition. Laws and expectations at the college level are different, but with the proper preparation and understanding, students can be successful! Learn what really happens at college and what skills students need to do well in this exciting new environment.

After this workshop, you will be able to:

- Explain why shifting laws as students move from high school to college can mean certain accommodations will not be available.
- Identify which accommodations students are likely to find available at college, and which they are not.
- Identify the skills and knowledge associated with college success for students with disabilities.
- Explain what kinds of disability services are available at in rough category (e.g., Level I services, Level II) and how to research these at students' target schools.

LEADER(S): Elizabeth C. Hamblet, Columbia University, New York, N.Y.

The Highly Engaged Inclusive Classroom: Two Minute Strategies to Boost Student Achievement

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 9

Creating an engaging classroom environment to support the learning of all students having access to the general education curriculum can be a challenge for educators. Active learning tasks support the brain research on the release of dopamine and neurotransmitters that can motivate every learner in your class to be intellectually engaged. Integrating two minute active learning strategies assists students to store and retrieve information, increase their energy levels, and help with positive social interactions in the inclusive classroom. Proactive planning to incorporate these opportunities for students to be directly involved in their learning can result in positive student outcomes.

After this workshop, you will be able to:

- Identify the instructional components required for student engagement.
- Define student engagement.
- Learn and experience "2 minute" active learning strategies.
- Understand how to choose strategies to meet individual student needs.

LEADER(S): Susan Hentz, Susan Hentz & Associates, Sarasota, Fla.

• WORKSHOP 6

Designing Behavior Intervention Plans within a Multi-Tiered-System Framework

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 12

Learn strategies to work collaboratively to design and implement interventions for students with chronic behavioral or motivational problems. Participants will learn to design a "Problem Profile" on an individual student and design function-based early-stage interventions. Next, participants will learn how to select interventions with greater intensity (if needed) for helping the student improve his/her behavior. Finally, an overview of 12 high-intensity interventions (such as self-monitoring, reinforcement systems, attribution/selftalk training, and managing physically dangerous behavior) will be provided. This is not a classroom management session--the focus is on developing behavior intervention plans for individual students.

After this workshop, you will be able to:

- Describe a process for organizing information about a student to create a "Student Profile" that can be used to design a function-based intervention plan.
- Identify and describe five "early-stage" interventions for individual students that can be implemented by all teachers.
- Describe a protocol for matching the problem to an intervention.
- Identify and describe twelve "highly structured" interventions that can be designed and implemented collaboratively by educational teams (general educators, special educators, counselors, school psychologists).

LEADER(S): Randy Sprick, Safe & Civil Schools, Eugene, Ore.

Developing Legally Defensible IEPs

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 11

The U.S. Supreme Court has recently referred to the Individualized Education Program (IEP) as the "centerpiece" of the IDEA's education delivery system for students with disabilities. In accordance with the Court's updated twopronged 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 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 8

CEC Program Recognition Report Developer Workshop

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 1

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 Preparation Standards.
- Develop the program report.

LEADER(S): Joni Baldwin, University of Dayton, Ohio

• WORKSHOP 9

CEC Program Recognition Report Reviewer Workshop

WED., FEB. 7 • 9:00 AM-4:00 PM • ROOM: 3

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 Preparation Standards.

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

WEDNESDAY, FEBRUARY 7 MORNING HALF DAY • 9:00 AM-12:00 PM

• WORKSHOP 10

Inclusive Technologies as an Equalizer: Practical Strategies for Diverse Learners

WED., FEB. 7 • 9:00 AM-12:00 PM • ROOM: 14

Diverse learners are found in every classroom. However, technology is seldom viewed as a tool to promote access, engagement, and academic success. The purpose of this session is to introduce participants to a technology integration approach that blends assistive technology, instructional technology, and universal design for learning into a manageable framework for busy classroom teachers. The presenter will provide participants with resources that illustrate how standards-based instruction can be used as a framework for identifying and selecting software, apps, and web sites for diverse students in grades 3-12.

After this workshop, you will be able to:

- Identify resources, strategies, and tools that reflect proactively valuing academic diversity.
- Use a search strategy that aligns the needs of diverse learners with curricular goals, with technology, media, and materials.
- Use student academic performance data to make and evaluate claims about the effectiveness of their interventions within multi-tier student support (MTSS) systems.

LEADER(S): Dave Edyburn, University of Central Florida, Orlando

Formative Assessment in Action: Improving Learning and Including All Students

WED., FEB. 7 • 9:00 AM–12:00 PM • ROOM: 15

Formative assessment is a powerful tool that has the potential to significantly improve student learning. Learn how to confidently use key formative assessment strategies– learning targets, feedback, student self-assessment, and goal setting– and how to differentiate them to accommodate students with disabilities (including those with significant support needs) with a variety of needs and characteristics. This workshop will also discuss professional learning strategies that states, districts, and schools can use to support teachers in this work. It is based on materials developed by the Assessing Special Education Students (ASES) and Formative Assessment for Students and Teachers (FAST) groups of the Council of Chief State School Officers.

After this workshop, you will be able to:

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

LEADER(S): Sandra Hopfengardner Warren, East Carolina University, Greenville, N.C.; Sheryl Lazarus, National Center on Educational Outcomes, Minneapolis, Minn.; Margaret Heritage, National Center for Research on Evaluation, Standards and Student Testing (CRESST) at University of California Los Angeles

• WORKSHOP 12

Social Skills in the School Setting

WED., FEB. 7 • 9:00 AM–12:00 PM • ROOM: 16

Social Skills in the School Setting will provide participants with an overview of why assessment of social skill deficits in the school setting can be so challenging. In looking at assessment of social skills, participants will also be provided with tools to assist in differentiating social language deficits from other related difficulties. In addition, an examination of the three prongs of disability and the academic impact of social deficits will be discussed. Finally, several effective intervention strategies will be shared.

After this workshop, you will be able to:

- Outline how social skill deficits can have an adverse academic impact.
- Describe effective ways to identify social language deficits.
- State the five areas of social communication.

LEADER(S): Angie Neal, Greenville County Schools, S.C.

WORKSHOP 13

Creative Classrooms: Promoting Social-Emotional Learning

WED., FEB. 7 • 9:00 AM-12:00 PM • ROOM: 17

This workshop introduces creative classroom activities that foster emotional maturity and produce positive changes for dynamic social-emotional learning. With a unifying framework, Developmental Therapy-Teaching (DTT) socialemotional growth matrix, the workshop will focus on using creative arts to engage children of every age and in every learning environment including MTSS Tiers 1, 2, and 3 for therapeutic intervention. Participants will apply the matrix to design classroom themes and activities for social-emotional growth through exploration, imagination, fantasy and makebelieve, dramatic play, role-play, storybooks, storytelling, creative writing, music, art, and movement.

After this workshop, you will be able to:

- Select and design creative activities, themes, and units to match children's developmental needs using case descriptions, pre-K to teens.
- Create teacher-made storybooks to reduce children's developmental anxieties.
- Use dramatic play, storytelling and role play as tools for crisis intervention.
- Design creative writing/experience stories to address children's social-emotional challenges.
- Synthesize art, music, and other creative activities into a unit with a theme and series of lessons adapted for children of a specific age and stage of social-emotional development.

LEADER(S): Constance Quirk, Developmental Therapy Institute, Athens, Ga.; **Bonnie Springer**, College of Charleston, S.C.

Academic Supports: Adapting Content Area Curriculum and Instruction in Diverse Classrooms

WED., FEB. 7 • 9:00 AM–12:00 PM • ROOM: 18

This workshop provides pragmatic strategies for helping all 4th through 12 grade students meet academic course requirements in diverse classrooms. The goal is to help teachers meet the needs of a wide range of diverse learners without watering down the curriculum. Procedures can be shared by special educators, used by classroom teachers, or employed collaboratively in general education settings. Learn to augment intermediate grade, middle school and high content area-instruction by focusing on course structure, teaching, observing, interacting positive, and providing supportive corrections.

After this workshop, you will be able to:

- Create content related passages to enhance fluency and content knowledge.
- Define three strategies to align assessment and instruction on core concepts.
- Identify four strategies for increasing active engagement of all learners, including students with special needs.
- Identify four strategies that can be used to assist students in mastering critical course content.

LEADER(S): Marilyn Sprick, Safe and Civil Schools and Pacific NW Publishing, Eugene, Ore.

• WORKSHOP 15

What All Educators Must Know About Coming Changes to Special Education and Early Intervention Policy

WED., FEB. 7 • 9:00 AM-12:00 PM • ROOM: 19

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

After this workshop, you will be able to:

- Identify and discuss key special/gifted education and early intervention policies currently under discussion in Washington, DC, policy issues currently under consideration by the White House and U.S. Congress.
- Discuss CEC's recommendations and positions on key policy issues.

LEADER(S): Deborah Ziegler, Council for Exceptional Children, Arlington, Va.; **Sharon Walsh**, Walsh Taylor Consultants, Inc., Burke, Va; **Mitchell Yell**, University of South Carolina, Columbus, SC

WEDNESDAY, FEBRUARY 7 AFTERNOON HALF DAY • 1:00 PM-4:00 PM

• WORKSHOP 16

Thriving as a New Special Education Teacher: How to Dot the I's and Cross the T's in the IEP Process

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WED., FEB. 7 • 1:00 PM-4:00 PM • ROOM: 14

Having support and resources helps special education teachers thrive during their first years in the classroom. Using resources outlined in "The Survival Guide for New Special Education Teachers," Catherine Creighton Martin and Clara Hauth will guide participants through instructional strategies and assessment methodology, offer advice and tips for running an organized classroom to support data and progress monitoring, and show new teachers how to use resources outlined in the book to prepare for IEP meetings. This presentation will share effective strategies new teachers need to enhance student learning, assess student progress, and collaborate with colleagues and families.

After this workshop, you will be able to:

- Enhance your practice and development of IEP goals.
- Discuss ways to collaborate with families and enhance your participation in the IEP process.
- Understand how to use data to create individualized IEP goals, and connect goals to academic standards.
- Understand how to monitor progress toward meeting IEP goals.

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

WORKSHOP 17

We've Tried Everything...Now What? Using Data to Individualize and Intensify Intervention

WED., FEB. 7 • 1:00 PM-4:00 PM • ROOM: 15

How do you support students who persistently struggle with reading, math, or behavior even after you provide high quality evidence-based intervention? Are you struggling to use data to guide instructional decisions or define your Tier 3? This session will introduce the National Center on Intensive Intervention's (NCII) approach to intensive intervention, data-based individualization (DBI). DBI uses data to identify WHEN and HOW to adapt and individualize interventions to address a student's complex needs. Participants will review this process, identify tools and resources to support implementation, and apply content to case examples.

After this workshop, you will be able to:

- Understand the rationale and key features of intensive intervention to support students with significant academic and behavioral needs using the data-based individualization process.
- Describe the ways in which data can be used to intensify interventions and will apply this new knowledge to case examples of students struggling with complex academic and or/behavioral needs.
- Locate a variety of tools and resources that can assist with addressing the needs of students with severe and persistent learning and/or behavioral needs.

LEADER(S): Lou Danielson; Amy Peterson; Teri Marx,

National Center on Intensive Intervention at American Institutes for Research, Washington, D.C.

• WORKSHOP 18

Specially Designed Instruction in Co-Teaching: The Key to Achieving Meaningful Student Success

WED., FEB. 7 • 1:00 PM-4:00 PM • ROOM: 16

Although co-teaching has become a relatively common way of accomplishing the dual purposes of inclusive education and curriculum access, student outcomes continue to be a concern. Whether at the elementary, middle school, or high school level, professionals report that the achievement gap is not significantly narrowing. Perhaps the most important missing ingredient that could change this situation is the integration in co-taught classes of specially designed instruction (SDI). This workshop is intended for professionals already familiar with co-teaching basics, those who would like to concentrate on how to identify appropriate SDI techniques and incorporate them into co-taught classes.

After this workshop, you will be able to:

- Distinguish among terms often used to describe instruction in co-taught classes, including universal design for instruction, differentiation, accommodation, modification, and specially designed instruction.
- Explain examples of specially designed instruction that span academics, behavior, social skills, and other domains of instruction for students with disabilities.
- Integrate research-based specially designed instruction into general education settings by applying them to the well-established six co-teaching approaches.
- Analyze issues that may arise in implementing SDI in a cotaught class, generating ideas for addressing these issues.

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

Dyslexia and The Science of Reading: What Every Educator Needs to Know

WED., FEB. 7 • 1:00 PM-4:00 PM • ROOM: 17

This interactive session is designed to help educators understand firsthand the reading and writing challenges often experienced by students with dyslexia in their classroom. These students will not "catch up" without direct explicit interventions and evidence based supports. Educators need to know what to look for and how to differentiate instruction so they can support these students in a timely manner. This session will provide an in depth exploration of dyslexia, covering: Early warning signs and characteristics; information on assessment and diagnosis; and strategies for effective remediation and accommodation. Research-based dyslexia and literacy related resources will be shared.

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

- Use personal insights from the simulation segments to better understand student struggles.
- Acquire background knowledge on current neuroscience of typical and atypical reading development.
- Understand best practices for screening, identification, intervention and accommodation for students at-risk for reading failure.
- Identify resources to assist in building both background knowledge and practical application to support students in their classrooms.

LEADER(S): Deborah Lynam, AIM Institute for Learning and Research, Conshohocken, Pa.

• WORKSHOP 20

Understanding Students with Mental Health Needs: Strategies and Supports for Educators and Families

WED., FEB. 7 • 1:00 PM-4:00 PM • ROOM: 18

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 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

SATURDAY, FEBRUARY 10 MORNING HALF DAY • 9:00 AM-12:00 PM

WORKSHOP 21

Creating Culturally Responsive Education to Address Disproportionality: Seeking Equity

SAT., FEB. 10 • 9:00 AM-12:00 PM • ROOM: BALLROOM A

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 overrepresented 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 this workshop, you will be able to:

- Identify three models of prejudice and discrimination.
- Identify two models and five areas of cultural competence.
- Identify at least five factors that contribute to overrepresentation.
- Understand how to quantify equity and set equity goals to reduce overrepresentation.

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

• WORKSHOP 22

Simple, Practical Strategies for Improving the Behavior of Students who Struggle

SAT., FEB. 10 • 9:00 AM-12:00 PM • ROOM: BALLROOM B

Students with or at risk for high incidence disabilities tend to struggle with a few broad categories of behavior, including disruption, inattention, and noncompliance. Effective intervention for these classic behavioral concerns can be built on the practical application of a few simple behavioral principles and take a positive, proactive approach. In this workshop, we guide participants through the application of four simple evidence-based strategies they can use in their classrooms, including choice, behavioral momentum, behavior-specific praise, and opportunities to respond. Participants leave with handouts and specific guidance on how to implement these procedures efficiently with their own students.

After this workshop, you will be able to:

- Identify the contexts in which behavior problems are most likely to occur in your own classroom or school.
- Describe the importance of antecedent strategies in preventing behavioral concerns.
- Plan interventions for specific problems of students in your current classroom or school.
- Implement these interventions: choice, behavioral momentum, behavior-specific praise, and opportunities to respond.

LEADER(S): Timothy J. Landrum, University of Louisville, Ky.

Successful Inclusion: Combining Cooperative Learning, Differentiation, and the SIOP Model

SAT., FEB. 10 • 9:00 AM–12:00 PM • ROOM: BALLROOM C

Teachers often report feeling pressure to cover the curriculum at nearly any cost. This especially concerning in inclusive classrooms, as it may result in teachers inadvertently ignoring the special needs of students with disabilities. Research has indicated teachers need specific strategy training to successfully meet the needs of all students. This workshop will provide teachers with training in strategies to enhance the inclusion of students with disabilities in classrooms; strategies to enhance teacher usage of cooperative structure; and strategies to provide a classroom to enhance the use of language skills (the Sheltered Instruction Observation Protocol [SIOP] model).

After this workshop, you will be able to:

- Understand the importance of utilizing differentiated strategies, SIOP, and cooperative learning to engage students in content.
- Develop a lesson incorporating these learning strategies.
- Incorporate the structures into lesson plans.

LEADER(S): Nikki Murdick; Jo Nell Wood, Saint Louis University, Mo.; **Amanda Wood**, Wentzville School District, Mo.

• WORKSHOP 24

Activities and Supports to Improve Executive Functions for Young Learners with Special Needs

SAT., FEB. 10 • 9:00 AM-12:00 PM • ROOM: BALLROOM D

An important area of growth during the early childhood years is executive functioning (EFs) skills—the foundational building blocks of both cognitive and social capacities. Children need EFs—able to focus, hold, and work with information in mind, filter distractions, switch gears and exercise self-control— for school readiness and academic success. This workshop will demonstrate how to build, and practice EFs in young children, particularly those who have or at risk for developmental delays, through growthpromoting experiences woven naturally into everyday activities. Both educator and family roles in nurturing EFs in children will be discussed.

After this workshop, you will be able to:

- Understand the development of executive functioning in young children and how crucial these skills are for their development, learning and social competence.
- Create growth-promoting environments and personalized instructional scaffolding to develop and strengthen executive functioning in young children.
- Craft easy-to-use, learner-specific adaptations to increase access, engagement and participation of young children with disabilities to develop and practice executive functioning skills.

LEADER(S): Padmaja Sarathy, Infinite Possibilities, Missouri City, Texas

Wednesday Sessions

1:00 PM-2:00 PM SESSION: 1 ROOM: BALLROOM C

Addressing Chronic Absenteeism Among Students With Disabilities: A Human-Centered Design Approach

TOPIC: Research

SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

This session will focus on the importance of identifying and addressing chronic absenteeism for all students, with a particular focus on students with disabilities. Learn how Oregon has used data at the local level and a Human Centered Design approach to address this important issue.

LEADER(S): Robin Shobe, Oregon Department of Education, Salem

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

Assessing Fidelity of Implementation in Secondary Transition: A Tool for Secondary Personnel

TOPIC: Career Development/Transition SECONDARY TOPIC: Assessment FORMAT: Demonstration

We introduce a framework to evaluate implementation fidelity in secondary transition. You will learn about the importance of, and guidance for, measuring fidelity in secondary transition; college/career readiness measurement validation studies; and a tool to evaluate fidelity of secondary programs.

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

PRESENTER(S): David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte; Allison Lombardi, University of Connecticut, Storrs

1:00 PM-2:00 PM

ROOM: 23

Closing the Cultural Identity Gap Between Teacher Educators and Their Students at the University Level

SESSION: 3

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

We highlight three programs focused on closing the cultural identify gap between educators and students. Participants engage is some of the targeted professional development focused on culturally responsive practices provided to faculty and teacher candidates to support educators of color working in urban settings.

LEADER(S): Shelley Neilsen Gatti, University of St. Thomas, St. Paul, MN

PRESENTER(S): L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN; Todd Busch, University of St. Thomas, Minneapolis, MN; Danaya Franke, St. Paul Public Schools, MN

1:00 PM-2:00 PM SESSION: 4 ROOM: BALLROOM D

Knowledge Is Power: The Importance of Effective Sex Ed for Learners With Intellectual Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Career Development/Transition FORMAT: Presentation with Q&A

This session will provide participants with evidence of why it is important to provide students with ID explicit instruction in sexual education. We will discuss the five key instructional strategies to use to effectively 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): Robin Moyher, George Mason University, Fairfax, VA; Diana (Dee) Muller Katovitch, Syracuse University, NY; Katie Hanley, Oak Hill Centers, Hartford, CT; Jennifer McGinn, University of Iowa REACH Program, Iowa City

1:00 PM-2:00 PM SESSION: 5 ROOM: BALLROOM B

Program Chair Invited: Challenges to Equity in Assessment, Placement, and Outcomes in Special Education

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

This session presents research findings from national-, district-, and community-level approaches to reducing overrepresentation of students of color in special education. We discuss trends in disproportionality and parent and teacher voices related to assessment and placement practices to examine the intent of equity-based policy versus implementation.

LEADER(S): Wendy Cavendish, University of Miami, FL PRESENTER(S): Beth Harry, University of Miami, FL

1:00 PM-2:00 PM

SESSION: 6 ROOM: 24

Socializing At-Risk Students With Disabilities Into Greater Academic Engagement

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

We explore the role peers play in the decision to drop out of school and utilizing peers as a catalyst to greater academic engagement. We also discuss how an after school social club can foster friendships between students with disabilities who are at risk for school failure and students who are academically engaged.

LEADER(S): Cynthia Pellegrini-Lafont, Florida International University, Miami

1:00 PM-2:00 PM

SESSION: 7 ROOM: 25

SPECIAL FOCUS: Predicting and Promoting Divergent Thinking in Students With Visual Impairments

TOPIC: Visual Impairments SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

This project investigated the divergent thinking abilities of students with visual impairments through the use of an alternative uses task. We will discuss the results of the study, the importance of these skills, and how educators can promote them in their instructional practices.

LEADER(S): Kim Zebehazy, University of British Columbia, Vancouver, Canada

PRESENTER(S): Rachel Weber, University of British Columbia, Vancouver, Canada

1:00 PM-2:00 PM SESSION: 8 ROOM: BALLROOM A

Teacher2Teacher: Strengthen the Core: Effective Multi-Tiered Interventions

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

FORMAT: Presentation with Q&A

In order to have an effective MTSS program, you need to have an effective Core with Differentiated Tier 1 instruction. Using various books, journal articles, presentation information, and research-based instruction, we will dive deep into differentiation and the underlying keys to a successful MTSS system, with effective ways to track data, resources for these tiers, and accountability for all parties. This comes with my success at ARES in running the EC and MTSS divisions for a K-5 turnaround school.

LEADER(S): Vanessa Pinello, Charlotte Mecklenberg Schools/Albemarle Road Elementary School, Charlotte, NC

1:00 PM-2:00 PM SESSION: 9 ROOM: 21

The Teacher Failure Cycle in Special Education

TOPIC: Administration/Supervision

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

We will focus on the turnover rate for special education teachers and identify the variables that lead to teacher burnout and diminished job satisfaction. Empirical data on the teacher failure cycle is presented and implications for future research will be discussed.

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

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

1:00 PM-2:00 PM SESSION: 10

ROOM: 22

Using Media to Activate, Supplement, or Extend Struggling Readers' Background Knowledge

TOPIC: Technology and Media **SECONDARY TOPIC:** Learning Disabilities FORMAT: Demonstration

Technology can be used to activate, supplement, or extend the background knowledge of students with or at risk for LD thereby improving reading comprehension. Learn strategies for identifying media, integrating media into interactive formats, and teaching students to access media in meaningful ways.

LEADER(S): Meagan Walsh, Vanderbilt University, Nashville, TN

ROOM: 20

1:00 PM-2:00 PM

SESSION: 11

What's the Problem? Grade-Aligned Math for Students With Extensive Support Needs

TOPIC: STEM

SECONDARY TOPIC: Autism Spectrum Disorder/ Intellectual Disabilities FORMAT: Demonstration

Learn strategies to tackle the 'problem' of problem solving and grade-aligned mathematics for students with extensive support needs. The highlighted instructional strategies, student videos, and learning materials are based on four studies that taught grade aligned math to students with autism and ID.

LEADER(S): Jenny Root, Florida State University, Tallahassee PRESENTER(S): Sarah Cox, Florida State University, Tallahassee; Bonnie Henning, Florida State University, Tallahassee



FAMILY PARTNERSHIP WITH FAMILIES WHOSE CHILDREN HAVE MULTIPLE DISABILITIES

TOPIC: Parent/Family/School Partnerships FORMAT: Multi-Presentation Session MODERATOR(S): Natalie Holdren, University of California, Santa Barbara

Innovative Strategies to Promote Social Opportunities for Children With Significant Multiple Disabilities

Using videotaped case studies, this multimedia session explores a program to facilitate friendships, communication, and social opportunities through structured social interactions and support from educators, administrators, and parents. We provide step-by-step demonstrations of highly effective practical strategies.

LEADER(S): Kimberly Christensen; Bowling Green State University, OH

• Facilitating Home-School Partnerships to Support AAC Use for Learners With Multiple Disabilities

We will share results of a project in which caregivers and teachers co-created functional routines to increase communication outcomes of learners with multiple disabilities, and the impact of team-based coaching on caregiver and teacher implementation of EBSs to increase AAC use within the context of the routine.

LEADER(S): Michelle Therrien; Florida State University, Tallahassee

PRESENTER(S): Kelly Whalon; Florida State University, Tallahassee; Mert Bilgin, Florida State University, Tallahassee; Sarah Cox, Florida State University, Tallahassee; Nanette Hammons, Florida State University, Tallahassee

2:15 PM-3:15 PM

ROOM: 19

From Practices to Action: Using Online Modules to Implement DEC Recommended Practices

SESSION: 14

TOPIC: Personnel Preparation SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Demonstration

We will describe the Early Childhood Recommended Practices Modules which support preservice and inservice practitioners in understanding and using the DEC Recommended Practices. We will provide an introduction to the modules and allow participants opportunities to interact with and use them.

LEADER(S): Megan Vinh, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

2:15 PM–3:15 PM SESSION: 15 ROOM: 20

Implementing Embedded Learning Opportunities in the Context of Multi-Tiered Systems of Support

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Demonstration

UDL and differentiation strategies to adapt the preschool curriculum may not be enough to ensure that all children have opportunities to meet their learning goals. Learn stepby-step procedures for implementing 'Embedded Learning Opportunities' to address this need within the context of inclusive preschools.

LEADER(S): Eva Horn, University of Kansas, Lawrence

PRESENTER(S): Hailey Love, University of Kansas, Lawrence; Susan Palmer, University of Kansas, Lawrence

2:15 PM-3:15 PM SESSION: 16 ROOM: BALLROOM C

Implementing the Age-Appropriate Transition Assessment Mandate

TOPIC: Assessment

SECONDARY TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

We will share the needs and best practices that will focus on moving SEA and LEAs beyond simple compliance. The presenters will disseminate evidence-based practices for transition assessment, including strategies for increasing interagency partnerships, student/family involvement, and support from general education.

LEADER(S): Stacie Dojonovic, Fox Chapel Area School District, PA

PRESENTER(S): Jane Razeghi, Division on Career Development & Transition, Centreville, VA; Dale Matusevich, Delaware Department of Education, Dover; Hunter Matusevich, Delaware Department of Labor, Division of Vocational Rehabilitation, Wilmington; Alexis Schutzman, Fox Chapel Area High School, Pittsburgh, PA; Darlene Unger, Youngstown State University, Rich Center on Autism, OH; Cindi Nixon, Francis Marion University, Florence, SC

2:15 PM-3:15 PM SESSION: 17 ROOM: 21

Keeping Our Students Safe: Creating Crisis Plans and Teaching Safety in Crisis

TOPIC: Physical/Health/Multiple Disabilities **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Demonstration

In an era of increasing risk for students, teachers need effective analysis and planning tools to support vulnerable populations. We will explore the needs of students with disabilities and include tools for analyzing current school plans and developing individual crisis plans for students with disabilities.

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

PRESENTER(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond



2:15 PM-3:15 PM • SESSION: 18 • ROOM: 24

MOBILE APPLICATIONS IN RESEARCH AND PRACTICE

TOPIC: Visual Impairments FORMAT: Multi-Presentation Session MODERATOR(S): Nora Griffin-Shirley, Texas Tech University, Lubbock

• The Implementation Science and Results of the iBraille Challenge

We share research results from the iBraille Challenge (iBC) Mobile app pilot study, an OSEP-funded Stepping Up Technology Implementation project. The project has been test piloted with over 40 students who are visually impaired and who read Braille. We will also share implementation strategies used in the pilot study.

LEADER(S): Cheryl Kamei-Hannan, California State University, Los Angeles

PRESENTER(S): Tessa McCarthy, University of Pittsburgh, PA

Use of Mobile Applications for People Who Are Visually Impaired

We share the results of a study that explored the use of mobile apps with 259 persons with visual impairment who completed an online survey. They rated special apps as a useful and accessible tool for individuals with VI. Learn how app usage can assist you in providing effective instruction.

LEADER(S): Nora Griffin-Shirley, Texas Tech University, Lubbock

PRESENTER(S): Devender Banda, Texas Tech University, Lubbock

2:15 PM-3:15 PM SESSION: 19 ROOM: BALLROOM B

Program Chair Featured: Intensive Interventions and the Future of Learning Disabilities

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

FORMAT: Presentation with Q&A

Many of students with disabilities receive inadequate treatments that do not support their full access to the general education setting or adequate learning opportunities. We provides specific guidance on improving academic and behavioral outcomes through the provision of intensive interventions for students with disabilities.

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

PRESENTER(S): Rebecca Zumeta Edmonds, American Institutes for Research, Washington, DC

2:15 PM-3:15 PM SESSION: 20 ROOM: 22

Special Educator Preparation Programs and Charter Schools: Rethinking the Relationship

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

Expansion of charter schools is a top priority of the Trump administration. We will explore what this means for special education and identify opportunities for colleges and universities to become involved in clinical partnerships, research/evaluation studies, and political advocacy to improve education of SWDs.

LEADER(S): Virginia McLaughlin, College of William and Mary, Williamsburg, VA

PRESENTER(S): Katharine Shepherd, University of Vermont, Burlington; Jane West, Jane West Consulting, Washington, DC

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

ROOM: 23

Supplemental Versus Complementary Co-Instruction: Differentiation Within Co-Taught Classrooms

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

Without specific strategies for differentiation co-teachers and their students may not reap the benefits from the presence of two licensed professionals. In this session, we define configurations that provide complementary or supplementary instruction and provide practice ideas for implementation.

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

PRESENTER(S): Lisa Liberty, Northern Illinois University, DeKalb; Greg Conderman, Northern Illinois University, DeKalb

2:15 PM-3:15 PM SESSION: 22 ROOM: BALLROOM A

Teacher2Teacher: Virtualizing the Digital Word

TOPIC: Technology and Media FORMAT: Presentation with Q&A

Learn about a student's life with dyslexia from failure to success, as well as the emotional hurdles the individual overcame to persevere and to succeed in their professional/ educational career. This historical overview gives insight to the emergence of technology and its improvement over the years with results. It's a journey of how assistive technology has made day-to-day life enjoyable and thought-provoking from one which was blocked by the printed word.

LEADER(S): Davis Graham, Consulting Advisor/Assistive Technology Specialist, Bradenton, FL

2:15 PM-3:15 PM SESSION: 23 ROOM: BALLROOM D

The Easiest Problem to Solve is The Problem That Doesn't Happen: Harnessing the Power of Antecedent-Based Intervention to Prevent Interfering Behaviors for Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

Join us to learn more about antecedent-based interventions to inform your planning process for classroom instruction, behavior management, social skills support, and selfmanagement instruction. Strategies are presented through case studies which demonstrate the effectiveness of antecedent-based interventions.

LEADER(S): Lisa Combs, Combs Educational Consulting, Ltd., Greenville, OH

3:30 PM-4:30 PM SESSION: 25 ROOM: 21

An Intensive Mathematics Intervention Study for 2nd Grade Students With ASDs: Research Into Practice

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

SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Panel

We report results and teaching implications from a Tier 3 single-case study conducted with 6 second graders with ASDs, mathematics difficulties, and behavioral challenges. We will also provide suggestions for intensifying mathematics interventions for second-grade students who present unique challenges.

LEADER(S): Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

PRESENTER(S): Diane Pedrotty Bryant, University of Texas at Austin; Maryam Nozari, University of Texas, Austin

3:30 PM-4:30 PM SESSION: 26

Data on Co-teaching: Sharing Multi-State Research and

ROOM: 23

Continuous Improvement Models

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

Co-teaching continues to be a hot topic. This session will share results of a multi-state study which identified the components that make the biggest impact on co-teaching fidelity. In addition, presenters will engage the audience in a discussion around data collection models that support continuous improvement.

LEADER(S): Wendy Murawski, California State University, Northridge

PRESENTER(S): Barbara Serianni, Armstrong State University, Savannah, GA; Kelly Brooksher, Armstrong State University, Savannah, GA; Wendy Lochner, CoTeachSolutions Systems, Shepherdstown, WV

3:30 PM-4:30 PM

ROOM: 24

Do Students Understand the Language of Math?

SESSION: 27

TOPIC: Learning Disabilities SECONDARY TOPIC: STEM FORMAT: Presentation with Q&A

To understand math, children must understand math vocabulary. We share the results of a study that measured the math vocabulary performance of students at Grades 1, 3, and 5 and discuss why an understanding of math vocabulary is important. We demonstrate how to assess math vocabulary knowledge and provide implications for instruction.

LEADER(S): Sarah Powell, University of Texas, Austin

PRESENTER(S): Gena Nelson, University of Minnesota, Minneapolis; Suzanne Forsyth, University of Texas, Austin; Melissa Driver, Kennesaw State University, GA



3:30 PM-4:30 PM • SESSION: 28 • ROOM: 22

ENSURING STUDENTS WITH INTELLECTUAL DISABILITIES ARE COLLEGE AND CAREER READY THROUGH POST SECONDARY EDUCATION PROGRAMS

TOPIC: Career Development/Transition FORMAT: Multi-Presentation Session MODERATOR(S): Dale Matusevich, Delaware Department of Education, Dover

• Foundational Skills for College and Career Success

We will provide an overview of the foundational skills and related characteristics for college and career success for students. A Foundational Skills for College and Career Learning Plan (FSCCLP) will be reviewed. Results of a pilot with students with intellectual disability will be presented.

LEADER(S): Debra Hart, University of Massachusetts, Boston

Postsecondary Programs for Students With Developmental Disabilities: Everybody Wins

Learn about a college program for students with DDs. The program benefits include building authentic relationships with students within the program and across campus, increasing independent living and employment skills, and studying effects of self-determination interventions with young adults with DDs in college.

LEADER(S): Kathleen Cook, Augustana College, Sioux Falls, SD PRESENTER(S): Matthew Johnson, Augustana College, Sioux Falls, SD; Jessica Lamb, Augustana University, Sioux Falls, SD; Sarah House, Augustana University, Sioux Falls, SD

3:30 PM-4:30 PM SESSION: 29

ROOM: 20

Lessons Learned From the Inclusive Education Initiative in Rural Areas of Pakistan

TOPIC: International Programs/Services SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

We will share the results of a study that explored the implementation of a pilot Punjab Inclusive Education Project in 2 rural school districts in Pakistan. Data from interviews and questionnaires will be used to discuss factors that facilitate and hinder inclusive education in these school districts.

LEADER(S): Anya Evmenova, George Mason University, Fairfax, VA

PRESENTER(S): Muhammad Usman Zia, University of Management and Technology, Pakistan

3:30 PM-4:30 PM

SESSION: 30 ROOM: 25

LCE – Super-User Spotlight

TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

Practitioners will demonstrate how lessons from CEC's online transition curriculum Life Centered Education (LCE) have been selected, integrated, and customized into practical, topical units spanning multiple years of instruction to build skills in money, time, personal, and career management.

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

PRESENTER(S): Scott Miller and Colleen McGhee, Maplebrook School's Postsecondary Program, Institute for Collegiate & Career Studies, Amenia, NY; Amy Miller, OE Enterprises, Burlington, NC

3:30 PM-4:30 PM SESSION: 31 ROOM: BALLROOM C

Near and Mid-Transfer Measures for Reading Comprehension: Evidence From a Randomized Control Trial for Nonfiction Comprehension Strategies

TOPIC: Research SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Participants will learn the methods and results of 1 a multi-year reading comprehension intervention study. The presenter will describe the use of near and mid-transfer tests in evaluating the efficacy of a randomized control trial for a nonfiction comprehension intervention for struggling students in Grades 3-5.

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

3:30 PM-4:30 PM SESSION: 32 ROOM: 19

Never Stop Learning: The IRIS Center's Online Resources for Professional Development

TOPIC: Personnel Preparation SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Demonstration

It is important to have quick, easy access to trustworthy, reliable information about EBPs. Join representatives from our OSEP-funded center for an interactive overview of our extensive collection of free online resources for PD and continued learning! Bring your phones, tablets, or other online-enabled devices!

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

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

3:30 PM-4:30 PM SESSION: 33 ROOM: BALLROOM B

Program Chair Invited: Self-Determination and Students With Intellectual and Developmental Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

This session will provide an overview of the 'state of the art' with regard to the importance of and the evidence-base for measuring and promoting the self-determination of youth with IDD. Information provided will be based upon research, practice, and personal experience with disability.

LEADER(S): Michael Wehmeyer, University of Kansas, Lawrence

PRESENTER(S): Stelios Gragoudas, University of Massachusetts, Boston

3:30 PM-4:30 PM SESSION: 34 ROOM: BALLROOM A

Teacher2Teacher: "Speak Up! Student Run IEP Meetings"

TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

The Council for Exceptional Children published an article in 2004 on student-run IEP meetings. It is now 13 years later and educators are still struggling to include students in the process of developing and writing their own IEP. This session will showcase a short video of student IEP meetings in action, and goal setting procedures. It will also take an indepth look at ways students can be involved with their plan at different levels from ages 14-21. Session members will be provided with electronic resources in order to navigate this process with their own students.

LEADER(S): Regina Ann Smith, Collingswood Public Schools, NJ

3:30 PM-4:30 PM SESSION: 35 ROOM: BALLROOM D

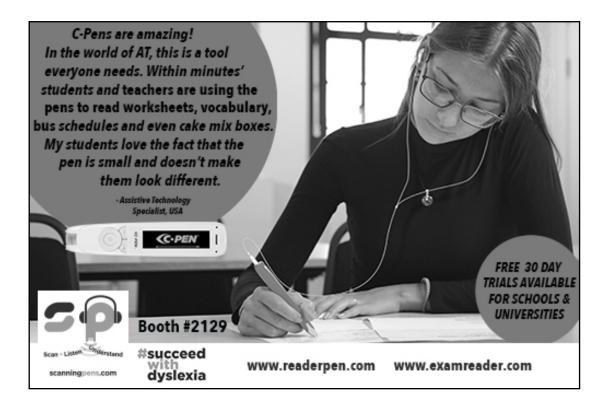
Use of Evidence-Based Practices in Elementary Schools for Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

This session will provide an overview of the 27 evidencebased practices for students with ASD and report on the commonly used evidence-based practices in elementary schools. Videos showing the use of evidence-based practices in schools and resources for implementing them will be shared.

LEADER(S): Ann Sam, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

PRESENTER(S): Samuel Odom, University of North Carolina, Chapel Hill



Visit us at Booth 2120



Join us at Learning Lab Reluctant Learner + Math Challenged = Camelot Learning Math Intervention

Math Intervention Curriculum

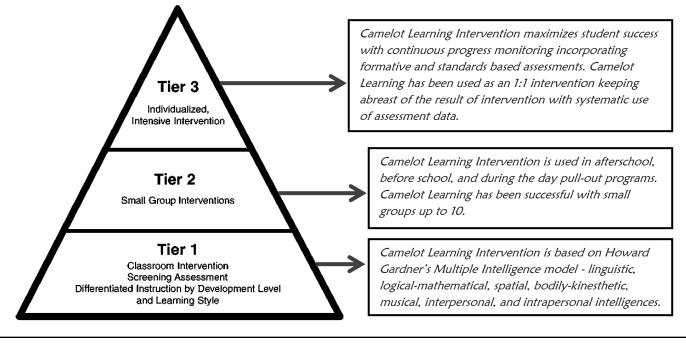
Camelot Learning has a 20 year proven record of success

Our students need

Hands-on activities and games, manipulative-rich learning, team problem solving, and active questioning

Our teachers need

ALL materials and manipulatives included for 200 lessons that easily adapt into 25, 40, and 60-minute lessons



Thursday, February 8

Strands – Thursday
9:45 AM-4:30 PM
Second General Session
8:00–9:00 AM
Visit the Expo immediately following the Second General Session
for book signing and prize drawings!
9:00–9:45 AM
Thursday Sessions
9:45 AM-4:30 PM

Expo: 8:30 AM–5:30 PM Social Hour in the Expo: 4:30 PM–5:30 PM

Visit the Expo 8:00-9:00 AM, enjoy a treat and be a lucky winner! Prize drawing at 5:00 PM!



Second General Session

THURSDAY • 8:00 AM-9:00 AM EAST HALL, TAMPA CONVENTION CENTER, LEVEL 3



LIFE, ANIMATED

RON SUSKIND SECOND GENERAL SESSION SPEAKER

Ron Suskind, a respected journalist and best-selling author of six books, will join the CEC community as the Second General Session Speaker.

His work is characterized by his passion for giving a voice to the voiceless—most evident in his recent best-seller, "Life, Animated: A Story of Sidekicks, Heroes and Autism." The book tells the story of his youngest son, Owen, who, after being diagnosed with autism, found a way to reengage with the world around him.

Seizing upon Owen's love of animated Disney movies, the Suskind family reenacted the films with him, pioneering a now widely acknowledged method of emulative communication known as affinity therapy.

Suskind is a Senior Fellow at Harvard's Edmond J. Safra Center for Ethics, where he serves as a lecturer on narrative and justice. He is also the Founder and CEO of Sidekicks for Autism, which provides a free education app to help parents connect and communicate with their children with autism.

Come and experience an amazing story about sidekicks, heroes, and autism.

Thursday Sessions



9:45 AM-11:45 AM SESSION: 38 • 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 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-10:45 AM

ROOM: BALLROOM B

CEC Student Forum: Effective Family Engagement

Don't miss the CEC Student Forum, THE place to be at the convention for new teachers -a session designed by students for students to get invaluable information as they start their career.

This year's Forum will focus on one of the most important topics for any new teacher-effective family engagement. You'll hear from expert Sean Roy of TransCen on the most important things you need to know when you meet with families, and common missteps to avoid as a new teacher. Then, a panel of family members will speak candidly about their best-and worst-experiences, and how you can make sure you're in the former category.

• Featured Presentation A Valuable Partner: Setting the Stage for Effective Family Engagement

Engaging families of students with disabilities is a crucial skill for any new special educator. Unfortunately, it is common for families to be viewed as barriers to the work of education. In his remarks, long time parent advocate and national technical assistance provider Sean Roy will show the importance of compassion and understanding, and encourage family engagement through the lens of high expectations. Common pitfalls will be explained and useful strategies shared, including a "dual capacity" approach to building parent/professional connections. Cultivating a better understanding of the parent perspective and focusing on effective and respectful communication can help us move from "families are the problem" to families are valuable partners.

LEADER(S): Sean Roy, TransCen, Bloomington, MN



9:45 AM-10:45 AM • SESSION: 39 • ROOM: 1

PARTNERING WITH FAMILIES AROUND STUDENT BEHAVIOR

TOPIC: Parent/Family/School Partnerships FORMAT: Multi-Presentation Session MODERATOR(S): Kathleen Kyzar, Texas Christian University, Fort Worth

• Family-Professional Partnerships Within PBIS: Results From Two Applied Studies

Interested in family-professional partnerships within PBIS? Attend this session to learn the results from 2 studies examining barriers and facilitators to partnership within PBIS, and a strengths-based consultation process for developing shared goals with families to improve students' prosocial behavior at home and at school.

LEADER(S): Kathleen Strickland-Cohen, Texas Christian University, Fort Worth

PRESENTER(S): Kathleen Kyzar, Texas Christian University, Fort Worth

Parents as Teachers: Virtual Collaboration to Ensure Student Success

Digital, blended, personalized, or virtual learning is changing the educational experience, especially in parent/ family-teacher interaction. We illustrate ways the interaction is changing providing data and the impact on student outcomes, and also highlight the ways parent-teacher interaction is being altered in this new blended learning experience.

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

• Utilizing Behavioral Skills Training (BST) Through Telehealth to Increase Parent Treatment Fidelity in Children With Autism

Using telehealth practices, BST was used to teach communication skills to parents with children with autism. Parents met weekly with their practitioner, through video conferencing to discuss behavioral skills to implement, and reviewed videos recorded from the previous week to discuss fidelity of implementation. Results and implications are discussed.

LEADER(S): April Haas, Texas A&M University, College Station PRESENTER(S): Marcus Fuller, Texas A&M University, College Station THURSDAY, FEB.

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9:45 AM-10:45 AM

ROOM: 3

Becoming A Higher Education Faculty Member: Finding the Right Job

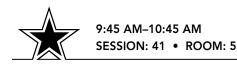
SESSION: 40

TOPIC: Personnel Preparation SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

Doctoral students and recent PhDs interested in higher education faculty careers will learn how to use the Carnegie Classification System for Higher Education Institutions to explore institutional expectations, opportunities, and resources. Typical faculty workloads, and tools for career planning and job searching are discussed.

LEADER(S): Chriss Walther-Thomas, Virginia Commonwealth University, Richmond

PRESENTER(S): Deborah Speece, Virginia Commonwealth University, Richmond



CEDS SHOWCASE: Implementing Family Centered Assessments in Early Intervention (EI) Programs

TOPIC: Assessment

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

We examine the use of family centered assessment strategies to improve the fidelity and quality of assessment in EI. Discussion includes the importance of fidelity in EI, results of a study of family centered assessment practices, and practical strategies to increase both fidelity and quality during assessments.

LEADER(S): Lianna Pizzo, University of Massachusetts, Boston

PRESENTER(S): Angi Stone-MacDonald, University of Massachusetts, Boston; Surbhi Puri, University of Massachusetts, Boston; Noah Feldman, Massachusetts Department of Public Health, Boston



9:45 AM-10:45 AM • SESSION: 42 • ROOM: 7

FACT FLUENCY THROUGH ALGEBRA: RESEARCH FINDINGS IN MATHEMATICS

TOPIC: Research FORMAT: Multi-Presentation Session MODERATOR(S): Sarah Powell, University of Texas, Austin

Why Fact Family Fluency? Impact on Discrete and Generalizable Math Achievement Measures

Join us to learn about a brief, daily fluency intervention with fact families that transformed middle school students' mathematics performance. Leave with key materials and procedures for successful implementation of this evidencebased fluency intervention.

LEADER(S): James Stocker, University of North Carolina, Wilmington

PRESENTER(S): Elizabeth Hughes, Pennsylvania State University, State College; Lauren Cozad, Pennsylvania State University, State College; Jared Morris, Pennsylvania State University, State College

Using CRA to Develop Conceptual Understanding and Fluency in Multiplication and Division

This session will describe how researchers used CRA to teach elementary students with disabilities about the relation between multiplication and division while developing fluency in basic facts. Attendees will learn about how to design similar CRA interventions to use in their own classrooms.

LEADER(S): Jessica Milton, Auburn University, AL PRESENTER(S): Margaret Flores, Auburn University, AL

Algebra-Readiness Intervention Modules for 7th-Grade Students With Mathematics Difficulties

We report results and teaching implications from a Tier 2 randomized control trial study. Results and lesson content for three 7th-grade algebra readiness modules: Integers, Ratios and Proportions, and Expressions and Equations are discussed. Learn how mathematical misconceptions may affect learning for some students.

LEADER(S): Diane Pedrotty Bryant, University of Texas at Austin

PRESENTER(S): Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin



9:45 AM-10:45 AM SESSION: 43 • ROOM: 9

DARTS SHOWCASE: Accessing the Arts: Motivational Strategies for Students With Special Needs

TOPIC: Arts in Special Education SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Explore motivational techniques, tips, and tools presented by an art educator that will enrich the art making process for students who have diverse learning needs. Walk away with practical strategies that can be immediately applied to your students' classroom experience and integrated into their academic curriculum.

LEADER(S): Lauren Stichter, Moore College of Art & Design, Philadelphia, PA



9:45 AM-10:45 AM • SESSION: 44 • ROOM: 10

THE NEEDS OF THE VI AND DB FIELDS

TOPIC: Visual Impairments FORMAT: Multi-Presentation Session MODERATOR(S): Rebecca Sheffield, American Foundation for the Blind, Washington, DC

Field-Identified Needs When Working With Students Who Are Deafblind

Often times the professionals who work with students who are deafblind are faced with challenges that they may not be prepared to deal with. In this session, the results of a survey conducted with educators on their perceived needs when working with students who are deafblind will be presented.

LEADER(S): Silvia Correa-Torres, University of Northern Colorado, Greeley PRESENTER(S): Sandy Bowen, University of Northern Colorado, Greeley

• State of the States for Students With Visual Impairments: Dynamic Data for Policy and Research

Variations in state special education requirements and inconsistency of data sources are key challenges in the fields of VI and deafblindness. The presenters are members of a collaborative research team constructing a 'State of the States' database of information about definitions, eligibility requirements, and services.

LEADER(S): Rebecca Sheffield, American Foundation for the Blind, Washington, DC

PRESENTER(S): Ann Pilewskie, The Ohio State University, Columbus; Rachel Schles, University of Pittsburgh, PA; Hilary Travers, Vanderbilt University, Nashville, TN

9:45 AM-10:45 AM SESSION: 45

ROOM: 11

Mentoring Teachers as Leaders

TOPIC: Pioneers/Historical Perspectives FORMAT: Panel

Teachers are leaders in their profession as they fulfill their roles as a resource to other staff and parents and as they collaborate and co-teach with colleagues. We will focus on effective mentoring for university students and teachers as they develop leadership skills for their profession and within CEC.

LEADER(S): Jamie Hopkins, CEC Pioneers Division Past President, Milford, OH

PRESENTER(S): Joan McDonald, CEC Pioneers Division, Scottsdale, AZ; William Bogdan, Education Leadership Consultant, Cincinnati, OH; Kyena Cornelius, Minnesota State University, Mankato; Charlotte Brickhouse, Drexel University, Philadelphia, PA



9:45 AM-10:45 AM • SESSION: 46 • ROOM: 12

Multi-tiered Systems of Supports for Linguistically Diverse Students

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session MODERATOR(S): Gliset Colon, Buffalo State College, NY

Implementing Multi-Tiered Systems of Support for Emerging Bilingual Students in a Dual Language Setting

We share data from a study on interventions for CLD students in a Dual Language 5th-grade literacy classroom. Results indicated that a Culturally Responsive Pedagogy and differentiated instruction through MTSS benefited bilingual students, including those with and without disability labels.

LEADER(S): Vanessa Schwarz, University of Colorado, Boulder

Seeing Through the Fog: The Circles of Knowledge Applied in One School's RTI Process for Identifying ELLs With LD

This study addresses the void in the research on understanding how schools implement RTI policy and utilize best practice for identification of ELLs with LD. We investigated which funds of knowledge one elementary school drew upon to identify whether an ELL struggling to read presented a learning disability.

LEADER(S): Alta Joy Broughton, University of South Florida, Tampa

PRESENTER(S): David Allsopp, University of South Florida, Tampa

ROOM: 13

9:45 AM-10:45 AM SESSION: 47

Continuing to Be a Leader in CEC After Your Term Has Ended

TOPIC: Pioneers/Historical Perspectives

SECONDARY TOPIC: Administration/Supervision FORMAT: Panel

Explore opportunities to grow as a leader in the field of special education and as a member of the Council for Exceptional Children. Panels will share their experiences as leaders within the CEC community and how they continue to work on behalf of children with exceptionalities after their terms ended.

LEADER(S): Paul Zinni, Avon Public Schools, MA

PRESENTER(S): Christine Evans, Simmons College/New England Center for Children, MA; Dennis Cavitt, Abilene Christian University, TX

9:45 AM-10:45 AM

SESSION: 48 ROOM: 14

10 Co-Teaching Non-Negotiables That Lead to Improved Student Outcomes

TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

Although co-teaching is widely implemented, issues remain at the classroom, school, and district levels. We address 10 key challenges head-on, clarifying factors-using relevant evidence that must be addressed for improved outcomes. Join this discussion of how to get the results you need.

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

PRESENTER(S): Tammy Barron, Western Carolina University, Cullowhee, NC

9:45 AM-10:45 AM

ROOM: 15

X 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 provides 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-10:45 AM SESSION: 49 ROOM: 16

Strategy Instruction in Editing and Revising With College Students With IDD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Editing and revising skills are essential in the writing process and postsecondary students with IDD can benefit from strategy instruction. We will provide an overview of the EDIT Strategy, an editing strategy in computer-based writing tasks, and the steps and instructional procedures needed to employ it.

LEADER(S): Suzanne Woods-Groves, University of Iowa, Iowa City

PRESENTER(S): Derek Rodgers, University of Iowa, Iowa City; Kinga Balint-Langel, University of Iowa, Iowa City

9:45 AM-10:45 AM	SESSION: 50	ROOM: 17
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ME! Bell Ringer Lessons for Self-Determination in a Time-Efficient Manner

TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

We will highlight the ME! Lessons for Self-Awareness and Self-Advocacy materials to teach students to understand their disability/abilities, rights/responsibilities, and selfadvocacy skills. The ME! Bell Ringers teach self-advocacy, student involvement in IEP planning and meeting, and disability awareness.

LEADER(S): Mindy Lingo, University of Oklahoma, Norman PRESENTER(S): Malarie Deardorff, University of Oklahoma, Norman

9:45 AM-10:45 AM

ROOM: 18

Building Academic Language for Sixth-Grade Students With Learning Disabilities

SESSION: 51

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Research FORMAT: Demonstration

Through this interactive demonstration, participants will learn to implement instructional routines for teaching students to understand and use academic vocabulary. We will provide 2 weeks of instructional scripts, PowerPoint slides, and student workbook samples.

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

ROOM: 19

Get Intense!: The IRIS Center's Online Modules About Data-Based Individualization

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

FORMAT: Demonstration

Students who have severe and persistent academic difficulties need more intensive intervention, often referred to as Tier 3 instruction. Join our OSEP-funded center for an interactive overview of free online Modules about databased individualization. Bring your phones, tablets, or other online-enabled devices!

LEADER(S): Janice Brown, Vanderbilt University, Nashville, TN

9:45 AM-10:45 AM SESSION: 53 ROOM: 20

Special Educators' Working Conditions in Self-Contained Settings for Students With EBD

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

Improving the special education teacher workforce is important for students with EBD, as schools have great difficulty retaining skilled SETs. Improving working conditions could be a means to better retention, but research provides limited insights into SETs' experience in these settings. Learn the results of a survey on SETs' working conditions in self-contained settings for students with EBD.

LEADER(S): Kristen Merrill O'Brien, George Mason University, Fairfax, VA

PRESENTER(S): Michelle Cumming, Florida International University, Miami; Elizabeth Bettini, Boston University, MA

9:45 AM–10:45 AM SESSION: 54

The Challenges and Opportunities of College- and Career-Ready Standards for Students With Disabilities

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Accountability Systems for Students with Disabilities FORMAT: Presentation with Q&A

Join us and explore how standards reform is affecting the learning of students with disabilities, supports and teaching practices typically provided to help students with disabilities achieve standards, and interventions to accelerate the progress of students with disabilities in achieving standards.

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

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



9:45 AM-10:45 AM SESSION: 55 • ROOM: 22

TAM SHOWCASE: Can the Tortoise Beat the Hare? Shining Light on an Eternal Problem Within Special Education Technology

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

The pace of innovation in the field of special education technology has always been (and will likely continue to be) far faster than the academic research and development cycle. As a result, many products and tools reach end users without rigorous field testing or any empirical data. Students with disabilities, their teachers, family members, and other stakeholders deserve better. In this TAM Showcase Session, the Co-Editor of Journal of Special Education Technology highlights exemplar programs of research to argue for increased rigor and a higher standard when testing products and tools intended for use with students with disabilities. Research-based instructional and assistive technology tools that can be used directly by students, their teachers, or in professional development/teacher preparation efforts will be discussed.

LEADER(S): Michael Kennedy, University of Virginia, Charlottesville

PRESENTER(S): Wendy Rodgers, University of Nevada, Las Vegas; John Romig, University of Virginia, Charlottesville; Kate Peeples, University of Virginia, Charlottesville

9:45 AM-10:45 AM SESSION: 56 ROOM: 23

STRAND A, Session 1: Supporting Teachers to Strengthen Writing Instruction for Elementary School Students With Disabilities

TOPIC: Research

ROOM: 21

SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

We will provide an overview of research findings and examples of practical instructional strategies for improving writing outcomes for students with disabilities from two teacher PD programs: Strategic and Interactive Writing Instruction; and Data-Based Instruction: Tools, Learning and Collaborative Support.

LEADER(S): Kimberly Wolbers, University of Tennessee, Knoxville

PRESENTER(S): Jennifer Renée Kilpatrick, University of North Florida, Jacksonville; Kristen McMaster, University of Minnesota, Minneapolis; Erica Lembke, University of Missouri, Columbia

9:45 AM–10:45 AM

ROOM: 24

SWPBIS: Including Your Students With Disabilities in Tier 1 Supports

SESSION: 57

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

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) benefits all students in your school. Ideas for including students with disabilities and resources available for all students will be shared to improve SWPBIS.

LEADER(S): Heather George, University of South Florida, Tampa

PRESENTER(S): Anna Winneker, University of South Florida, Tampa; Stephanie Martinez, University of South Florida, Tampa

9:45 AM-10:45 AM SESSION: 58 ROOM: 25

STRAND B, Session 1: Culturally Relevant Literature: Building Literacy, Social, and Personal Skills

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

We will focus on the importance of culturally relevant literature in our classrooms. The presenter will give examples of how literature can be used to enhance children's view of themselves and to build social skills. Learn how this team created a curriculum of culturally relevant passages for African American students in urban schools.

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

PRESENTER(S): Alana Oif, The Ohio State University, Columbus

9:45 AM-10:45 AM SESSION: 59 ROOM: BALLROOM A

Program Chair Featured: Update From OSERS Assistant Secretary

TOPIC: Public Policy FORMAT: Presentation with Q&A

OSERS Assistant Secretary will provide an update on the recent work of OSERS, and discuss a number recent and ongoing initiatives of the office and upcoming priorities. There will be a Q&A time provided at the end.

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

PRESENTER(S): Kimberly Richey, Office of Special Education and Rehabilitative Services (OSERS), U.S. Department of Education



9:45 AM-10:45 AM SESSION: 60 • ROOM: BALLROOM D

DADD SHOWCASE (PART 1): Academic Instruction for Students With Intellectual Disability: Best Practices and Future Directions

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

FORMAT: Panel

Academic instruction for students with ID has received increased attention in policy, research, and practice, however, issues of appropriate access and support still exist. We will provide an update of best practices in academic instruction for this population of students as well as future directions in the field.

LEADER(S): Michael Wehmeyer, University of Kansas, Lawrence

PRESENTER(S): Ginevra Courtade, University of Louisville, KY; Carly Roberts, University of Washington, Seattle

9:45 AM-10:45 AM

ROOM: LEARNING LAB 1, WEST HALL, 3RD FL

Exhibitor Showcase: Know Them to Grow Them: Assessment in Service to Action

FORMAT: Exhibitor Showcase Session

Join us for a tour of Brigance and I-Ready, from your trusted friends at Curriculum Associates! Whether you are a new partner or a long-term user, we have a wide range of exciting new offerings and updates designed to make your work in special education streamlined and powerful.

LEADER(S): Elizabeth Bassford, Curriculum Associates, North Billerica, MA

9:45 AM-10:45 AM

ROOM: LEARNING LAB 2, WEST HALL, 3RD FL

☆ Exhibitor Showcase: Top 8 Soft Skills for Workplace Readiness

FORMAT: Exhibitor Showcase Session

Preparing your students for life after school has a lot to do with soft skills. Join us to learn how soft skills actually account for 85% of success. The top 8 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 3, WEST HALL, 3RD FL

Exhibitor Showcase: Project Discovery

FORMAT: Exhibitor Showcase Session

Project Discovery is a dynamic, hands-on career education and skills training curriculum that improves transition outcomes, promotes school retention & help students with special needs of all levels succeed in getting a job and living independently. Evidence-based practices support students with autism & other developmental disabilities to discover their passions and interests!

LEADER(S): Michael King, Education Associates, Louisville, KY; Lori Dyer, Believer's Academy, West Palm Beach, FL

9:45 AM-10:45 AM

ROOM: LEARNING LAB 4, WEST HALL, 3RD FL

Exhibitor Showcase: Elevate Literacy with n2y

FORMAT: Exhibitor Showcase Session

Reading is often defined as decoding and comprehending written text. With n2y it also includes listening and communication through symbolic comprehension. Elevated literacy begins as a means to learn about and share information absorbed through this comprehension. Literacy has measurable results through active participation by students with special needs.

LEADER(S): Scott Marfilius, n2y, Huron, OH

9:45 AM–10:30 AM SESSION: 63 ROOM: POSTER 1, EAST HALL, 3RD FL

Do 7th-Grade Students With Mathematics Difficulties Benefit From a Tier 1 intervention Focused on Proportional Reasoning? A Replication Study

TOPIC: STEM SECONDARY TOPIC: Research FORMAT: Poster Session

We describe findings of a replication study that assessed the efficacy of SBI on the proportional problem-solving performance of 7th-grade students with mathematics difficulties using a more demographically and geographically diverse sample than a previous study. Implications for practice will be discussed.

LEADER(S): Asha Jitendra, University of Minnesota, Minneapolis

9:45 AM–10:30 AM SESSION: 64 ROOM: POSTER 10, EAST HALL, 3RD FL

A Research Synthesis of Interventions for Preservice Teachers' Mathematics Anxiety

TOPIC: Personnel Preparation FORMAT: Poster Session

This study investigated the effect of interventions on mathematics anxiety of teachers. Studies were evaluated based on the quality indicators of CEC standards. As a result, the experimental group showed improved mathematics anxiety after participating in PD activities along with a specific intervention.

LEADER(S): Soyoung Park, University of Texas at Austin PRESENTER(S): Diane Pedrotty Bryant, University of Texas at Austin; Yeji An, Seoul National University, South Korea

9:45 AM–10:30 AM SESSION: 65 ROOM: POSTER 11, EAST HALL, 3RD FL

Computer-Assisted Vocabulary Instruction for Students With Disabilities: Evidence From an Effect Size Analysis of Single-Subject Experimental Design Studies

TOPIC: Technology and Media SECONDARY TOPIC: Research FORMAT: Poster Session

The study synthesized the effectiveness of computerassisted instruction (CAI) studies in order to increase vocabulary for students with disabilities. We share what type of CAI is promising for practice.

LEADER(S): Yujeong Park, University of Tennessee, Knoxville

9:45 AM–10:30 AM SESSION: 66 ROOM: POSTER 12, EAST HALL, 3RD FL

The Effects of Technology-Assisted Instruction on Phoneme Blending to Read Words for Young Children With Disabilities

TOPIC: Technology and Media SECONDARY TOPIC: Research FORMAT: Poster Session

We share the findings from two research studies in which technology-based interventions were used to improve phoneme blending to read words with young children who have disabilities or developmental delays. Implications for classroom instruction and future research will be discussed.

LEADER(S): Mari Beth Coleman, University of Tennessee, Knoxville

PRESENTER(S): Joan Grim, University of Tennessee, Knoxville

9:45 AM–10:30 AM SESSION: 67 ROOM: POSTER 13, EAST HALL, 3RD FL

PD Works: Close Reading for Persuasive Writing With Elementary Students With High Incidence Disabilities

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

Learn the results from a study in which special education teachers were randomly assigned to PBPD for a set of reading and writing strategies for persuasive writing based on informational text or a business as usual control condition. Both teachers and students made meaningful gains using these strategies.

LEADER(S): Ashley Barkel, Mary Lou Fulton Teachers College, Arizona State University, Tempe

PRESENTER(S): Angelique Aitken, Arizona State University, Tempe; Amber Ray, Arizona State University, Tempe; Steve Graham, Arizona State University, Tempe

9:45 AM–10:30 AM SESSION: 68 ROOM: POSTER 14, EAST HALL, 3RD FL

Understanding the School Experiences of Individuals With Learning Disabilities: A Narrative Perspective

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

We used a oral history approach to better understand the perspectives and experiences of participants with LD through interviews about their experiences during K-12. Findings detail the academic, social, and personal effects of the disabilities as well as their recommendations for improved practice.

LEADER(S): Samantha Marita, University of Cincinnati, OH

9:45 AM–10:30 AM SESSION: 69 ROOM: POSTER 15, EAST HALL, 3RD FL

Teaching Early Literacy and Academic Readiness Skills to Preschoolers With Down Syndrome

TOPIC: Early Childhood and Early Intervention SECONDARY TOPIC: Research FORMAT: Poster Session

We will discuss teaching early literacy and academic readiness skills to preschoolers with Down syndrome (DS). We describe research on the Prekindergarten Reading Readiness Intervention and use findings to provide tips for practitioners who teach literacy skills to preschoolers with DS.

LEADER(S): Samantha Gesel, Vanderbilt University, Nashville, TN; Christopher Lemons, Vanderbilt University, Nashville, TN

9:45 AM–10:30 AM SESSION: 70 ROOM: POSTER 16, EAST HALL, 3RD FL

Latino Family Perceptions of Home-Based Early Intervention Services

TOPIC: Early Childhood and Early Intervention FORMAT: Poster Session

This study explored 5 families' perspectives and experiences of their home-based speech and language services during early intervention in a Midwest urban setting. We will discuss the findings which indicated three factors that influenced their experiences.

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

9:45 AM–10:30 AM SESSION: 71 ROOM: POSTER 17, EAST HALL, 3RD FL

Virtual Manipulatives to Support Students With ID and Autism Disabilities in Mathematics

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

This session presents research regarding the effectiveness of virtual manipulatives as a tool for elementary and secondary students with disabilities on developmentally appropriate mathematics. Presenters and attendees will discuss the benefits and limitations of virtual manipulatives and their uses.

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; Jiyoon Park, Michigan State University, East Lansing

9:45 AM–10:30 AM SESSION: 72 ROOM: POSTER 18, EAST HALL, 3RD FL

A Systematic Review of Teaching Transcription Skills to Learners With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

The current review synthesizes findings from 11 published studies of interventions which target transcription skills for learners with ASD. Results are reported for intervention design, reporting of learners' cognitive and linguistic profiles, theory of change, and effectiveness.

LEADER(S): Kristin Panos, University of Iowa, Iowa City

9:45 AM–10:30 AM SESSION: 73 ROOM: POSTER 19, EAST HALL, 3RD FL

'Hanging Out': Meeting IDEA's Requirements for Recreation Planning

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Participation in recreation and leisure offers social and therapeutic value for youth with ASD. Learn IDEA's requirements for recreation/leisure, and evidence-based strategies to engage family, peers, and community partners to provide students with the social skills needed to engage in meaningful recreation.

LEADER(S): Juliet Hart Barnett, Arizona State University, Tempe

PRESENTER(S): Stanley Zucker, Arizona State University, Tempe

9:45 AM–10:30 AM SESSION: 74 ROOM: POSTER 2, EAST HALL, 3RD FL

The Expanded Core Curriculum and Schools for the Blind: A Qualitative Study

TOPIC: Visual Impairments SECONDARY TOPIC: Research FORMAT: Poster Session

Results of an investigation that explored the implementation of the Expanded Core Curriculum, a disability-specific curriculum that addresses the unique learning needs of children with VI. Findings include barriers to instruction as well as innovative solutions that have implications for researchers, practitioners, and families.

LEADER(S): Susan Yarbrough, Florida State University, Tallahassee

9:45 AM–10:30 AM SESSION: 75 ROOM: POSTER 20, EAST HALL, 3RD FL

A Meta-Analytic Review of Mental Health Interventions Conducted in Juvenile Justice Facilities

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Research FORMAT: Poster Session

This session uses a meta-analytic review of all mental health interventions conducted in juvenile justice facilities to assess intervention efficacy and guide future practices. We discuss the results and help educators understand how to choose and implement interventions effective for targeted outcomes and populations.

LEADER(S): Skip Kumm, University of Illinois, Chicago

9:45 AM–10:30 AM SESSION: 76 ROOM: POSTER 21, EAST HALL, 3RD FL

Improving Soft Skills for Employment With UPGRADE Your Performance

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Research FORMAT: Poster Session

There is a lack of research on how to provide soft skill instruction to students with disabilities. We will discuss results from two studies on UPGRADE Your Performance, an intervention to teach soft skills to students with disabilities, and will provide implications for practitioners.

LEADER(S): Kelly Clark, University of North Carolina, Charlotte

PRESENTER(S): Moira Konrad, The Ohio State University, Columbus; David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

9:45 AM–10:30 AM SESSION: 77 ROOM: POSTER 22, EAST HALL, 3RD FL

Integrated Visual Supports in a School-Based Microenterprise for Students With IDD

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

This case study session describes an online, school-based microenterprise at a rural high school that emphasizes functional digital literacy skills and uses an integrated system of visual supports to increase the autonomy and vocational skill development of students with IDD.

LEADER(S): Claude Fields, Dayton High School, NV PRESENTER(S): MaryAnn Demchak, University of Nevada, Reno

9:45 AM–10:30 AM SESSION: 78 ROOM: POSTER 23, EAST HALL, 3RD FL

Text Comprehension Impacts on Communication Outcomes for Students With Moderate to Severe Disabilities Who Use AAC

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Learn how alternate achievement literacy can support both academic text comprehension and functional communication learning goals. We will review studies that connect academic outcomes with peer leisure conversations for diverse secondary students with severe disabilities, and discuss implications for future inquiry.

LEADER(S): Kathryn Haughney, University of North Carolina, Charlotte

PRESENTER(S): Gwitaek Park, University of North Carolina, Charlotte; Reem Muharib, University of North Carolina, Charlotte

9:45 AM–10:30 AM SESSION: 79 ROOM: POSTER 24, EAST HALL, 3RD FL

Using Computerized Curriculum-Based Measurement (CBM) to Assess Math Skills for Students With ID

TOPIC: Assessment

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

Using math computerized CBM to assess students with ID is promising. We will share results of studies that investigated computerized assessment for students with disabilities. It will help practitioners, policymakers, educators, and researchers to improve assessment practices, and decisions-making process.

LEADER(S): Saeed S. Alqahtani, Prince Sattam bin Abdulaziz University, Saudi Arabia

9:45 AM–10:30 AM SESSION: 80 ROOM: POSTER 25, EAST HALL, 3RD FL

Meta-Analyses of Academic Intervention for Learning Disabilities: A Systematic Review

TOPIC: Research SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

We share the results from a systematic review of metaanalyses focused on delivery of academic instruction and intervention to students with LD. Findings suggest there are several evidence-based interventions moderated by various factors, such as type of measure.

LEADER(S): Shawn Datchuk, University of Iowa, Iowa City PRESENTER(S): Lanqi Wang, University of Iowa, Iowa City

9:45 AM–10:30 AM SESSION: 81 ROOM: POSTER 26, EAST HALL, 3RD FL

Directors of Special Education: A Mentoring Program to Increase Retention

TOPIC: Administration/Supervision FORMAT: Poster Session

Learn about a mentoring program to increase the retention rate of special education directors. We share the data regarding the number of directors who begin the mentoring program and have been retained as directors. Questions regarding the program and how you can develop one in your own state will be addressed.

LEADER(S): Wendy Rogers, Mississippi Department of Education, Jackson

PRESENTER(S): Cindy Taylor, Mississippi Department of Education, Jackson

9:45 AM-10:30 AM	SESSION: 82	ROOM: POSTER 3,	
		EAST HALL, 3RD FL	

A Case Study of Bullying Prevention and Intervention for Students With Disabilities in Middle School

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

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

Learn how school personnel prevent and intervene with bullying of students with disabilities in a middle school that has implemented PBIS. We provide a description of interventions to prevent and reduce bullying of students with different disabilities served in diverse educational placements.

LEADER(S): Agata Trzaska, University of Illinois, Chicago

9:45 AM–10:30 AM SESSION: 83 ROOM: POSTER 4, EAST HALL, 3RD FL

ESSA and Broadening School Success: An Integrated Intervention Approach to Academics and Social-Emotional Learning

TOPIC: Public Policy

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

Recent policy changes found in ESSA provides the impetus for schools to reconsider social-emotional learning as an important measure of student success. We discuss changes that promote social-emotional learning and describe an intervention that embeds social-emotional learning within literacy instruction.

LEADER(S): Megan Worth, University of Florida, Gainesville

PRESENTER(S): Ann Daunic, University of Florida, Gainesville; Nancy Corbett, University of Florida, Gainesville; Stephen Smith, University of Florida, Gainesville; Emily Crews, University of Florida, Gainesville; Daniel Poling, University of Florida, Gainesville

9:45 AM–10:30 AM SESSION: 84 ROOM: POSTER 5, EAST HALL, 3RD FL

Impact of Professional Development on Strategic Consideration of Standards in Individualized Education Programs

TOPIC: Public Policy SECONDARY TOPIC: Research FORMAT: Poster Session

We examined the impact of a web-based decision-making tutorial to improve IEP team's decision-making practices to address 'Challenging State Academic Standards.' Strategies to individualize, prioritize, and implement meaningful annual goals and instructional supports for general curriculum access are shared.

LEADER(S): James Shriner, University of Illinois, Urbana-Champaign

PRESENTER(S): Martha Thurlow, National Center on Educational Outcomes, University of Minnesota, Minneapolis; Susan Carty, University of Illinois, Urbana-Champaign; Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis

9:45 AM–10:30 AM SESSION: 85 ROOM: POSTER 6, EAST HALL, 3RD FL

Co-Teacher Whisperers: Overcoming Barriers and Increasing Outcomes for Students Through Multi-Tiered Support

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Learn the implementation and outcomes from a statewide initiative to implement effective co-taught classrooms. Teachers were provided job-embedded PD through eCoaching, traditional coaching, and professional learning communities. We will share and discuss the findings.

LEADER(S): Donna Ploessl, University of Montevallo, AL

PRESENTER(S): Theresa Farmer, Alabama State Department of Education, Birmingham; Marcia Rock, University of North Carolina, Greensboro

9:45 AM–10:30 AM SESSION: 86 ROOM: POSTER 7, EAST HALL, 3RD FL

Literacy Success in the Smoky Mountains: Small School Makes Steady Gains

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

KU-CRL partnered with North Carolina to support adolescent literacy. One rural school district did exceptionally well and has experienced steady gains. To support sustained PD, current efforts consist of using a microcredentialing process to badge teachers as professional developers.

LEADER(S): LuAnn Jordan, University of North Carolina, Charlotte

PRESENTER(S): Chris O'Brien, University of North Carolina, Charlotte

9:45 AM–10:30 AM SESSION: 87 ROOM: POSTER 8, EAST HALL, 3RD FL

Collaborating to Build a Better BCBA

TOPIC: Personnel Preparation SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

CBANS is a collaborative personnel preparation program designed to develop 'teacher/behavior analysts' to meet the complex needs of students with the most challenging behaviors. We will share the successes and challenges in developing and maintaining an interdisciplinary personnel preparation program.

LEADER(S): Shanon Taylor, University of Nevada, Reno PRESENTER(S): Brighid Fronapfel, University of Nevada, Reno

9:45 AM-10:30 AM SESSION: 88 ROOM: POSTER 9,

EAST HALL, 3RD FL

The Use of Coaching to Support Special Educators With Behavioral Interventions: A Systematic Literature Review

TOPIC: Personnel Preparation SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

The role of the special educator must be refocused away from a generalist towards an intervention specialist because students with disabilities and severe behavioral problems require complex interventions. We discuss a systematic literature review of coaching models and evaluate their effectiveness.

LEADER(S): Brittany Sterrett, Virginia Commonwealth University, Richmond

11:00 AM-12:00 PM SESSION: 91 ROOM: 1

Increasing Opportunities to Respond in Classrooms: What Interventions Give Teachers the Tools They Need to Succeed?

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

With growing evidence that OTR improve outcomes for all students, it is important to understand what strategies increase teacher rates of OTR. We will summarize results from a systematic review of OTR literature, with a specific focus on strategies used to improve teachers' delivery of OTR.

LEADER(S): Alyssa Van Camp, Vanderbilt University, Nashville, TN

PRESENTER(S): Joseph Wehby, Vanderbilt University, Nashville, TN; Jessica Wright, Virginia Commonwealth University, Richmond; BrittanyLee Martin, Vanderbilt University, Nashville, TN

11:00 AM-12:00 PM SESSION: 92

ROOM: 3

Formative Assessment: Collecting and Using Data to Inform Instruction

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Assessment FORMAT: Presentation with Q&A

Although educators are required to collect data on student progress and use it to inform instructional decisions, many are unsure how to do it effectively and efficiently. Learn about the benefits of formative assessment and how to use data collection tools to embed these practices them in your classroom.

LEADER(S): Kyena Cornelius, Minnesota State University, Mankato

PRESENTER(S): Ruby Owiny, Trinity International University, Deerfield, IL; Megan Gjemse, Minnesota State University, Mankato; Laura Hermansen, Minnesota State University, Mankato; Andrea Wahlstrom, Minnesota State University, Mankato



THURSDAY, FEB. 8

11:00 AM-12:00 PM • SESSION: 93 • ROOM: 5

IMPLEMENTING INTENSIVE MATH INTERVENTIONS

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

MODERATOR(S): Sarah Powell, University of Texas, Austin

Addressing Varied Deficits With CRA/CSA Interventions for Students Receiving Tiered Interventions

The concrete-representational/semi-concrete-abstract instructional (CRA/CSA) sequence provides a way for students to gain meaning from numbers and the mathematical concepts those numbers represent. Learn how CRA/CSA interventions improved the performance of elementary students receiving tiered instruction.

LEADER(S): Margaret Flores, Auburn University, AL PRESENTER(S): Vanessa Hinton, Auburn University, AL; Kelly Schweck, Auburn University, AL

Leaders at the Helm: Building Teams and Bolstering Systems to Drive the Effective Implementation of Intensive Intervention in Mathematics

Learn about the ways in which 3 school/district leaders supported the effective implementation of intensive intervention using the DBI process in mathematics by building school intervention teams, refining the team process, and bolstering school/district systems across 8 elementary and 2 middle schools.

LEADER(S): Sarah Arden, American Institutes for Research, Washington, DC

PRESENTER(S): William Rasplica, Franklin Pierce Schools, Tacoma, WA; Paul Elery, Franklin Pierce Schools, Tacoma, WA; Paula Dawson, Franklin Pierce Schools, Tacoma, WA

11:00 AM–12:00 PM SESSION: 94

ROOM: 7

Promising Evidence for a Text-Centered Literacy Curriculum for Students With Intellectual Disability

TOPIC: Research SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Presentation with Q&A

Learn the results of a study that examined the effects of a text-centered literacy curriculum for students with ID or low IQs. The curriculum includes specially designed books with lessons delivered by teachers and practice games led by paraprofessionals/tutors. Findings support the effectiveness of the curriculum.

LEADER(S): Jill Allor, Southern Methodist University, Dallas, TX

PRESENTER(S): Miriam Ortiz, Southern Methodist University, Dallas, TX; Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Carlin Conner, Southern Methodist University, Dallas, TX

11:00 AM-12:00 PM SESSION: 95 ROOM: 9

Practical Application of Math Skills in Transition

TOPIC: Physical/Health/Multiple Disabilities SECONDARY TOPIC: STEM FORMAT: Demonstration

Come and learn how to make math fun and relevant for your students! We present a variety of lesson ideas, projects, hands-on practice activities, ideas for differentiation for students with multiple/physical disabilities, and resources for students with a wide range of abilities.

LEADER(S): Lola Piscopo, Cotting School, Lexington, MA; Megan McGoldrick, Cotting School, Lexington, MA

11:00 AM–12:00 PM SESSION: 96 ROOM: 10

DCDD SHOWCASE: Deaf Education: Where Do We Need to Be and How Can We Get There?

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Personnel Preparation FORMAT: Panel

The panel will advance the conversation from the 2015, 2016, and 2017 CEC Convention panels about challenges and future directions for the field of Deaf Education. The session will also include break-out groups to work on issues and resources specific to stakeholder groups.

LEADER(S): Becca Jackson, Minnesota Department of Education, St. Paul

PRESENTER(S): Suzanne Raschke, Midland County Educational Service Agency, MI; Debra Lively, Saginaw Valley State University, University Center, MI; Kevin Miller, Concordia University, Seward, NE



11:00 AM-12:00 PM • SESSION: 97 • ROOM: 11

INSTRUCTIONAL NEEDS OF GIFTED AND TALENTED STUDENTS

TOPIC: Gifted and Talented FORMAT: Multi-Presentation Session MODERATOR(S): Lynette Breedlove, Western Kentucky University, Bowling Green

What About Engineering: An Integrated STEM Approach to Addressing Multiple Content Standards

Teachers can seamlessly integrate multiple subjects into their instruction while addressing multiple content standards. Join us and actively participate in an engineering focused, integrated lesson addressing content standards in science, mathematics, language arts, and social studies.

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

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

Academic Acceleration: Who, When, and Why

Learn about the characteristics of well-thought-out acceleration plans and consider important factors that inform acceleration decisions. Our goal is to assist educators in developing comprehensive, research-based, equitable acceleration plans that support academically talented students.

LEADER(S): Wendy Behrens, Minnesota Department of Education, St. Paul

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

• Differentiation Through Assessment: The DAP Tool

DAP (Developing and Assessing Product) Tools ensure consistency and clarity when differentiating assessment using four components for all products: content, presentation, creativity, and reflection. You will learn about differentiating products and understand how DAP Tools provide levels for each product.

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



11:00 AM-12:00 PM • SESSION: 98 • ROOM: 12

PREPARING TEACHERS TO BE REFLECTIVE AND RESPONSIVE TO DIVERSITY

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session MODERATOR(S): Andrea Jasper, Central Michigan University, Mt. Pleasant

Developing Critical Consciousness About Diversity in Preservice Special Education Teachers: A Collaborative Co-Teach Inquiry

Two doctoral students designed a final internship course to develop Special Education preservice teachers' critical consciousness of academic and social issues relating to the diversity of students and their communities. Findings examine the process and impact on the attitudes and beliefs of PSTs.

LEADER(S): Ashley White, University of South Florida, Tampa

PRESENTER(S): Alta Joy Broughton, University of South Florida, Tampa

• Empathy and Implicit Bias in Preservice Teachers

Preservice teachers participated in a research project in which implicit bias was measured, before and after participation in an intervention designed to solicit empathy for students of color. Learn the results along with strategies for becoming more empathetic while working with diverse student populations.

LEADER(S): Denise Whitford, Purdue University, West Lafayette, IN

PRESENTER(S): Kharon Grimmet, Purdue University, West Lafayette, IN; Jasmine Begeske, Purdue University, West Lafayette, IN

"I never thought about racism before": Examining the Effectivity of Multicultural Competence in a Graduate Special Education Course

This study sought to determine if embedded practices about equity literacy and cultural competence in a graduate special education class were effective in changing attitudes about race, gender, and SES. We discuss the results which could help ameliorate the disproportionate numbers of students of color in special education.

LEADER(S): Donna Sayman, Wichita State University, KS

11:00 AM-12:00 PM	SESSION: 99	ROOM: 13
11.00 AM - 12.00 1 M	JEJJION. //	

Successfully Making Decisions About the Use of Text to Speech

TOPIC: Accountability Systems for Students with Disabilities SECONDARY TOPIC: Public Policy FORMAT: Presentation with Q&A

Many educators grapple with how to make and implement decisions about the use of text to speech for instruction and assessment. This session provides practical suggestions about how to confidently make and implement text to speech decisions to improve student learning.

LEADER(5): Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis

PRESENTER(S): Kathy Strunk, National Center on Educational Outcomes, University of Minnesota, Minneapolis

11:00 AM-12:00 PM SESSION: 100 ROOM: 14

Project-Based Learning, Teacher Candidates, and Middle Schoolers: A Recipe for Success!

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Learning Disabilities FORMAT: Presentation with Q&A

PBL is a social constructivist approach to hands-on learning, where students are given an assignment or task with minimal restrictions for completion. We share the results of PBL implementation by teacher candidates to determine improvement potential and engagement of students with high-functioning disabilities.

LEADER(S): Jennifer Webb, Walsh University, North Canton, OH

11:00 AM-12:00 PM SESSION: 101 ROOM: 15

Program Chair Featured: Integrating Mindfulness Into Education and Healthcare: The Science and Practice

TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

Explore the scientific perspective that is driving the current interest and popularity of mindfulness practice in education and healthcare settings. Experience foundational mindfulness practices to gain a practical understanding of the potential impacts that mindfulness can have on their personal and professional daily life.

LEADER(S): Elli Weisbaum, University of Toronto, Canada/ The Hospital for Sick Children (SickKids) 11:00 AM-12:00 PM SESSION: 102 ROOM: 16

The Autism Impact Measure: A Comparison Between Provider and Primary Caregiver Perspectives on the Incremental Change Across Core Autism Symptom Domains

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Early Childhood and Early Intervention FORMAT: Presentation with Q&A

The current study describes provider and primary caregiver perspectives on the incremental change across core autism symptoms in young children. You will learn use the Autism Impact Measure with caregivers and providers to examine frequency and impact of core symptoms of ASD of the children you serve.

LEADER(S): Deborah Rooks-Ellis, University of Maine, Orono PRESENTER(S): Sara Flanagan, University of Maine, Orono



11:00 AM-12:00 PM • SESSION: 103 • ROOM: 17

NEW WAYS TO BUILD EDUCATORS' KNOWLEDGE AND SKILLS FOR INCLUSIVE EDUCATION

TOPIC: Collaboration and Inclusive Practices FORMAT: Multi-Presentation Session MODERATOR(S): Debi Gartland, Towson University, MD

Building General Education Teachers' Capacity for Creating Inclusive Classrooms

Studio-days are a professional development experience that combine features of lesson study and professional learning communities. We will describe the utility of studio-days as a platform for developing the practice of designing inclusive lessons to meet the diverse learning needs of students with disabilities.

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

Learn It Your Way: Personalized Professional Learning for Co-Teaching

Finding time for PD related to inclusive, collaborative teaching is a challenge in schools focused on improving instruction. Learn about a personalized e-course targeting specific competencies related to co-teaching, and lessons learned in teacher responsiveness, instructional efficacy, and changes in practice.

LEADER(S): Amy Pleet-Odle, Inclusion Focused Coaching, Elkton, MD



11:00 AM-12:00 PM SESSION: 104 • ROOM: 18

DCDT SHOWCASE: Postsecondary Education and Training Preparation Toolkit: Guide to Resources to Improve Postsecondary Education Access and Success for ALL Students With Disabilities

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Personnel Preparation FORMAT: Demonstration

The Postsecondary Education and Training Preparation Toolkit assists all K-12 and postsecondary stakeholders as they work toward successful post-high school education experiences for young adults with disabilities. Join us and walk through a comprehensive resource--dissecting it for practical use by all attendees.

LEADER(S): Catherine Fowler, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

PRESENTER(S): Debra Holzberg, University of North Carolina, Greensboro

11:00 AM-12:00 PM SESSION: 105 ROOM: BALLROOM A

Improving Your Instruction: High Leverage Practices That Work!

TOPIC: Personnel Preparation FORMAT: Demonstration

If you want to improve your instruction, this is the session for you! We describe high leverage practices agreed upon by special education experts working with CEC and the CEEDAR Center. We also demonstrate how practices can be implemented in tiered instruction, and discuss how they can be used in teacher education and PD.

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

PRESENTER(S): James McLeskey, University of Florida, Gainesville; Deborah Ziegler, Council for Exceptional Children, Arlington, VA; Michael Kennedy, University of Virginia, Charlottesville; Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC

11:00 AM-12:00 PM SESSION: 106

ROOM: 20

What Did You Hear Me Say?

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Personnel Preparation FORMAT: Demonstration

Let us help you develop the vocabulary of classroom management and learn strategies to deliver effective messages. Learn to use positive tone and word choices, and identify and use phrases that help deliver expectations in managing your students.

LEADER(S): Rowland Dent, Prince George's County Public Schools, MD

PRESENTER(S): Michelle Whitfield, Prince George's County Public Schools, MD; Michele McKoy, Prince George's County Public Schools, MD



11:00 AM-12:00 PM • SESSION: 107 • ROOM: 21

MATH FOR SECONDARY STUDENTS WITH LEARNING DISABILITIES

TOPIC: Learning Disabilities FORMAT: Multi-Presentation Session MODERATOR(S): Rajiv Satsangi, George Mason University, Fairfax, VA

• Math Interventions for Secondary Students With Learning Disabilities: A Meta-Analysis

We will discuss the results of a meta-analysis for secondary students with LD. This meta-analysis examined the effectiveness of strategy instruction versus alternate delivery systems. Attendees will learn the results as well as the impact of using different math practices for students with LD.

LEADER(S): James Schwab, Georgia State University, Atlanta

PRESENTER(S): David Houchins, Georgia State University, Atlanta; Kris Varjas, Georgia State University, Atlanta

Teaching Linear Equations With Virtual Manipulatives to Secondary Students With Learning Disabilities

We will share the findings of two single-subject studies assessing the benefits of virtual manipulatives paired with DI to teach linear algebraic equations. Positive findings from both studies validate greater research and application of this new form of AT in inclusionary mathematics classrooms.

LEADER(S): Rajiv Satsangi, George Mason University, Fairfax, VA

PRESENTER(S): Rachel Hammer, George Mason University, Fairfax, VA

11:00 AM-12:00 PM SESSION: 108

ROOM: 22

Meeting the Needs of Diverse Learners: Universal Design for Learning and Technology

TOPIC: Technology and Media SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session engages participants with important pedagogical considerations for technology integration in the inclusive classroom. You will explore teacher's effective integration of educational and AT through the use of the guiding principles of UDL, informed by observational data collected in an inclusive classroom.

LEADER(S): Danielle Nowosiadlo, University of South Florida, Tampa

PRESENTER(S): Megan Jones, Citrus County School District, FL

11:00 AM-12:00 PM SESSION: 109 ROOM: 23

STRAND A, Session 2: Innovative Approaches to Designing Mathematics Interventions for First Graders With Learning Disabilities

TOPIC: Research

SECONDARY TOPIC: Response to Intervention (RtI): Multi-Tier System of Supports FORMAT: Presentation with Q&A

We will provide an overview of research findings and examples from two mathematics interventions that use innovative approaches to intensify support for first grade students with or at risk for disabilities: Project FUSION tests the efficacy of a print-based intervention that teaches whole number concepts, and Project Numbershire leverages gaming technology to engage students, differentiate instruction, and extend math learning.

LEADER(S): Hank Fien, University of Oregon, Eugene

PRESENTER(S): Lina Shanley, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene

11:00 AM–12:00 PM SESSION: 110 ROOM: 24

Empowering Teachers With Low-Intensity Strategies to Support Instruction: Using Instructional Choice to Increase Engagement in 3rd-Grade Classrooms

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

Empowering teachers with low-intensity strategies is an effective way to support teachers in addressing the academic and behavioral needs of their students. We share results and 2 investigations that used university support to enable teachers to implement 1 low-intensity strategy, instructional choice, and collect direct observation data.

LEADER(S): Robin Ennis, University of Alabama, Birmingham

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

11:00 AM-12:00 PM	SESSION: 111	ROOM: 25

STRAND B, Session 2: Culturally Responsive Social Skill Instruction Within SWPBS Implementation

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

This session will focus on the blending cultural responsiveness and SWPBS, development of culturally responsive social skill curriculum based on parents' and students' input and cultural perspectives, and implementation of the culturally responsive instruction in supporting African American students' learning.

LEADER(S): Ya-yu Lo, University of North Carolina at Charlotte

PRESENTER(S): Tosha Owens, East Carolina University, Greenville, NC; Robai Werunga, University of North Carolina, Charlotte; Deondra Gladney, University of North Carolina, Charlotte

11:00 AM–12:00 PM SESSION: 112 ROOM: 19

Teacher2Teacher: The Googleverse and the Benefits for Students With Intellectual Disabilities

TOPIC: Technology and Media FORMAT: Presentation with Q&A

Learn strategies on how to use Chromebooks for the instruction of students with ID. Participants will walk away with increased knowledge in system levels of support that should be in place, various web-based resources, accessibility features of Google and beyond, and lesson ideas for using Google-based products.

LEADER(S): David Dore, Homewood-Flossmoor High School, IL

11:00 AM-12:00 PM SESSION: 113 ROOM: BALLROOM B

Teacher2Teacher: Service Learning Projects: To Do or Not To Do

TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

We provide an overview of service learning projects for all students with and without disabilities. Although there are benefits and barriers to these projects, opportunities are provided for students with diverse abilities and needs to interact and work together.

LEADER(S): Denise Griffin, Moore Public Schools, OK



11:00 AM-12:00 PM SESSION: 114 • ROOM: BALLROOM D

DADD SHOWCASE (PART 2): Life Skills Instruction for Students With Intellectual Disability: Best Practices and Future Directions

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Panel

Life skills instruction is essential in preparation for full, meaningful, and connected adult lives of individuals with intellectual disability. This session will provide an overview of best practices in identifying and teaching life skills as well as a discussion of future directions in life skills instruction.

LEADER(S): David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

PRESENTER(S): Emily Bouck, Michigan State University, East Lansing; David Cihak, University of Tennessee, Knoxville; Victoria Slocum, Morehead State University, KY

11:00 AM-12:00 PM

ROOM: LEARNING LAB 1, WEST HALL, 3RD FL

Exhibitor Showcase: Foundational Reading Skills: Standards Tell Us What-Research Tell 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 (K-5), but standards do not tell teachers how to teach. Learn the predictors of reading success and how to implement Read Naturally's research-based strategies to accelerate reading development.

LEADER(S): Barb Denbow, Read Naturally, Inc., St. Paul, MN

11:00 AM–12:00 PM ROOM: LEARNING LAB 2, WEST HALL, 3RD FL

\bigstar Exhibitor Showcase: Using Interactive Technology To Do More With Less

FORMAT: Exhibitor Showcase Session

Learn how to access 15,000 interactive activities with thousands aligned and searchable by ELA and Math standards. Easily set student profile preferences to customize and meet individual learning needs. View and filter automatic data collection to monitor student comprehension and progress based on IEP goals and objectives.

LEADER(S): Craig Hoberman, Monarch Teaching Technologies, Inc.

11:00 AM–12:00 PM ROOM: LEARNING LAB 3, WEST HALL, 3RD FL

Exhibitor Showcase: How to Simplify IEP Progress Monitoring and Increase Compliance

FORMAT: Exhibitor Showcase Session

Improve the accuracy and fidelity of your IEP data with EC-AID from Whale Shark software. The system sends notifications to monitor goals, spreads collection responsibility among associated teachers, includes goal measurement instructions, logs accommodation use, and generates reports with graphs to aid compliance and support student growth.

LEADER(S): Lori Tryon, Whale Shark Software, Apex, NC

11:00 AM-12:00 PM

ROOM: LEARNING LAB 4, WEST HALL, 3RD FL

Exhibitor Showcase: Check & Connect App for Mentors and Coordinators

FORMAT: Exhibitor Showcase Session

Learn how to use the new Check & Connect (C&C) App as a mentor or coordinator. With the app, mentors can easily document, track, and even illustrate progress in student's attendance, behavior, and course performance. Coordinators have access to powerful data visualization tools to help ensure fidelity of implementation.

LEADER(S): Eileen Klemm, University of Minnesota | Check & Connect, Minneapolis

11:00 AM–11:45 AM SESSION: 117 ROOM: POSTER 1, EAST HALL, 3RD FL

The Sunshine Model of Family-Professional Partnership

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

FORMAT: Poster Session

We will discuss a framework to organize research, policy, and practice on family-professional partnership; describe a contemporary framework, the Sunshine Model; and illustrate how this framework can guide research, policy, and practice in family-professional partnership in inclusive schools.

LEADER(S): Shana Haines, University of Vermont, Burlington

PRESENTER(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley; Grace Francis, George Mason University, Fairfax, VA; Kathleen Kyzar, Texas Christian University, Fort Worth; Chun-Yu Chiu, Lawrence, KS; Heather Aldersey, Queen's University, Kingston, Ontario, Canada; Natalie Holdren, University of California, Santa Barbara; Katharine Shepherd; University of Vermont, Burlington; Jennifer Diliberto, University of North Carolina, Chapel Hill; Meghan Burke, University of Illinois, Urbana-Champaign

11:00 AM-11:45 AM SESSION: 118 ROOM: POSTER 10, EAST HALL, 3RD FL

Identifying and Assessing What Is Valued in Students' Math Writing

TOPIC: Personnel Preparation SECONDARY TOPIC: STEM FORMAT: Poster Session

A critical component in preparing individuals with disabilities to be successful in STEM is effective communication in math writing, however, little is known about how to evaluate it. Join us as we explore how individuals interpret and evaluate elementary-level math writing.

LEADER(S): Elizabeth Hughes, Pennsylvania State University, State College

PRESENTER(S): Andy Markelz, Pennsylvania State University, University Park; Lauren Cozad, Pennsylvania State University, State College

11:00 AM–11:45 AM SESSION: 119 ROOM: POSTER 11, EAST HALL, 3RD FL

E-book and Vocabulary Learning of Children With and Without Reading Difficulties

TOPIC: Technology and Media **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

Although e-books have rapidly replaced printed books in today's classroom, the empirical evidence on literacy development has not been well investigated. Learn the effect of e-book reading with audio narration support on the novel vocabulary learning of children with and without reading difficulties.

LEADER(S): Sung Hee Lee, California State University, Fullerton

11:00 AM–11:45 AM SESSION: 120 ROOM: POSTER 12, EAST HALL, 3RD FL

Visual Impairments and Self-Defense Skills

TOPIC: Visual Impairments FORMAT: Poster Session

People with VI are at risk of being attacked and should know self-defense skills. We will review strategies to teach students self-defense skills and share results from a survey of teachers of the visually impaired/O&M specialists on the importance and best practices when teaching these skills.

LEADER(S): Pamela Moscato, Kutztown University of Pennsylvania

PRESENTER(S): Lauren Maloney, Kutztown University of Pennsylvania

11:00 AM–11:45 AM SESSION: 121 ROOM: POSTER 13, EAST HALL, 3RD FL

Effects of Social Emotional Learning (SEL) on Reading Comprehension for Adolescents With Disabilities (Grades 4-12)

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Emotional and Behavioral Disorders FORMAT: Poster Session

FORMAT: FOSTER Session

Behavioral and reading problems are risk factors for one another. SEL is a process for addressing problem behaviors. How does SEL fit into the science of reading comprehension for struggling adolescent readers? This systematic review of the literature seeks to answer this question.

LEADER(S): Yen Pham, University of New Mexico, Albuquerque PRESENTER(S): Ashley Guild, University of New Mexico, Albuquerque

11:00 AM-11:45 AM SESSION: 122 ROOM: POSTER 14, EAST HALL, 3RD FL

Trait-Based Rubrics and CBM for Progress Monitoring in Writing in Grades 2-3

TOPIC: Learning Disabilities SECONDARY TOPIC: Assessment FORMAT: Poster Session

We investigated the progress monitoring utility of a traitbased rubric used with Curriculum-Based Measures of early writing (CBM-W). We discuss how trait-based rubrics may provide information that supplements traditional CBM-W scoring.

LEADER(S): Abigail Allen, Clemson University, SC PRESENTER(S): Alex Smith, University of Missouri, Columbia

11:00 AM–11:45 AM SESSION: 123 ROOM: POSTER 15, EAST HALL, 3RD FL

Inclusive Education in Papua New Guinea: Challenges, Promises, and Lessons Learned

TOPIC: International Programs/Services **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

The presenter draws on 4 years' experience working in special education personnel preparation in Papua New Guinea. This interactive session provides an overview of the challenges, promises, and lessons learned in promoting inclusive education in this rural, majority world nation.

LEADER(S): Jannike Seward, Indiana University South Bend

11:00 AM–11:45 AM SESSION: 124 ROOM: POSTER 16, EAST HALL, 3RD FL

A Meta-Analytic Review of Culturally Adapted Prosocial School-Based Interventions

TOPIC: Cultural and/or Linguistic Diversity SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

We will discuss the processes and features researchers used to make cultural adaptations to existing interventions. Using the frameworks comprised of Bernal, Castro, and Backer research, we systematically reviewed the research that has documented a process for making cultural adaptations.

LEADER(S): Christerralyn Brown, University of Illinois, Chicago PRESENTER(S): Daniel Maggin, University of Illinois, Chicago

11:00 AM–11:45 AM SESSION: 125 ROOM: POSTER 17, EAST HALL, 3RD FL

Fostering Satisfactory Working Conditions for Teachers in a Special Education School

TOPIC: Administration/Supervision **SECONDARY TOPIC:** Emotional and Behavioral Disorders FORMAT: Poster Session

Learn the results of a survey of the teaching staff from a special education school for students with EBD concerning job satisfaction and working conditions. Implications for school leaders and suggestions for fostering satisfactory teacher working conditions are discussed.

LEADER(S): Brandis Ansley, Georgia State University, Atlanta

11:00 AM–11:45 AM SESSION: 126 ROOM: POSTER 18, EAST HALL, 3RD FL

A Systematic Review of Writing Abilities in School-Age Children With High-Functioning ASD: Implications for Researchers and Educators

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

High-functioning, school-age children with ASD demonstrate a range of writing abilities.This systematic review explores prior studies and exhaustively overviews theoretical frameworks, study quality, and writing outcomes to inform future research and educational practices.

LEADER(S): Matthew Zajic, University of California, Davis

11:00 AM–11:45 AM SESSION: 127 ROOM: POSTER 19, EAST HALL, 3RD FL

Digital Tools to Increase the Success of Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

This interactive session will demonstrate new uses for familiar technology. Research indicates children with ASD respond favorably to technology. Learn how to use commonly available, free digital tools to increase success in the areas of communication, social interaction, daily living, and behavior.

LEADER(S): Kathy Doody, SUNY Buffalo State

PRESENTER(S): Christine Garas, SUNY Buffalo State; Catherine Welch, SUNY Buffalo State

11:00 AM-11:45 AM SESSION: 128 ROOM: POSTER 2, EAST HALL, 3RD FL

Partnering With Families in Supporting Prosocial Student Behavior: A Strengths-Based Planning Tool

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports FORMAT: Poster Session

Struggle with lack of home-to-school follow through when it comes to school- or classwide behavior expectations? We will outline a research-based consultation process educators and families may use to streamline behavioral expectations in the home and school settings within a multitiered PBIS model.

LEADER(S): Kathleen Kyzar, Texas Christian University, Fort Worth

PRESENTER(S): Kathleen Strickland-Cohen, Texas Christian University, Fort Worth

11:00 AM-11:45 AM SESSION: 129 ROOM: POSTER 20, EAST HALL, 3RD FL

Effects of MCAI on Elementary Students' With ASD Knowledge of the Self-Determined Learning Model of Instruction and Social Interaction

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Poster Session

Promoting instruction in component skills of selfdetermination early is one way to impact the transition success of individuals with ASD. We will share the results of our study that examined the effects of MCAI on elementary students' with ASD knowledge of the SDLMI and social interaction.

LEADER(S): Dana Rusher, University of North Carolina, Charlotte

11:00 AM-11:45 AM SESSION: 130 ROOM: POSTER 21, EAST HALL, 3RD FL

Experiences of Teachers Using a Student Led IEP Curriculum

TOPIC: Career Development/Transition SECONDARY TOPIC: Research FORMAT: Poster Session

Our qualitative research study examined the experiences of special education teachers who implemented a student led IEP curriculum. An overview of the key findings will be presented with an emphasis on how students can be fully supported to participate in the IEP meeting process.

LEADER(S): Evan Borisinkoff, Minot State University, ND

11:00 AM–11:45 AM SESSION: 131 ROOM: POSTER 22, EAST HALL, 3RD FL

Preparing Students for Postsecondary Social Opportunities and Relationships

TOPIC: Career Development/Transition SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We outline strategies for secondary special education teachers to build inclusive peer supports and peermentoring programs within high schools that will help prepare students for the transition to social engagement and the development of social capital in a postsecondary educational setting.

LEADER(S): Courtney Wilt, University of Kansas, Lawrence

11:00 AM–11:45 AM SESSION: 132 ROOM: POSTER 23, EAST HALL, 3RD FL

Accessing the Arts Through Animal Therapy: How Animal Therapy Can Assist in Successful Inclusionary Practices

TOPIC: Arts in Special Education SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Have you ever thought about adding a class pet to your art room? This session will present relevant research focused on the addition of an animal to the art room and the creative and behavioral benefits it can have on students with autism spectrum disorder as well as the whole class.

LEADER(S): Karen Rosenburg, New Hope-Solebury School District, PA

11:00 AM–11:45 AM SESSION: 133 ROOM: POSTER 24, EAST HALL, 3RD FL

An Onsite Literacy Strategies Course: A Win-Win Approach for Teacher Candidates and Students With EBD

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Parent/Family/School Partnerships FORMAT: Poster Session

We describe the impact of an on-site literacy strategies course that includes teacher candidates working with students with EBD. The resulting data includes student curriculum-based measures of reading comprehension and the results of a questionnaire given to candidates.

LEADER(S): Stephen Wills, Georgia College, Milledgeville

11:00 AM–11:45 AM SESSION: 134 ROOM: POSTER 25, EAST HALL, 3RD FL

Bragging Rights: Community Engagement in Schoolwide Positive Behavioral Interventions

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Parent/Family/School Partnerships FORMAT: Poster Session

We share the outcomes of implementation of the CHAMPS framework and the Principal's 100 Club. We will discuss how together, these serve as a schoolwide model for increasing student prosocial behavior while celebrating student success and engaging the community in a PK-8th grade elementary school setting.

LEADER(S): Michael Scaletta, Arlington Heights, IL

11:00 AM-11:45 AM SESSION: 135 ROOM: POSTER 3, EAST HALL, 3RD FL

Home Visits: Promoting and Supporting Family-Centered Care for Young Children With Disabilities

TOPIC: Parent/Family/School Partnerships SECONDARY TOPIC: Early Childhood and Early Intervention FORMAT: Poster Session

Based on the key elements of family-centered care and the Family Systems Theory, this study examined the impact of home visits on a class of undergraduate early childhood special education students. Examples of several elements will be discussed with specific examples for early interventionists.

LEADER(S): Kathleen Harris, Seton Hill University, Greensburg, PA

11:00 AM-11:45 AM SESSION: 136 ROOM: POSTER 4, EAST HALL, 3RD FL

Education Equity Scholarship: A Study of Immigrant Families' Experiences With Home-School Partnerships

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

Research with underrepresented caregivers of children with disabilities outlines recurring barriers to collaboration. This session examines immigrant families' experiences with home-school partnerships to highlight challenges and enhance future collaboration.

LEADER(S): Molly Buren, University of Illinois, Chicago

11:00 AM–11:45 AM SESSION: 137 ROOM: POSTER 5, EAST HALL, 3RD FL

Deconstructing and Reconstructing Parental-Involvement Practices With Families of Students With Disabilities

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

Caregivers of students with disabilities assessed practices used to promote parental involvement and family-schoolcommunity partnerships. We discuss effective practices for engaging families in their children's schooling as well as barriers to and strategies for improved partnerships.

LEADER(S): Elizabeth Cambray, Chicago, IL

PRESENTER(S): Norma Lopez-Reyna, University of Illinois, Chicago

11:00 AM-11:45 AM SESSION: 138 ROOM: POSTER 6, EAST HALL, 3RD FL

Supreme Rulings: Are Endrew and Fry Changing the Profile of Special Education?

TOPIC: Public Policy SECONDARY TOPIC: Research FORMAT: Poster Session

We provide an overview of two special education cases, Endrew F. v. Douglas and Fry v. Napoleon Community Schools, recently reviewed by the Supreme Court of the United States. Implications for education policy and best practice recommendations for school leaders and families are discussed.

LEADER(S): Cynthia Dieterich, Sacred Heart University, Fairfield, CT

PRESENTER(S): Paula Chan, Cleveland State University, OH

11:00 AM–11:45 AM SESSION: 139 ROOM: POSTER 7, EAST HALL, 3RD FL

Language Ability of Students With Emotional Disturbance: Discrepancies Between Teacher Ratings and Direct Assessment

TOPIC: Research SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Language impairment often goes unidentified in students with BD, perhaps in part because different forms of problem behavior deflect attention from more subtle language deficits. We share the results of a study that compared teacher ratings and direct assessments of language proficiency in boys with ED.

LEADER(S): Alexandra Hollo, West Virginia University, Morgantown

PRESENTER(S): Jason Chow, Virginia Commonwealth University, Richmond

11:00 AM–11:45 AM SESSION: 140 ROOM: POSTER 8, EAST HALL, 3RD FL

Evidence-Based Recommendations for Implementing Peer-Support Arrangements With Students With Severe Disabilities

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Peer-support arrangements involve peers without disabilities providing academic and social support to students with severe disabilities in secondary general education classrooms. Learn the core components, guidelines, and steps for implementing peer-mediated interventions in secondary settings.

LEADER(S): Heartley Huber, College of William & Mary, Williamsburg, VA

PRESENTER(S): Matthew Brock, Ohio State University, Columbus

11:00 AM-11:45 AM SESSION: 141 ROOM: POSTER 9, EAST HALL, 3RD FL

Enhancing Teachers' Cultural Responsiveness to Effectively Implement PBIS on CLD Students

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

We highlight a project to produce culturally responsive and competent teachers, who create inclusive, equitable, and respectful learning environments for all students through CRPIBS. Learn how this can lead to positive impacts on academic, social, and behavioral outcomes for CLD students with/at risk for EBD.

LEADER(S): Sumin Mullins, University of Kansas, Lawrence



1:00 PM-3:00 PM SESSION: 144 • ROOM: BALLROOM C

DLD SHOWCASE: Something I Can Use Tomorrow: A Classroom Practice, a Resource, and Identification of Students with SLD

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Panel

This Showcase session presented by teachers and researchers provides three walk-away resources including a classroom intervention for addressing intensive intervention needs, examples of how to use DLD Current Practice Alerts and IES Practice guides to help inform practice, and implementation of systems for more accurately and efficiently identifying students with SLD.

LEADER(S): Michael Faggella-Luby, Texas Christian University, Fort Worth; Linda Mason, George Mason University, Fairfax, VA

PRESENTER(S): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Miriam Ortiz, Southern Methodist University, Dallas, TX

1:00 PM-2:00 PM SESSION: 145 ROOM: 1

Positioning Families as Experts in a Special Education Preservice Teacher Course

TOPIC: Parent/Family/School Partnerships \FORMAT: Presentation with Q&A

Parents of children with disabilities participated in a 'Families as Faculty' project in which they co-planned and co-taught a preservice teacher course focused on families and schools. We discuss the findings which included positive outcomes around communication, collaboration, and parent engagement.

LEADER(S): Cristina Santamaria Graff, Indiana University– Purdue University Indianapolis



1:00 PM-2:00 PM • SESSION: 146 • ROOM: 3

EVALUATING CANDIDATES IN PRESERVICE TEACHER PREPARATION: PERSPECTIVES ACROSS PROGRAMS

TOPIC: Personnel Preparation FORMAT: Multi-Presentation Session MODERATOR(S): Amber Benedict, University of Florida, Gainesville

• A Framework for Systematically Measuring Preservice Special Education Teachers' Growth

We discuss the findings from research examining the growth of preservice special education teachers of students with severe disabilities over the course of their preparation. One university shares their framework, tools, and processes for examining the impact of the program on preservice teacher candidates' self-efficacy, knowledge, and practices.

LEADER(S): Carly Roberts, University of Washington, Seattle

PRESENTER(S): Selma Powell, University of Washington, Seattle

• Instructional Practices for Teachers in an Inclusive Simulated Classroom: A Delphi Study Results

This Delphi Study aimed to seek what practices teachers should be using in a simulated inclusive environment as determined by experts in the field. The methods and results of the Delphi Study will be presented. Additionally, future implications for teacher education and practitioners will be discussed.

LEADER(S): Taylor Bousfield, University of Central Florida, Orlando

Integrating Video Analysis Into Teacher Preparation to Promote Critical Analysis of Instruction

We discuss the results of a study that examined how preservice educators learned to analyze instruction through video analysis. Preservice teachers learned the TEACH cognitive strategy to analyze effective instruction, provide feedback to peers, and to integrate EBPs into their teaching.

LEADER(S): Amber Benedict, University of Florida, Gainesville

PRESENTER(S): Ahhyun Lee, University of Florida, Gainesville; Carly Roberts, University of Washington, Seattle; Alexandra Lauterbach, University of Massachusetts, Amherst

1:00 PM-2:00 PM

ROOM: 5

Improving School Climate Through the Use of Evidence-Based Practices

SESSION: 147

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports SECONDARY TOPIC: Research FORMAT: Panel

Many schools struggle to proactively promote a positive climate and safety, especially in middle schools where behavioral concerns are high. Presenters will focus on using data and a continuum of evidence-based practices, including PBIS, to improve school climate.

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

PRESENTER(S): Catherine Bradshaw, University of Virginia, Charlottesville



1:00 PM-2:00 PM • SESSION: 148 • ROOM: 7

SOCIAL NETWORKS AND SOCIAL EMOTIONAL LEARNING OF STUDENTS WITH DISABILITIES

TOPIC: Research FORMAT: Multi-Presentation Session MODERATOR(S): Theresa Farmer, Alabama State Department of Education, Birmingham

Social Networks of Students With Disabilities in General Education

We discuss the results of a study to compare elementary and middle school students' social networks, including networks of friendship, recess interactions, academic, and emotional support. Learn how you can transform your pedagogical practice to create more socially responsive and inclusive classrooms.

LEADER(S): Christoforos Mamas, University of California, San Diego

The Social Emotional Learning Foundations Curriculum: Preliminary Results From a Randomized Control Trial

Children's social-emotional growth is connected to academic learning, but high stakes testing often results in focus on academics. We provide outcomes of SELF, a K-1 curriculum that merges social-emotional learning and reading comprehension instruction to promote behavioral and academic self-regulation.

LEADER(S): Nancy Corbett, University of Florida, Gainesville

PRESENTER(S): Ann Daunic, University of Florida, Gainesville; Emily Crews, University of Florida, Gainesville

1:00 PM-2:00 PM SESSION: 149

ROOM: 9

Program Chair Featured: Understanding Attention and Hyperactivity/Impulsivity Problems in the

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Emotional and Behavioral Disorders

This presentation will document the impact of attention and hyperactivity/impulsivity on learning for all students and particularly for students with learning disabilities. We will highlight practical strategies for supporting students across the tiers as well as showcase a student profile with student voice and advocacy card. Learn about the significant implications impacting on understanding of lifelong learning, student resilience and well-being.

LEADER(S): Sue Ball, York Region District School Board, Ontario, Canada



1:00 PM-2:00 PM SESSION: 150 • ROOM: 10

DVIDB SHOWCASE: Student Portfolios and Project-Based Learning: An Approach for Implementing Meaningful Instruction in the Expanded Core Curriculum

TOPIC: Visual Impairments SECONDARY TOPIC: Assessment FORMAT: Presentation with Q&A

Pairing the Expanded Core Curriculum with project-based learning forms an ideal platform to teach students with VI. Learn how these projects teach critical thinking and problem-solving skills around the implications of their VI. Tips are shared for IEP goals and for portfolio projects for young students or students who have additional disabilities.

LEADER(S): Rachel Schles, University of Pittsburgh, PA

1:00 PM-2:00 PM

SESSION: 151

ROOM: 11

Money Matters: Practical Strategies for Promoting Financial Literacy for Diverse Youth With Disabilities

TOPIC: Career Development/Transition

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

Financial literacy plays a key role in promoting selfdetermination such as autonomy, empowerment, and personal decision making. We discuss emerging practices, relevant curriculum, and strategies for teaching financial literacy that include ways to promote self-determination while addressing issues of UDL and CRC.

LEADER(S): Sarah Johnston-Rodriguez, Northern Illinois University, Dekalb



1:00 PM-2:00 PM • SESSION: 152 • ROOM: 12

PROVIDING APPROPRIATE BEHAVIORAL SUPPORTS FOR STUDENTS FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session MODERATOR(S): Theresa Garfield, Texas A&M University, San Antonio

Culturally Responsive Behavior Interventions for Inclusive Classrooms

This session presents a framework for integrating culturally responsive behavior interventions in inclusive settings. Specific examples of behavior interventions will be presented such that practitioners can take this information and apply it in their specific contexts.

LEADER(S): Margaret Schulze, University of Washington, Seattle

PRESENTER(S): Yelena Patish, University of Washington, Seattle

• Establishing More Equitable Systems in Schools

We offer practitioners several options for embedding culturally responsive practices and using commonly gathered data to guide changes needed in practices to meet a goal of being more equitable in practices in schools.

LEADER(S): Melissa Stormont, University of Missouri, Columbia

Providing Appropriate Supports for English-Language Learners Who Have Behavioral Needs

Students who are ELLs need language-specific academic supports in the classroom. We will address the needs of ELLs with challenging behaviors and provide strategies and suggestions for practitioners, researchers, and policymakers.

LEADER(S): Diane Myers, Texas Woman's University, Denton PRESENTER(S): Yvel Crevecoeur, The City College of New York, NY

1:00 PM-2:00 PM

ROOM: 13

Strategies for Writing Postschool Employment-Based **Transition Plans**

SESSION: 153

TOPIC: Career Development/Transition SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

We will share strategies for embedding systematic instruction in employability skills, opportunities to practice work-based skills, and evidence-based programs based on predictors of postschool success into transition plans. Learn how these strategies align with regulatory requirements and research findings.

LEADER(S): Katherine Bradley-Black, WestEd, Washington, DC PRESENTER(S): Tessie Bailey, American Institutes for

Research, Austin, TX

SESSION: 154 **ROOM: 14** 1:00 PM-2:00 PM

Faculty Perception of Accommodations for Students With Disabilities

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

Enrollment of college students with disabilities is increasing. We examined faculty perception and knowledge about inclusive teaching and accommodations and found that faculty were willing to provide accommodations, but needed training. A UDL-based training manual was created from the results of the study.

LEADER(S): Monica Ochola, Indiana University-Purdue University Fort Wayne

PRESENTER(S): Rama Cousik, Indiana University-Purdue University, Fort Wayne

1:00 PM-2:00 PM SESSION: 155 **ROOM: 15**

Program Chair Featured: Getting to the STEM of Co-Teaching

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: STEM FORMAT: Presentation with Q&A

This session will focus on co-teaching in STEM content reflecting best practices with an emphasis on second language learners, students with intellectual disabilities, and students with a range of learning and behavioral challenges. Come enjoy this session filled with practical ideas.

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

PRESENTER(S): Claudia Rinaldi, Lasell College, Newton, MA; Matthew Taylor, University of Central Florida, Orlando

1:00 PM-2:00 PM SESSION: 156 **ROOM: 16**

Experiences of College Students With ASD: Preferred Supports and Predictors of Success

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

We share the results of our study that identified factors related to the success of college students with ASD. The support services, accommodations, and factors leading to success by college students with ASD are shared, and participants will consider how schools and colleges can provide improved access and supports.

LEADER(S): Amy Accardo, Rowan University, Glassboro, NJ PRESENTER(S): Jay Kuder, Rowan University, Glassboro, NJ



1:00 PM-2:00 PM • SESSION: 157 • ROOM: 17

COMPREHENSIVE INTERVENTION FOR HIGH SCHOOL STUDENTS AND YOUNG ADULTS WITH ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Multi-Presentation Session

MODERATOR(S): Samuel Odom, University of North Carolina, Chapel Hill

Postschool Outcomes and Follow Up for Young Adults With ASD Following Participation in the Center on Secondary Education for Students With ASD (CSESA)

This session will present outcome data for a cohort of 57 young adults with ASD 1 year after exiting high school. This sub-sample of young adults were involved in the Center on Secondary Education for Students with ASD (CSESA); a 2-year multi-site comprehensive intervention for students with ASD.

LEADER(S): Bonnie Kraemer, San Diego State University, CA

PRESENTER(S): Laura Hall, San Diego State University, CA; Samuel Odom, University of North Carolina, Chapel Hill; Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Leann Smith-DaWalt, University of Wisconsin, Madison

• Comprehensive Treatment Program for High School Students With ASD: Implementation and Efficacy

We will describe the implementation of a comprehensive treatment model for high school students with ASD, as implemented in 60 high schools at three regional locations in the U.S. Findings from an RCT designed to evaluate the efficacy of the model will also be presented.

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-DaWalt, University of Wisconsin, Madison; Laura Hall, San Diego State University, CA; Bonnie Kraemer, San Diego State University, CA 1:00 PM-2:00 PM SESSION: 158 ROOM: 18

Using Worked Examples and Solutions to Support and Enhance Mathematical Thinking and Reasoning

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities FORMAT: Demonstration

This session demonstrates how to implement the interleave worked solution strategy (IWSS) during mathematics activities. This strategy alternates solutions and practice problems to support mathematical reasoning. Participants will learn how to create IWSS learning sheets using curriculum materials.

LEADER(S): Stephanie Morano, University of Virginia, Charlottesville

PRESENTER(S): Paul Riccomini, Pennsylvania State University, University Park; Jiwon Hwang, California State University, Bakersfield

1:00 PM-2:00 PM SESSION: 159

ROOM: 20

Emerging Technology: Self-Monitoring for Students With Challenging Behavior

TOPIC: Technology and Media **SECONDARY TOPIC:** Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

We will describe the most current research, development, and implementation of technology-based self-monitoring (TBSM) for students with/at risk for EBD. Real-world applications of TBSM within the context of rigorous research are presented along with concrete recommendations for putting TBSM into practice.

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

PRESENTER(S): Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City

1:00 PM-2:00 PM

ROOM: 21

STRAND C, Session 1: Behavior-Specific Praise

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

SESSION: 160

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Learn how to use behavior-specific praise to increase engagement and reduce disruption. You will learn a stepby-step approach for implementation and the supporting evidence. Resources are provided to support monitoring treatment integrity, social validity, and student outcomes to guide decision making.

LEADER(S): David Royer, University of Hawai'i at Mānoa

PRESENTER(S): Robin Ennis, University of Alabama, Birmingham; Wendy Oakes, Arizona State University, Tempe; Kathleen Lynne Lane, University of Kansas, Lawrence

1:00 PM-2:00 PM SESSION: 161 ROOM: 22

STRAND D, Session 1: Applied Behavior Analysis (ABA): Myths, Misconceptions, and Reality

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Misconceptions about applied behavior analysis, an evidence-based practice for students with autism, are frequently related via popular and social media. We will explore common misconceptions and their origins, the current and potential negative consequences, as well as strategies for separating fact from fiction.

LEADER(S): Kevin Ayres, University of Georgia, Athens PRESENTER(S): Cary Trump, University of Georgia, Athens

1:00 PM-2:00 PM

SESSION: 162 ROOM: 23

STRAND A, Session 3: Supporting Teachers' Use of Evidence-Based Vocabulary Instruction

TOPIC: Research SECONDARY TOPIC: STEM FORMAT: Presentation with Q&A

We share the findings from a NCSER-funded project to develop and test a multimedia-based PD process to support inclusive middle school science teachers' use of evidencebased vocabulary instruction. Learn strategies to improve the vocabulary performance of students with disabilities.

LEADER(S): Michael Kennedy, University of Virginia, Charlottesville

1:00 PM-2:00 PM SESSION: 163 ROOM: 24

Bullying and Skill Development: Using Assessment to Drive Intervention

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

Reducing bullying has become a focus of schools across the nation, but unfortunately, bully-specific interventions have been largely ineffective. We share the findings from a 2-year, targeted intervention that uses social and communication skill instruction to reduce bullying involvement among youth who are traditionally marginalized.

LEADER(S): Chad Rose, University of Missouri, Columbia PRESENTER(S): Stephanie Nagel, University of Missouri, Columbia; Jessica Simpson, University of Missouri, Columbia

1:00 PM-2:00 PM SESSION: 164

ROOM: 25

STRAND B, Session 3: Integrating Culturally Responsive Pedagogy Into Teacher Preparation and the CEC Standards for Professional Preparation

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

We will focus on the integration of cultural responsivity in teacher preparation programs, particularly with an eye toward accreditation. Discussion includes information and resources that teacher preparation programs can use to facilitate the development and long-term use of cultural competency among preservice teachers.

LEADER(S): Denise Whitford, Purdue University, West Lafayette, IN

PRESENTER(S): Kelly Carrero, Texas A&M University, Commerce; Catherine Ayantoye, Emporia State University, KS; Diana Morales, Florida Diagnostic Learning & Resource Systems-South Associate Center, South Miami; Catherine Pulkinen, Capella University, Minneapolis, MN; Richard Williams, George Washington University, Washington, DC

1:00 PM-2:00 PM SESSION: 165 ROOM: BALLROOM A

Program Chair Featured: ESSA and IDEA: Working Together to Improve Outcomes for All Students

TOPIC: Public Policy

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

Leveraging resources and coordinating support across programs at the state, district, and school levels is a key strategy to improve outcomes of all students. Learn about collaborative work in the U.S. Department of Education to review ESSA state plans and the 1% alternate assessment participation waivers.

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

CO-PRESENTER: Ruth Ryder, Acting Director, Office of Special Education Programs (OSEP), U.S. Department of Education



1:00 PM-2:00 PM • SESSION: 166 ROOM: BALLROOM D

TED SHOWCASE: Washington Update: Making Sure YOU Are AT THE TABLE With Policy Makers

TOPIC: Public Policy SECONDARY TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

Education policy is more effective when stakeholders are at the table. There continues to be much at stake in the federal role that affects special educators and those they serve. We will provide an update on current education policy issues and how you can engage effectively to tell your story and make a difference.

LEADER(S): Jane West, Jane West Consulting, Washington, DC

1:00 PM-2:00 PM SESSION: 167 ROOM: 19

Program Chair Featured: Measuring Implementation and Fidelity of Implementation in RTI/MTSS

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports **SECONDARY TOPIC:** Research

FORMAT: Presentation with Q&A

We will discuss issues in current conceptions of fidelity of implementation that are problematic and demonstrate means to improve fidelity measures and to examine quality of instruction during intervention. Examples of vocabulary instruction and intervention, fractions instruction, and comprehension intervention are included.

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

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

1:00 PM–2:00 PM SESSION: 168

How to Write for EC and TEC

ROOM: 31

TOPIC: Professional Development FORMAT: Presentation with Q&A

In this session, the editors of CEC's Exceptional Children (research journal) and TEACHING Exceptional Children (research-to-practice journal) will provide an overview of the journals and guidance for prospective authors. Participants will learn about the aim and scope of each journal and receive specific recommendations on how to prepare manuscripts for submission to these journals. In addition, information related to circulation, number of annual submissions, impact factor, and author experience will be presented. The session will include Q&A time with the editors.

LEADER(S): Kristin Sayeski, University of Georgia, Athens; John Wills Lloyd, University of Virginia, Charlottesville; Bill Therrien, University of Virginia, Charlottesville

1:00 PM-2:00 PM

ROOM: LEARNING LAB 1, WEST HALL, 3RD FL

☆ Exhibitor Showcase: CentralReach PK-12

FORMAT: Exhibitor Showcase Session

Nikki Holway, M.Ed., BCBA & CentralReach Senior Account Executive will give inn-depth overview of platform.

LEADER(S): Nikki Holway, CentralReach, Pompano Beach, FL

1:00 PM–1:45 PM SESSION: 169 ROOM: POSTER 1, EAST HALL, 3RD FL

Equitable Access to High Quality Education in the Visual and Performing Arts

TOPIC: Arts in Special Education SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn how to include students with disabilities in arts education, arts therapies, and interdisciplinary arts integration in schools and communities. Discussion topics center on arts and special education teacher collaboration, including advocacy, personalized learning, assessment, and professional learning.

LEADER(S): Jean Crockett, University of Florida, Gainesville

PRESENTER(S): Donald DeVito, Sidney Lanier Center, Gainesville, FL; Juliann Dorff, Kent State University, OH; Sharon Malley, Consultant, Arlington, VA

1:00 PM-1:45 PM SESSION: 170 ROOM: POSTER 10, EAST HALL, 3RD FL

Evaluating Calculators as Accommodations for Eighth-Grade Students With Disabilities

TOPIC: Technology and Media SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

This research compared the performance of middle school students with disabilities on computational-based mathematics assessments with and without a calculator. Students attempted most problems regardless of the availability of a calculator, but earned more points when they had access to and used a calculator.

LEADER(S): Erin Bone, Michigan State University, East Lansing PRESENTER(S): Emily Bouck, Michigan State University, East Lansing

1:00 PM–1:45 PM SESSION: 171 ROOM: POSTER 11, EAST HALL, 3RD FL

Instructional Strategies for Improving Learning Outcomes for Twice-Exceptional Students

TOPIC: Gifted and Talented **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

Learn research-based instructional strategies for improving student learning outcomes that meet the unique needs of twice-exceptional students.You will be provided with specific examples for implementation and strategies will be linked to common deficits demonstrated by gifted students with LD.

LEADER(S): Carol Sparber, Kent State University, OH

1:00 PM-1:45 PM SESSION: 172 ROOM: POSTER 12, EAST HALL, 3RD FL

Fostering Success in Mathematics for Students With Multiple Disabilities

TOPIC: Physical/Health/Multiple Disabilities FORMAT: Poster Session

Providing students with multiple disabilities mathematics instruction parallel to their peers is crucial, but teachers often don't know how to provide quality instruction in mathematics in order to address the required standards. Practical strategies will be shared.

LEADER(S): Anne Brawand, Kutztown University of Pennsylvania

PRESENTER(S): Nicole Johnson, Kutztown University of Pennsylvania

1:00 PM–1:45 PM SESSION: 173 ROOM: POSTER 13, EAST HALL, 3RD FL

Using a Digital Intervention and Performance Feedback to Improve Students' Oral Reading Fluency

TOPIC: Learning Disabilities

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

Students with disabilities need to accelerate their growth and repeated reading is especially effective to increase oral reading fluency. We discuss the effect of goal setting and performance feedback on struggling readers' oral reading fluency scores when combined with a digital fluency intervention.

LEADER(S): Wilhelmina Van Dijk, University of Florida, Gainesville

PRESENTER(S): Holly Lane, University of Florida, Gainesville

1:00 PM–1:45 PM	SESSION: 174 ROOM: POSTER 14,	
	EAST HALL, 3RD FL	

Measuring Treatment Fidelity to Intensify Writing Interventions: The Impact of Teacher Components on Student Growth

TOPIC: Learning Disabilities

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness FORMAT: Poster Session

Data from a field trial of teachers' use of DBI was analyzed to assess the influence of teacher knowledge, skills, and treatment fidelity on student growth in writing. Improvements to an instructional fidelity measure were field tested to better capture teachers' intervention intensity. Implications are discussed.

LEADER(S): Britta Bresina, University of Minnesota, Minneapolis

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis; Erica Lembke, University of Missouri, Columbia

1:00 PM-1:45 PM SESSION: 175 ROOM: POSTER 15, EAST HALL, 3RD FL

Using Storybooks to Teach Preschool Mathematics

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

Children's storybooks are a common component of early childhood instruction. In this study, early childhood teachers engaged in PD using evidence-based strategies to teach early numeracy concepts through storybooks. Findings hold implications for students with, at risk for, and without disabilities.

LEADER(S): Melissa Driver, Kennesaw State University, GA PRESENTER(S): Katherine Zimmer, Kennesaw State University, GA

1:00 PM–1:45 PM SESSION: 176 ROOM: POSTER 16, EAST HALL, 3RD FL

A Statewide Program to Train Teachers and Administrators in the Supervision of Paraeducators

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

We will address why teacher education programs must add competencies for teachers and administrators to develop knowledge and skills needed to supervise paraeducators and direct their work effectively. Learn the content that should be emphasized and strategies for including it in the teacher education curriculum.

LEADER(S): Kent Gerlach, Pacific Lutheran University, Tacoma, WA

1:00 PM-1:45 PM

SESSION: 177 ROOM: POSTER 17, EAST HALL, 3RD FL

How Do Beginning Teachers Select and Modify Mathematics Textbook Activities?

TOPIC: Administration/Supervision SECONDARY TOPIC: STEM FORMAT: Poster Session

Learn about the findings of a study focused on the ways in which beginning teachers select and modify mathematics textbook activities for students with disabilities. We describe common beliefs held about textbooks, areas of success and challenges, and ways to support beginning special education teachers.

LEADER(S): Nicole Hansen, Fairleigh Dickinson University, Teaneck, NJ

1:00 PM–1:45 PM SESSION: 178 ROOM: POSTER 18, EAST HALL, 3RD FL

A Review of Social Skill Interventions for Adolescents With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Research FORMAT: Poster Session

People with ASD characteristically have impairments in social interactions and communication though there is minimal research available for adolescents with ASD and complex communication needs. This review investigates social interaction interventions for adolescents with autism in inclusive settings.

LEADER(S): Salena Babb, Pennsylvania State University, State College

1:00 PM-1:45 PM SESSION: 179 ROOM: POSTER 19, EAST HALL, 3RD FL

Exploration of Teacher Knowledge in Literacy Instruction for Students With Autism Spectrum Disorders

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Although research exists in the area of teacher knowledge in reading instruction, there are no existing studies investigating teacher knowledge on literacy instruction for students with ASD. Preliminary results on current teachers' knowledge on literacy instruction for students with ASD will be shared.

LEADER(S): Kimberly Bean, Southern Connecticut State University, New Haven

1:00 PM-1:45 PM SESSION: 180 ROOM: POSTER 2,

EAST HALL, 3RD FL

Guiding Preservice Teachers Through Common Classroom Management Misconceptions

TOPIC: Starting the Teaching Career SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

Join us and examine the common misconceptions of classroom management and understand what preservice teachers think is most important in regards to classroom management. We will also share strategies to help bridge any gaps with classroom management misconceptions.

LEADER(S): Brittany Layman, Indiana University–Purdue University Columbus

PRESENTER(S): Allisha Beerwart, Indiana University–Purdue University Columbus

1:00 PM–1:45 PM SESSION: 181 ROOM: POSTER 20, EAST HALL, 3RD FL

Reading/Literacy Interventions for Students With ASD: A Synthesis of Current Research

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

Educators require EBPs to meet the needs of students with disabilities in reading and literacy. We will discuss a research synthesis that examined reading/literacy interventions for students with ASD and will describe the research methodology, participant characteristics, interventions, and intervention outcomes.

LEADER(S): David Lojkovic, George Mason University, Fairfax, VA

PRESENTER(S): Jugnu Agrawal, George Mason University, Fairfax, VA

1:00 PM-1:45 PM SESSION: 182 ROOM: POSTER 21, EAST HALL, 3RD FL

Residential Options and Rationale in Postsecondary Education for Students With Intellectual Disabilities

TOPIC: Career Development/Transition SECONDARY TOPIC: Research FORMAT: Poster Session

This session will discuss the findings from an ongoing longitudinal study on residential outcomes and independent living skills for postsecondary students with ID. The SIB-R was used to facilitate progress monitoring for individual, residential, commuter, gender, and disability comparisons.

LEADER(S): Heidi Graff, George Mason University, Fairfax, VA

PRESENTER(S): Robert LeSueur, George Mason University, Fairfax, VA; Robin Moyher, George Mason University, Fairfax, VA

1:00 PM-1:45 PM SESSION: 183 ROOM: POSTER 22, EAST HALL, 3RD FL

Are First-Year College Students Likely to Self-Report for Special Services?

TOPIC: Career Development/Transition SECONDARY TOPIC: Research FORMAT: Poster Session

Unlike public school where students are identified for services by parents or teachers, at the higher education level, students must self-report for special services. Through data collected from the survey, attendees will learn why students self-report or fail to do so, and the reasons for this.

LEADER(S): Rachel Martinez, University of Houston-Victoria, TX

PRESENTER(S): Linda Autry, University of Houston-Victoria, TX; Kayla Sappington, University of Houston-Victoria, TX

1:00 PM–1:45 PM

SESSION: 184 ROOM: POSTER 23, EAST HALL, 3RD FL

Comparing Strategies and Errors in Decimal Problem Solving Between Students With and Without Mathematics Difficulties

TOPIC: Research SECONDARY TOPIC: STEM FORMAT: Poster Session

We examined correct /incorrect strategies and underlying misconceptions among students with and without mathematics disabilities when comparing decimal magnitudes, solving decimal arithmetic problems, and estimating decimals using number lines. Learn interventions to address students' misconceptions in decimal problem solving.

LEADER(S): Dake Zhang, Rutgers University, New Brunswick, NJ

PRESENTER(S): Sarah Powell, Fordham University, New York, NY; Guihua Zhang, Rutgers University, New Brunswick, NJ

1:00 PM–1:45 PM SESSION: 185 ROOM: POSTER 24, EAST HALL, 3RD FL

Watching the Watchers: A Closer Look at Literature Reviews in Special Education

TOPIC: Research FORMAT: Poster Session

Our study evaluated methods presented in reviews and meta-analyses published in special education journals between 2004-2017. We discuss the results which suggest that the description of methods in many reviews potentially limits the scope of included articles as well as future replication efforts.

LEADER(S): Seth King, Tennessee Tech University, Cookeville

1:00 PM–1:45 PM SESSION: 186 ROOM: POSTER 25, EAST HALL, 3RD FL

Developing a Sensory Room for Children in a Residential Treatment Facility

TOPIC: Emotional and Behavioral Disorders SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Learn about the process of creating a sensory room for children residing in a residential treatment facility to aid in self-regulation of behavior. We will discuss how a sensory room can decrease incidents of aggression and the use of restraints on children being treated for behavioral difficulties.

LEADER(S): Heidi Nelson, Old Dominion University, Norfolk, VA

1:00 PM–1:45 PM SESSION: 187 ROOM: POSTER 26, EAST HALL, 3RD FL

A Meta-Synthesis of Academic Intervention Research for Students With ED Taught in Inclusive Classrooms

TOPIC: Emotional and Behavioral Disorders SECONDARY TOPIC: Research FORMAT: Poster Session

We completed a meta-synthesis of intervention research with academic outcomes for students with ED in inclusive classrooms. We identified practices provided in general education classrooms and in which an academic outcome was assessed. Promising practices, study limitations, and areas for future research are discussed.

LEADER(S): Michael Solis, University of California, Riverside

1:00 PM–1:45 PM SESSION: 188 ROOM: POSTER 3, EAST HALL, 3RD FL

Living in Tier 2: Educators' Perceptions of MTSS in Urban Schools

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

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

This study investigated teachers' experiences and perceptions of successes and challenges they encounter when implementing MTSS. Several issues were identified and will be discussed including frequent schoolwide changes, lack of resources, high teacher turnover, and lack of clarity in the process.

LEADER(S): Gina Braun, University of Illinois, Chicago

PRESENTER(S): Skip Kumm, University of Illinois, Chicago; Christerralyn Brown, University of Illinois, Chicago; Marie Hughes, University of Illinois, Chicago

1:00 PM-1:45 PM SESSION: 189 ROOM: POSTER 4, EAST HALL, 3RD FL

DBI 101: Using Data to Meet Complex Student Needs When Evidence-Based Interventions Don't Work

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

Are you struggling to define Tier 3 or support students who don't respond to evidence-based interventions? Are you looking for tips to use data to meet the needs of your most hard-to-teach students? Learn a process for reviewing data to individualize and intensify intervention to support implementation.

LEADER(S): Amy Peterson, American Institutes for Research, Washington, DC

PRESENTER(S): Teri Marx, American Institutes for Research, Washington, DC

1:00 PM–1:45 PM SESSION: 190 ROOM: POSTER 5, EAST HALL, 3RD FL

Using Apps to Increase Engagement and Support Students With Disabilities

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

Students with disabilities require additional supports and apps can help increase student participation and engagement, but first teachers must understand how to appropriately use and modify these apps. We'll provide resources and demonstrate apps that can help teachers increase student engagement.

LEADER(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond

PRESENTER(S): Laura Clarke, Eastern Kentucky University, Richmond; Michael Embury, Fayette County Public Schools, KY 1:00 PM–1:45 PM SESSION: 191 ROOM: POSTER 6, EAST HALL, 3RD FL

Peer Tutoring Strategies for Students With Disabilities: Evaluating Evidence Base and Its Implications for Classroom Use

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Research FORMAT: Poster Session

We will evaluate the evidence base for using peer tutoring to improve academic and social/behavior performance of students with disabilities. Learn the What Works Clearinghouse procedures and standards, key instructional features, and ways to develop effective lesson plans using peer tutoring strategies.

LEADER(S): Yujeong Park, University of Tennessee, Knoxville

1:00 PM–1:45 PM SESSION: 192 ROOM: POSTER 7, EAST HALL. 3RD FL

Teacher Candidates' Selection of Supports for Students With Disabilities in the General Education Classroom

TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Our study examined the relation among candidate beliefs about ability/inclusion, their open-mindedness, and the types of inclusive practices they believe are best for students with disabilities in general education classrooms. Interpretations of results and implications are discussed.

LEADER(S): Alicia Okpareke, North Central College, Naperville, IL

1:00 PM–1:45 PM SESSION: 193 ROOM: POSTER 8, EAST HALL, 3RD FL

Using Touch Math Multiplication With Students With Intellectual Disabilities

TOPIC: Accountability Systems for Students with Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

Our study focused on the use of touch point math to teach multiplication skills to four 7th- and 8th-grade middle school students with ID who were performing below grade level on math standards. We discuss results and effectiveness of the teaching strategy.

LEADER(S): Andrea Forsyth, University of Nevada, Reno PRESENTER(S): MaryAnn Demchak, University of Nevada, Reno; Jodee Prudente, University of Nevada, Reno

1:00 PM-1:45 PM

SESSION: 194 ROOM: POSTER 9, EAST HALL, 3RD FL

Incorporating Formative Assessment into Preservice Classrooms With Vocabulary-Matching CBM

TOPIC: Personnel Preparation SECONDARY TOPIC: Assessment FORMAT: Poster Session

We share the findings from a study that explored CBM vocabulary matching probes within a university special education course. Join us and learn how to create a vocabulary matching CBM measure for a course and potential uses in the university classroom. Implications for practice will be discussed.

LEADER(S): Abigail Allen, Clemson University, SC

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

2:15 PM-3:15 PM SESSION: 196 ROOM: BALLROOM B

Program Chair Featured Roundtable: Addressing the Elephant in the Room: Strategies for Maltreatment Prevention and Intervention

TOPIC: Autism Spectrum Disorders FORMAT: Roundtables

In 2014, the IDC established the Maltreatment Workgroup which has identified "bright spots" to prevent, intervene, and support individuals with disabilities who have experienced maltreatment. This session begins with a panel presentation and is followed by solutions-oriented roundtable discussions to seek input from participants on standards, policy, position papers, and practices.

LEADER(S): Catherine Corr, University of Illinois, Urbana-Champaign (Division for Early Childhood); David Cihak, University of Tennessee, Knoxville (Division on Autism and Developmental Disabilities)

PRESENTER(S): Debra Lively, Saginaw Valley State University, University Center, MI (Division for Communicative Disabilities and Deafness); Kelly Carrero, Texas A&M University, Commerce (Division for Culturally and Linguistically Diverse Exceptional Learners)

INTRODUCTIONS: Cindy Perras, Learning Disabilities Association of Ontario, Canada



2:15 PM-3:15 PM • SESSION: 197 • ROOM: 1

FAMILY PARTNERSHIP DURING POST-SECONDARY TRANSITION

TOPIC: Parent/Family/School Partnerships FORMAT: Multi-Presentation Session MODERATOR(S): Grace Francis, George Mason University, Fairfax, VA

Harnessing Parent Power to Grow Self-Determination of Transitioning Youth With Disabilities

Youth who have learned to manage their own disabilities, their own most effective learning approaches, and their own accommodations are more likely to succeed in secondary education and postsecondary environments. Join us to brainstorm practical strategies to empower families to promote youth self-determination.

LEADER(S): Amy Pleet-Odle, Inclusion Focused Coaching, Elkton, MD

PRESENTER(S): Sean Roy, TransCen, Inc., Bloomington, MN

• Future Planning: Sibling Decision-Making About Independent Living, Employment, and Daily Life

Siblings play key roles, such as caregiver and advocate, in the lives of students with IDD. This study explored the decision-making between sibling pairs concerning employment, independent living, and daily choices. Implications for future planning and collaboration with siblings will be presented.

LEADER(S): Sarah Hall, Ashland University, Columbus Center, OH

PRESENTER(S): Meghan Burke, University of Illinois, Urbana-Champaign; Zachary Rossetti, Boston University, MA; Chung eun Lee, University of Illinois, Urbana-Champaign

Strategies to Engage Families in the Career Readiness Process

Family members play a vital, yet underappreciated role in helping young people with disabilities explore careers, build social skills, and find success in employment. We will focus on promising strategies that can be used to engage families of youth with disabilities in the career readiness process.

LEADER(S): Sean Roy, TransCen, Inc., Bloomington, MN PRESENTER(S): Amy Pleet-Odle, Inclusion Focused Coaching, Elkton, MD

• Please Help Me! A Child's Cry for Advocacy

Parents with children with special needs don't always know how to navigate the system and advocate for their children. We discuss how parents can foster personal responsibility, academic readiness, and skills in preparation for selfsufficiency beyond high school, and access resources within the school system.

LEADER(S): Patricia Brewer, North Carolina Wesleyan College, Rocky Mount, NC

2:15 PM–3:15 PM SESSION: 198 ROOM: 3

Improving Teacher Preparation Through Successful University/School Partnerships: Lessons Learned

TOPIC: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness FORMAT: Panel

With the support of federal funding, we substantively redesigned our dual track teacher preparation program based on available evidence and in collaboration with our school partners. Join us and hear our panel outline changes made, data collected, and lessons learned.

LEADER(S): Marcy Stein, University of Washington, Tacoma

PRESENTER(S): Tom Bellamy, University of Washington, Bothell; William Rasplica, Franklin Pierce Schools, Tacoma, WA; Diane Kinder, University of Washington, Tacoma; Kristen Rolf, University of Washington, Tacoma

2:15 PM-3:15 PM SESSION: 199 ROOM: 5

Elementary Special Education Teachers' Practices and Perceptions of Curriculum-Based Measurement

TOPIC: Assessment

SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

We discuss the results of a study that examined special education teachers' practices and perceptions of CBM. They are using CBM to fulfill the requirements of the IEP however, many are not using it as originally intended. Time, lack of confidence and knowledge in using some of the components are still barriers.

LEADER(S): Susan Seymour, University of South Carolina, Columbia

PRESENTER(S): Kathleen Marshall, University of South Carolina, Columbia

2:15 PM-3:15 PM

ROOM: 7

The Incidence and Effects of Residential and School Mobility on Students With Disabilities

SESSION: 200

TOPIC: Research

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Presentation with Q&A

The schooling experiences of mobile students with disabilities are described using interviews with SPED teachers and administrators, and through nationally representative longitudinal data. A best practices guidebook for aiding mobile students is provided.

LEADER(S): Kieran Killeen, University of Vermont, Burlington

PRESENTER(S): Laura Nugent, University of Vermont, Burlington; Katharine Shepherd, University of Vermont, Burlington

2:15 PM–3:15 PM SESSION: 201

ROOM: 9

Teacher Choice Within an Instructionally Embedded Assessment and Its Implications for Instruction

TOPIC: Accountability Systems for Students with Disabilities

SECONDARY TOPIC: Assessment FORMAT: Presentation with Q&A

We will focus on teacher choice during administration of instructionally embedded alternate assessments. Learn the results of teacher surveys and assessment administration data concerning teachers' choice of assessment content, the frequency of administration, and perceptions of instructionally embedded assessments.

LEADER(S): Meagan Karvonen, University of Kansas, Lawrence

PRESENTER(S): Sheila Wells-Moreaux, University of Kansas, Lawrence; Amy Clark, University of Kansas, Lawrence



2:15 PM-3:15 PM • SESSION: 202 • ROOM: 10

SUPPORTING STUDENTS WHO ARE DEAF/HH

TOPIC: Communicative Disabilities and Deafness FORMAT: Multi-Presentation Session MODERATOR(S): Anna Paulson, Commission of Deaf, DeafBlind and Hard of Hearing Minnesotans (MNCDHH), St. Paul

Children Who Are Oral Deaf/Hard-of-Hearing: Patterns in Story Problem Solving

We will describe findings of a pilot study examining (for the first time) story problem solving for children who are deaf/ hard of hearing who use spoken language. We discuss story problem types, strategies, and difficulties with this population, informing the fields of deafness and STEM.

LEADER(S): Taylor Hallenbeck, University of North Carolina, Greensboro

PRESENTER(S): Claudia Pagliaro, University of North Carolina, Greensboro

Enhancing the Social-Emotional Development of Students Who Are Deaf or Hard of Hearing

Children and youth who are deaf or hard of hearing have long been considered a population at risk for developing social-emotional skills. We explain the importance of social competence and discuss actions that educators and parents can undertake to promote social-emotional competence.

LEADER(S): John Luckner, University of Northern Colorado, Greeley

Minding the Gap: Incidental Learning Needs and the Student Who Is Deaf/Hard of Hearing

Teaching students who are D/HH presents its own unique challenge. Because so much learning is incidentally gained, how do we help bridge that gap? We focus on four main ideas: Inference instruction, Teaching closed caption skills, Thinking about how we teach figurative language, and Scaling the weight of words.

LEADER(S): Trish Lopucki, Northview Public Schools, Grand Rapids, MI



2:15 PM-3:15 PM SESSION: 203 • ROOM: 11

TAG SHOWCASE: Perspectives on Meeting the Needs of Twice-Exceptional (2E) Students

TOPIC: Gifted and Talented FORMAT: Presentation with Q&A

With a keen focus on practical strategies to meet the needs of 2E students, we combine the perspectives of a university researcher and a campus administrator. Leave with both an understanding of this unusual population and practical strategies to implement in classrooms to support the learning and development of 2E students.

LEADER(S): Debbie Troxclair, Lamar University, Beaumont, TX; Javetta Jones-Roberson, Haltom High School, Birdville ISD

2:15 PM-3:15 PM SESSION: 204 ROOM: 12

Recruiting and Retaining African American Males With Dual Exceptionalities

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

African American males are underrepresented in high-ability groups and academic programs at all educational levels. We will discuss factors that affect the identification of African American males with dual exceptionalities, more specifically, ADHD and giftedness.

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

2:15 PM-3:15 PM SESSION: 205 ROOM: 13

Top Tips for Developing and Implementing Work-Based Learning Opportunities for High School Students With ASD

TOPIC: Career Development/Transition SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Presentation with Q&A

Postsecondary outcomes for students on the autism spectrum are bleak. Participating in work-based learning experiences enhance outcomes, but many students don't have access to them. Learn strategies to embed these opportunities within the school/community setting from staff in 30 high schools across the country.

LEADER(S): Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

PRESENTER(S): Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Tara Regan, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

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2:15 PM-3:15 PM SESSION: 206 ROOM: 14

Building Leadership: Integrating Part C and 619 Into State Early Childhood Systems

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

The ECPC provides leadership training to Part C and 619 coordinators to assist them to integrate their programs, practices, and policies into their state early childhood system. We will provide an overview of the training institute, the action planning that results, and outcomes achieved across 25 states.

LEADER(S): Mary Beth Bruder, University of Connecticut, A.J. Pappanikou Center for Excellence in Developmental Disabilities, Farmington

PRESENTER(S): Darla Gundler, North Adams, MA; Kimberly Sopko, The Early Childhood Personnel Center, Burke, VA; Vicki Stayton, Western Kentucky University, Bowling Green

2:15 PM–3:15 PM

ROOM: 15

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 with effective, evidence-based curricula that teaches critical skills necessary for success in school and beyond. Learn how school districts across the country are building capacity to provide an appropriate education for secondary students, preparing these students for transition into post-secondary life.

LEADER(S): Cami Algaier, STAR Autism Support, Portland, OR

SESSION: 207

2:15 PM-3:15 PM

ROOM: 16

Increasing Task Independence in Students With Severe Disabilities in Inclusive Educational Settings Through the Use of Visual Supports

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Research FORMAT: Panel

We share the results of our study which investigated systematically teaching the use of visual supports to students with severe disabilities in general education settings. Learn how the use of visual supports paired with systematic teaching increased independent task completion and participation.

LEADER(S): Annamarie Cohen, Tahoe Truckee Unified School District, CA

PRESENTER(S): MaryAnn Demchak, University of Nevada, Reno

2:15 PM-3:15 PM SESSION: 208 ROOM: 17

Endrew F. v. Douglas County School System (2017): The U.S. Supreme Court, Free Appropriate Public Education, and Special Education

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

On March 22, 2017, the U.S. Supreme Court handed down a decision in the case Endrew F. v. Douglas County School District. The presenters, who attended the oral arguments in Endrew, will discuss this crucial case and how the decision will profoundly affect special education.

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

PRESENTER(S): David Bateman, Shippensburg University, PA

2:15 PM-3:15 PM	SESSION: 209	ROOM: 18

A Modular Evidence-Based Intervention Approach for Supporting Students With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Selecting and implementing evidence-based interventions for students with ASD are challenging. SAAGE is an approach for selecting, developing, and supporting implementation of EBPs. SAAGE is research supported and uses coaching to enhance the feasibility of teacher development and strategy implementation .

LEADER(S): Rose Iovannone, University of South Florida, Tampa

PRESENTER(S): Krystal McFee, University of South Florida, Tampa



2:15 PM-3:15 PM • SESSION: 210 • ROOM: 20

STRATEGIES FOR IMPLEMENTING INDIVIDUALIZED PROFESSIONAL DEVELOPMENT

TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Multi-Presentation Session

MODERATOR(S): Wendy Rodgers, University of Nevada, Las Vegas

Building Teacher Capacity of EBPs for Students With Moderate ID: Individualized Teacher-Directed Professional Development

Due to complex student support needs, implementation of EBPs that are individualized, yet implemented with fidelity can be difficult. We discuss the results of our study that used a teacher-directed professional learning model to build teacher implementation of EBPs.

LEADER(S): Bree Jimenez, University of Sydney/Mater Dei School, Australia

Personalized Professional Development: Using a Low Inference Observation Tool to Categorize and Describe Instruction

Administrators observing special education instruction face significant problems when using traditional classroom observation tools. This study used the Classroom Teaching Scan, a computer-based classroom observation tool, to describe profiles of instruction that could be used to create personalized PD.

LEADER(S): John Romig, University of Virginia, Charlottesville

PRESENTER(S): Wendy Rodgers, University of Nevada, Las Vegas; Kate Peeples, University of Virginia, Charlottesville; Michael Kennedy, University of Virginia, Charlottesville 2:15 PM–3:15 PM SESSION: 211 ROOM: 21

STRAND C, Session 2: High-Probability Request Sequence

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Presentation with Q&A

Learn a step-by-step approach for implementing the use of high-probability request sequence (HPRS) in 3-tiered models of prevention. HPRS is a low-intensity, teacher-delivered strategy to increase the likelihood of students' responding to requested activities. Resources are provided using HPRS and the supporting research.

LEADER(S): Wendy Oakes, Arizona State University, Tempe

PRESENTER(S): Leslie Bross, University of Kansas, Lawrence; Eric Common, University of Michigan - Flint; Kathleen Lynne Lane, University of Kansas, Lawrence

2:15 PM-3:15 PM SESSION: 212 ROOM: 22

STRAND D, Session 2: Avoiding Pseudoscientific and Unproven Interventions for Students With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

Special education has been fertile ground for an array of unproven, questionable, and pseudoscientific interventions. We will provide an ethical rationale and several practical strategies for detecting and avoiding unproven and pseudoscientific interventions commonly associated with autism.

LEADER(S): Jason Travers, University of Kansas, Lawrence

2:15 PM-3:15 PM SESSION: 213

ROOM: 23

Teaching Students With EBD to Recruit Positive Teacher Attention

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

Teacher praise has been shown to increase student engagement and decrease disruptions. Results from a study that examined the effectiveness of teaching students with EBD to recruit teacher praise will be presented along with a discussion of how this intervention can be used by practicing teachers.

LEADER(S): Sean Wachsmuth, Minnesota State University, Mankato

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2:15 PM-3:15 PM SESSION: 214 ROOM: 24

Racial Disparities in Disability Identification: Implications for Special Education Policy, Research, and Practice

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

This session will focus on the 'state of the science' in regards to empirical findings of minority disproportionate representation in special education. We detail implications for these findings for special education policy, research, and practice.

LEADER(S): Paul Morgan, Pennsylvania State University, University Park

2:15 PM-3:15 PM SESSION: 215 ROOM: 25

Teacher2Teacher: Working With Education Assistants/ Paraprofessionals

TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

We present evidenced-based strategies for classroom teachers to use to successfully build and maintain positive and productive working relationships with education assistants/paraprofessionals. Questions and answers are invited to this informative and interactive session.

LEADER(S): Nancy Norman, University of the Fraser Valley & Kwantlen Polytechnic University, Canada

2:15 PM-3:15 PM SESSION: 216 ROOM: BALLROOM A

Program Chair Featured: Highlights From the National Center for Special Education Research: Recent Findings and New Research on Teachers and MTSS

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

The National Center for Special Education Research (NCSER) funds research on infants, toddlers, children, and youth with and at risk for disabilities to advance the understanding of and practices for teaching, learning, and organizing education systems. In 2018, NCSER plans to fund a network of researchers focused on integrated academic and behavioral Multi-tiered Systems of Support. These new areas of research funding will be discussed in addition to highlights from prior projects and available resources from the Institute of Education Sciences.

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

PRESENTER(S): Joan McLaughlin, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Washington, DC

2:15 PM-3:15 PM SESSION: 217 ROOM: BALLROOM D

Playing Together: Transitional Training Through K-12 Inclusive Music Education

TOPIC: Arts in Special Education **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Demonstration

Learn about collaboration between a university music program, a school for students with significant special needs, and a school band program. Strategies focused on student engagement, communicating affective responses, and music instruction as students learned to transition and function in a secondary setting.

LEADER(S): Donald DeVito, Sidney Lanier Center, Gainesville, FL

PRESENTER(S): Megan Sheridan, University of Florida, Gainesville

2:15 PM-3:15 PM	SESSION: 218	ROOM: 19

NCD IDEA Report Series

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

This session will discuss findings and recommendations from NCD's 2017 report series on IDEA. Presenters will describe the current state of segregation, enforcement, funding, and monitoring of IDEA, the ESSA, and how English learners and students from low-income homes fare under IDEA.

LEADER(5): Ana Torres-Davis, National Council on Disability (NCD), Washington, DC; Selene Almazan, Council of Parent Attorneys and Advocates (COPAA), Baltimore, MD

ROOM: 31

Conducting High-Quality Reviews for Professional Journals

TOPIC: Research

FORMAT: Presentation with Q&A

Peer review is a critical aspect of the scientific enterprise and shapes the professional literature base in special education. In this session, a panel of journal editors provides an overview of how peer review works and makes recommendations for conducting high-quality peer reviews for special education journals.

LEADER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu

PRESENTER(S): Daniel Maggin, University of Illinois, Chicago; Paul Mooney, Louisiana State University, Baton Rouge; Bill Therrien, University of Virginia, Charlottesville

2:15 PM-3:15 PM

ROOM: LEARNING LAB 1, WEST HALL, 3RD FL

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. Learn how to meet standards and accelerate the achievement of developing and struggling readers. These effective strategies are demonstrated using Read Naturally's web-based software program, Read Live.

LEADER(S): Barb Denbow, Read Naturally, Inc., St. Paul, MN

2:15 PM-3:15 PM

ROOM: LEARNING LAB 2, WEST HALL, 3RD FL

C Exhibitor Showcase: Use Social & Emotional Learning To Improve Outcomes

FORMAT: Exhibitor Showcase Session

In this session, you will learn how to incorporate SEL to improve academics and graduation rates, focus on skills to improve bad behaviors and best practices using evidencebased tools to assess and tech these critical skills.

LEADER(S): Art Janowiak III, The Conover Company, Appleton, WI

2:15 PM-3:15 PM

ROOM: LEARNING LAB 3, WEST HALL, 3RD FL

Exhibitor Showcase: Quality Behavior Plans in an Hour

FORMAT: Exhibitor Showcase Session

This session will take participants through the process of building a quality behavior plan using Insights to Behavior. Topics covered will be defining a behavior, online Behavior Assessment, selecting research based strategies (proactive, reactive, and replacement behaviors), and finally data collection processes to prove effectiveness. Participants will leave with an understanding of how to build a quality behavior plan in an hour.

LEADER(S): Kenton Levings, Insights to Behavior, Oklahoma City, OK

2:15 PM-3:15 PM

ROOM: LEARNING LAB 4, WEST HALL, 3RD FL

\bigstar Exhibitor Showcase: Accommodations for Students with ADHD

FORMAT: Exhibitor Showcase Session

We will demo an on-demand training program for educators that helps you recognize & understand ADHD, and develop classroom accommodations to help students succeed.

LEADER(S): Trish White, CHADD (Children & Adults with Attention Deficit/Hyperactivity Disorder), Lanham, MD

2:15 PM–3:00 PM SESSION: 220 ROOM: POSTER 1, EAST HALL, 3RD FL

Facilitating Math-Talk in Inclusive Elementary Mathematics Classrooms

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

Learn about 'math-talk' strategies for enhancing mathematics learning of all students in inclusive classrooms. These strategies promote meaningful classroom discussions through questioning, explaining mathematical thinking, identifying sources of mathematical ideas, and taking responsibility for learning.

LEADER(S): Cynthia Griffin, University of Florida, Gainesville PRESENTER(S): Kristen Apraiz, University of Florida, Gainesville

2:15 PM–3:00 PM SESSION: 221 ROOM: POSTER 10, EAST HALL, 3RD FL

Promoting Joint Attention in Children With Visual Impairment Using Strategies From JASPER

TOPIC: Visual Impairments SECONDARY TOPIC: Research FORMAT: Poster Session

We discuss the results of a project that used strategies from JASPER, a research-based intervention, to address the development of joint attention in students with VI and additional disabilities. The strategies were modified to meet the sensory needs of the students.

LEADER(S): M. Chris Ross, The Ohio State University, Columbus

SESSION: 222 ROOM: POSTER 11, EAST HALL, 3RD FL

Student and Teacher Perceptions of the Student "Draft IEP" Tool

TOPIC: Technology and Media SECONDARY TOPIC: Assessment FORMAT: Poster Session

Self-determination directly relates to successful adult outcomes. Practitioners value self-determination, but report limited knowledge and lack of time in the school day to target such skills. Learn about a web-based tool to promote self-determination, specifically in the IEP process.

LEADER(S): Naomi Brickel, Westchester Institute for Human Development, Valhalla, NY

PRESENTER(S): Jenna Lequia, Westchester Institute for Human Development/New York Medical College, Valhalla

2:15 PM-3:00 PM SESSION: 223 ROOM: POSTER 12, EAST HALL, 3RD FL

Algebra Intervention for Students With Disabilities and English Language Learners

TOPIC: Learning Disabilities SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn about a pilot algebra intervention for 9th-grade students with disabilities and ELLs. We used the CRA sequence to teach students to solve polynomial expressions using addition, subtraction, and multiplication. The pilot intervention resulted in improved student performance.

LEADER(S): Alexcia Moore, Auburn University, AL

2:15 PM-3:00 PM SESSION: 224 ROOM: POSTER 13, EAST HALL, 3RD FL

Teaching Elementary Students With Mathematics Learning Disabilities to Solve Multiplication and Division Word Problems

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

We describe findings of a single-case design study that assessed the effectiveness of SBI on the multiplication and division problem-solving performance of 3 fifth-grade students with mathematics learning disabilities (MLD). Implications for educational practice will be discussed.

LEADER(S): Ahmed Alghamdi, University of Minnesota, Minneapolis

PRESENTER(S): Asha Jitendra, University of Minnesota, Minneapolis; Amy Lein, Bellarmine University, Louisville, KY

2:15 PM-3:00 PM SESSION: 225 ROOM: POSTER 14, EAST HALL, 3RD FL

A Meta-Analytic Review of Targeted School-Based Mental Health Interventions for Internalizing Disorders

TOPIC: Emotional and Behavioral Disorders SECONDARY TOPIC: Research FORMAT: Poster Session

This study evaluated the effectiveness of targeted school-based mental health interventions on youth with internalizing disorders. We evaluated the effect sizes for these interventions in 18 studies and will discuss results for main effects of the interventions.

LEADER(S): Skip Kumm, University of Illinois, Chicago

PRESENTER(S): Samantha Gesel, Vanderbilt University, Nashville, TN; Daniel Maggin, University of Illinois, Chicago; Elizabeth Talbott, University of Illinois, Chicago

2:15 PM-3:00 PM SESSION: 226 ROOM: POSTER 15, EAST HALL, 3RD FL

A Review of Behavioral Interventions Published in Prominent Special Education Practitioner Journals

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

We share the results of a synthesis of behavioral interventions published in prominent special education practitioner journals. Of 3,245 articles reviewed, 317 included preventative, immediate, and consequential behavioral interventions. Implications for practice and future research directions are reported.

LEADER(S): Brittany Hott, Texas A&M University, Commerce PRESENTER(S): Sheri Berkeley, George Mason University, Fairfax, VA; Campbell Reid, Texas A&M University, Commerce

2:15 PM-3:00 PM SESSION: 227 ROOM: POSTER 16, EAST HALL, 3RD FL

Culturally Responsive Instructional Practices for English Language Learners With and Without Disabilities

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

ELLs are being underserved and continue to experience lower achievement despite their continuous increase in enrollment. This literature review synthesized culturally responsive instructional practices that are promising to improve the learning outcomes of ELLs with and without disabilities.

LEADER(S): Jun Wang, University of Florida, Gainesville

PRESENTER(S): Lara Christoun, Carthage College, Kenosha, WI

2:15 PM–3:00 PM SESSION: 228 ROOM: POSTER 17, EAST HALL, 3RD FL

Using Adapted Graphic Organizers to Teach Reading Comprehension to Children With ID and ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Learn how adapted graphic organizers can be used to teach reading comprehension to students with ID and ASD. You will combine the use of a graphic organizer and visual cues for Wh-questions to facilitate identification of key story elements in nursery rhymes and other texts that fit student needs.

LEADER(S): Joan Grim, University of Tennessee, Knoxville

PRESENTER(S): David Cihak, University of Tennessee, Knoxville

2:15 PM-3:00 PM SESSION: 229 ROOM: POSTER 18, EAST HALL, 3RD FL

Systematic Literature Review of Vocabulary Interventions for Students With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

This session will provide an overview of vocabulary interventions for students with ASD. Findings suggest that explicit, systematic vocabulary instruction results in significant positive effects on vocabulary growth. Implications and findings for practitioners will be discussed.

LEADER(S): Seyma Intepe, Florida State University, Tallahassee

2:15 PM-3:00 PM SESSION: 230 ROOM: POSTER 19, EAST HALL, 3RD FL

Utilizing the DO-WATCH-LISTEN-SAY Framework to Plan Interventions for Social Participation for Learners With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Assessment FORMAT: Poster Session

Systematically teaching social skills to individuals with autism can contribute to their understanding of social activities. This session highlights how to utilize the DO-WATCH-LISTEN-SAY framework to plan interventions for social participation for these learners.

LEADER(S): L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

SESSION: 231 ROOM: POSTER 2, EAST HALL, 3RD FL

From Professional Development to Implementation: A School District's Account of Initiating a Mathematics RTI Program

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

SECONDARY TOPIC: Research

FORMAT: Poster Session

This study evaluated the challenges and mechanisms of change associated with the implementation of professional development within an urban school district. We identify barriers and key experiences of the various actors of change when implementing a mathematics RTI process in elementary schools.

LEADER(S): Erica N. Mason, University of Missouri, Columbia

PRESENTER(S): Erica Lembke, University of Missouri, Columbia; Sarah Powell, University of Texas, Austin

2:15 PM–3:00 PM SESSION: 232 ROOM: POSTER 20, EAST HALL, 3RD FL

Postsecondary Transition: Experiences and Perceptions of College Students With Learning Disabilities

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

This study investigated the experiences and perceptions of undergraduate students with LD regarding their college transition. Findings related to support services, transition programming in high school, period of transition, and current supports within postsecondary settings are reported.

LEADER(S): Amanda McClelland, University of Texas, Austin PRESENTER(S): Jessica Toste, University of Texas, Austin 2:15 PM-3:00 PM SESSION: 233 ROOM: POSTER 21, EAST HALL, 3RD FL

Apply and Communicate for Transition Now! A Systematic Interagency Approach to Improve Transition Planning

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

Communication and collaboration frustration by students, parents, educators, and agency professionals are familiar topics to those who work to support successful transition efforts. We will highlight a communication tool used to improve transition outcomes for students with high incidence disabilities.

LEADER(S): Shirley Dawson, Weber State University, Ogden, UT

PRESENTER(S): Melanie Allen, Davis School District, UT; Shaunee McFadden, Weber State University, Ogden, UT; Natalie Williams, Weber State University, Ogden, UT

2:15 PM-3:00 PM SESSION: 234 ROOM: POSTER 22, EAST HALL, 3RD FL

English Language Learners and Childhood Apraxia of Speech: Review of Intervention Models

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

This systematic review identified the treatment models available for English Language Learners identified with Childhood Apraxia of Speech (CAS). We will review the current treatment models used, clinical implications, and future needs.

LEADER(S): Elia Olivares, University of Illinois, Chicago PRESENTER(S): Norma Lopez-Reyna, University of Illinois, Chicago

SESSION: 235 ROOM: POSTER 23, EAST HALL, 3RD FL

Formative Assessment in Action: Improving Student Learning ... Including Students With Significant Support Needs

TOPIC: Assessment

SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

FORMAT: Poster Session

Formative assessment is a powerful tool that has the potential to significantly improve student learning. Learn how to confidently use key FA strategies--learning targets, feedback, student self-assessment, and goal setting--and how to differentiate them to accommodate students with disabilities.

LEADER(S): Sandra Warren, CCSSO ASES SCASS and East Carolina University, Greenville, NC

PRESENTER(S): Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis; Margaret Heritage, National Center for Systemic Improvement, Williston, VT

2:15 PM–3:00 PM SESSION: 236 ROOM: POSTER 24, EAST HALL, 3RD FL

Unwinding the Rope Model: A Closer Look at Contributions to Reading Comprehension

TOPIC: Research **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

In addition to factors known to contribute to reading comprehension, novel cross-domain factors, such as morphological awareness, semantic and phonological ability to adjust recoding, and stress sensitivity were assessed. Their contributions to reading comprehension, mediated through word reading, are explored in this session.

LEADER(S): Victoria Whaley, University of Connecticut, Storrs PRESENTER(S): Devin Kearns, University of Connecticut, Storrs

2:15 PM–3:00 PM SESSION: 237 ROOM: POSTER 25, EAST HALL, 3RD FL

Here-to-There: Correlates and Factors of Adult Siblings Preparation for Caregiving Roles

TOPIC: Research

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

We share the results of a cross-sectional study that analyzed results of a national survey of adult siblings of individuals with disabilities with respect to those factors and correlates related to futures planning within their families.

LEADER(S): Ellen Casale, Vanderbilt University, Nashville, TN

2:15 PM–3:00 PM SESSION: 238 ROOM: POSTER 3, EAST HALL, 3RD FL

Examining Guiding Principles for Trauma-Informed Practice in Schools: Implications for Special Education Teachers and Staff

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

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

Hear the findings from a review of research publications on providing positive behavior and social-emotional supports to trauma-exposed students. Data on how trauma-informed guiding principles align with addressing the behavior and social-emotional needs of these students within a variety of school settings is shared.

LEADER(S): David Houchins, Georgia State University, Atlanta PRESENTER(S): Kris Varjas, Georgia State University, Atlanta

2:15 PM-3:00 PM SESSION: 239 ROOM: POSTER 4, EAST HALL, 3RD FL

Improving Student Performance: Accessing Social Studies Content Through Universal Design for Learning (UDL)

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

This session describes research which revealed how to incorporate UDL principles into the Social Studies classroom to provide access for all. The teacher's UDL-based instructional strategies address the needs of students with disabilities, ELLs, at-risk learners, and students from diverse backgrounds.

LEADER(S): Megan Mackey, Central Connecticut State University, New Britain

SESSION: 240 ROOM: POSTER 5, EAST HALL, 3RD FL

Lights, Camera, Action! Utilizing Positive Behavior Support Films to Engage Students, Teachers, and Stakeholders

TOPIC: Technology and Media **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Learn about the findings of a study which evaluated how a select group of schools are using film within the PBS framework. Participants will view and discuss PBS films. We will also provide implementation guidelines and resources to support PBS film creation.

LEADER(S): Shanna Hirsch, Clemson University, SC

PRESENTER(S): Robin Ennis, University of Alabama, Birmingham; Ashley MacSuga-Gage, University of Florida, Gainesville

2:15 PM–3:00 PM SESSION: 241 ROOM: POSTER 6, EAST HALL, 3RD FL

Clinical Interviews: Assessing Student's Mathematical Knowledge

TOPIC: STEM SECONDARY TOPIC: Assessment FORMAT: Poster Session

Clinical interviews are a diagnostic assessment that provide insight into student's mathematical thinking and misunderstandings. Learn clear steps for designing, implementing, and analyzing clinical interviews to begin utilizing this assessment tool within your classrooms across a range of disabilities.

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

2:15 PM-3:00 PM

SESSION: 242 ROOM: POSTER 7, EAST HALL, 3RD FL

Behavior Plans in the Classroom: How Do We Do It All?

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Classroom teachers have a responsibility to the whole class and are not sufficiently trained to implement individualized behavior plans. We provide strategies to create universal classroom behavior systems and modify management plans when needed to effectively include students with individualized behavior plans.

LEADER(S): Judith Terpstra, Southern Connecticut State University, New Haven

2:15 PM-3:00 PM SESSION: 243 ROOM: POSTER 8, EAST HALL, 3RD FL

Culturally Responsive Teaching and Special Education Teacher Preparation: A Literature Review

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

This review of research on teacher preparation programs' use of culturally responsive teaching in courses/fieldwork illuminates efforts to prepare teachers for students who are more culturally diverse than ever before. Implications for practice and recommendations for future research are shared.

LEADER(S): Michelle Novelli, Northern Arizona University, Flagstaff

2:15 PM-3:00 PM	SESSION: 244	ROOM: POSTER 9,
		EAST HALL, 3RD FL

Supporting Alternative Licensured Teachers Across Rural and Urban Settings: Developing Partnerships Through Mentoring

TOPIC: Personnel Preparation FORMAT: Poster Session

This longitudinal study identified the needs of special education teachers licensed through alternative licensure programs. We examine data collected from newly licensed special education teachers and their administrators and suggest steps to develop effective partnerships through support and mentoring.

LEADER(S): Rebecca Davis, Eastern New Mexico University, Portales

PRESENTER(S): Kathie Good, Eastern New Mexico University, Portales

3:30 PM-4:30 PM SESSION: 247 ROOM: 1

SPECIAL FOCUS: Positive Behavior Support and the Work of Education Assistants: Implications for Professional Preparation, Professional Development, and Practice

TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

In today's inclusive schools, EAs often support students who have challenging behaviors. We highlight how PBS is incorporated into course content and program supports for preservice EAs, and into PD activities for inservice EAs. Implications and strategies for classroom practice are presented.

LEADER(S): Victoria Johnston-Hatch, Kwantlen Polytechnic University, Canada; Nancy Norman, University of the Fraser Valley & Kwantlen Polytechnic University, Canada ROOM: 3

ROOM: 5

3:30 PM-4:30 PM SESSION: 248

The Aha Moment: Reflective Supervision in El/ECSE

TOPIC: Personnel Preparation

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

We describe conflicts in EI/ECE/ECSE supervision and include components of conflict and problem-solving strategies by using DEC Recommended Practices. We discuss common supervisory conflicts through a presentation of vignettes focusing on preservice professionals, cooperating mentors, and IFSP/IEP team members.

LEADER(S): Serra Acar, The Research Institute at Western Oregon University, Monmouth

PRESENTER(S): Carol Bland, Radford University, VA

Evidence-Based Intervention for Beginning Writers: Skill-Based Mini-Lessons

SESSION: 249

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Learn about research-based early writing interventions that are a part of a data-based instruction process and the research behind the intervention development. The mini-lessons are designed to address skill deficits in text generation and transcription of the beginning writer and will be demonstrated.

LEADER(S): Carol Garman, University of Missouri, Columbia

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis; Amy Kunkel, University of Minnesota, Minneapolis; Erica Lembke, University of Missouri, Columbia



3:30 PM-4:30 PM

3:30 PM-4:30 PM SESSION: 250 • ROOM: 7

DISES Showcase: Changing the World, One Child at a Time

TOPIC: International Programs/Services FORMAT: Panel

Our team will share international projects that they are involved in around the world. Learn about our projects that involve direct work with children, governments, and international organizations.

LEADER(S): Mark Francis, FYI-CSI, LLC, Milford, MI

PRESENTER(S): Alice Farling, DISES Executive Director, Estero, FL; Vicky Spencer, Johns Hopkins University, Baltimore, MD

3:30 PM-4:30 PM

ROOM: 9

Enhancing Evidence-Based Practice Implementation Through Coaching in Preschool Settings

SESSION: 251

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

We examined the effects of coaching and performance feedback with three Head Start teachers on the use of Teaching Pyramid Model practices. Discussion will include selection of target teacher practices, coaching and feedback procedures, intervention results, and implications for practice and future research.

LEADER(S): Reem Muharib, University of North Carolina, Charlotte

3:30 PM-4:30 PM SESSION: 252 ROOM: 10

Teacher2Teacher: Burning Rubber Without Burning Out: Self-Care for Increased Productivity

TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

Teaching is wonderful but stressful, and current statistics indicate that 8% of teachers leave the profession per year. Participants will walk away with strategies to attack the timesucking vortexes and create personalized plans of action for increased productivity.

LEADER(S): Liz Martinet, Pepin Academies, Tampa, FL

3:30 PM-4:30 PM SESSION: 253 ROOM: 11

Expanding the Profession Beyond Teaching, Scholarship, and Service: Developing Doctoral Scholars as Special Education Policy Advocates

TOPIC: Public Policy SECONDARY TOPIC: Personnel Preparation FORMAT: Panel

This panel discusses results of a study assessing the effectiveness and importance of a 'Short Course,' established to introduce special education doctoral scholars to the policy making and advocacy processes through an applied experience in Washington, DC. There will be a time of Q&A.

LEADER(S): Sarah Nagro, George Mason University, Fairfax, VA

PRESENTER(S): Katharine Shepherd, University of Vermont, Burlington; Jane West, Jane West Consulting, Washington, DC; Kimberly Knackstedt, University of Kansas, Lawrence; Cynthia Wilson, Florida Atlantic University, Davie

3:30 PM-4:30 PM SESSION: 254 ROOM: 12

The Effectiveness of Metacognitive Strategy Instruction on the Academic Performance of ELLs With LD in Elementary Schools on the Border

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

ELLs who have been identified with an LD in reading must have access to highly qualified teachers who use researchbased instructional strategies. Data analysis from a pilot study produced results that revealed English proficiency levels may impact students' use of strategies.

LEADER(S): Jane Casey, Texas A&M International University, Laredo

PRESENTER(S): Diana Linn, Texas A&M International University, Laredo; Jeff Pennington, Texas A&M International University, Laredo

3:30 PM-4:30 PM	SESSION: 255	ROOM: 13

Parent-Teacher Learning Partnerships in Transition: Transformative Learning

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Presentation with Q&A

Parent involvement has been identified as an effective predictor and evidence-based practice for transition and postschool success. We highlight a parent-teacher partnership in two special education courses focusing on secondary transition issues. Their transformational learning experience and outcomes are shared.

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

PRESENTER(S): Leena Landmark, Sam Houston State University, Huntsville, TX; Wen Zeng, University of Cincinnati, OH

3:30 PM-4:30 PM SESSION: 256

ROOM: 14

Making Co-Teaching Work in High Schools: Tackling the Obvious and the Not-So-Obvious Issues

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

Many high schools are implementing co-teaching to provide curriculum access concurrently with special education services to students with disabilities, but significant challenges often limit success. We identify critical issues and provide ideas for addressing them.

LEADER(S): Tammy Barron, Western Carolina University, Cullowhee, NC

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

3:30 PM-4:30 PM	SESSION: 257	ROOM: 15
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Program Chair Featured: Voices From the Field: Educators With Disabilities

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Starting the Teaching Career FORMAT: Panel

The panel includes educators with disabilities. Facilitators lead discussions surrounding strategies used to breakdown barriers related to their disabilities and how their disability supports their teaching. We will ask structured questions and take questions from the audience, and summarize insights gained based on themes presented.

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

PRESENTER(S): Mary Ruth Coleman, University of North Carolina, Chapel Hill; Susan Osborne, North Carolina State University, Raleigh; Marge Terhaar, Meredith College, Raleigh, NC; Kathryn Haselden, Francis Marion University, Florence, SC

3:30 PM-4:30 PM	SESSION: 258	ROOM: 16

The Promise of Extracurricular Club Participation for High School Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

People with ASD struggle to secure or maintain meaningful employment in adulthood due to challenges in the area of social communication. We will address how best to support the social communication development of high school students with ASD through participation in extracurricular high school clubs.

LEADER(S): Sara McDaniel, San Diego State University, CA PRESENTER(S): Laura Hall, San Diego State University, CA

3:30 PM-4:30 PM SESSION: 259 ROOM: 17

Effects of Structured Versus Unstructured Cooperative Learning on Students With Disabilities' Social Interaction: Effects and Students' Acceptance

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

This study explored the difference in nature and frequency in students with disabilities' social interaction behavior in three conditions: Rally Coach and Sage-N-Scribe Kagan's structures, unstructured small groups, and whole-class instruction. We will share and discuss the findings.

LEADER(S): Abdullah Alshehri, University at Buffalo, NY PRESENTER(S): Larry Maheady, SUNY Buffalo State

3:30 PM-4:30 PM

SESSION: 260 ROOM: 18

A Systematic Analysis of Experimental Studies Targeting Fractions for Students With Mathematics Difficulties

TOPIC: STEM SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

Developing an understanding of fractions is critical, as reflected in national standards. This study provides a diagnostic view of the current state of U.S. mathematics education on fractions and insights for future directions in fraction instruction particularly focusing on students with MLD.

LEADER(S): Jiwon Hwang, California State University, Bakersfield

PRESENTER(S): Paul Riccomini, Pennsylvania State University, University Park; Stephanie Morano, University of Virginia, Charlottesville

3:30 PM-4:30 PM SESSION: 261 ROOM: 19

Reducing Adolescent Cell Phone Usage Using an Interdependent Group Contingency

TOPIC: Research

SECONDARY TOPIC: Technology and Media FORMAT: Demonstration

We will present findings of an interdependent group contingency study to reduce cell phone usage among students in an alternative high school. An ABAB withdrawal design was used to test the effects of the contingency on cell phone usage. Results showed a drop in cell phone use in class.

LEADER(S): Megan Jones, University of Kentucky, Lexington PRESENTER(S): Richard Allday, University of Kentucky, Lexington

3:30 PM-4:30 PM SESSION: 262

ROOM: 20

Strategies for Success: The Survival Guide for New Special Education Teachers

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

New to the field of special education? Join us for an interactive session introducing CEC's latest guide for new special education professionals. Topics include strategies for navigating new schools; collaboration; critical supports for IEPs; lesson plans and EBPs; and assessment and grading.

LEADER(S): Clara Hauth, Marymount University, Arlington, VA PRESENTER(S): Catherine Thompson, Fairfax County Public Schools, VA

3:30 PM-4:30 PM SESSION: 263 ROOM: 21

STRAND C, Session 3: Active Supervision

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

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

We discuss how to use active supervision in both the classroom and non-instructional settings. You will learn a step-by-step approach for implementation and the supporting evidence. Resources are provided to support monitoring treatment integrity, social validity, and student outcomes to guide decision making.

LEADER(S): Eric Common, University of Michigan - Flint PRESENTER(S): Robin Ennis, University of Alabama, Birmingham; Wendy Oakes, Arizona State University, Tempe; Kathleen Lynne Lane, University of Kansas, Lawrence

3:30 PM-4:30 PM SESSION: 264 ROOM: 22

STRAND D, Session 3: Effective Practices in Autism-Related Interventions: What, Why, Where, and How

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Research FORMAT: Presentation with Q&A

There is an increasing amount of attention on autism and the promotion of strategies, programs, and materials which claim to be the best of the best. This session will focus on practical strategies for identifying, evaluating, and implementing research-based best practices for students with autism.

LEADER(S): Emily Bouck, Michigan State University, East Lansing

PRESENTER(S): Bree Jimenez, University of Sydney/Mater Dei School, Australia; Jordan Shurr, Central Michigan University, Mt. Pleasant

3:30 PM-4:30 PM

SESSION: 265 ROOM: 23

Using TeachLivE to Improve Teaching and School Experiences for Students With Disabilities

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

Many students with disabilities face significant challenges around bullying and behavior. Presenters will focus on using TeachLivE, a mixed-reality simulator, as a versatile and innovative tool to improve pre- and inservice teachers' strategies around addressing bullying and issues in classroom management.

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

PRESENTER(S): Catherine Bradshaw, University of Virginia, Charlottesville; Michael Rosenberg, SUNY New Paltz; Lisa Dieker, University of Central Florida, Orlando

3:30 PM-4:30 PM SESSION: 266 ROOM: 24

Classroom Management Screening Methods: Best Practice and Technological Advances

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

This session will provide an overview of best practices for screening teachers' classroom management skills. Through demonstrations, hands-on activities, and an overview of research findings, you will learn how to screen classroom management skills in your schools. Technological advances will also be described.

LEADER(S): Nicholas Gage, University of Florida, Gainesville PRESENTER(S): Ashley MacSuga-Gage, University of Florida, Gainesville

3:30 PM-4:30 PM SESSION: 267

ROOM: 25

Teacher2Teacher: Drama in the Preschool Classroom: Engaging Young Children in Learning

TOPIC: Early Childhood and Early Intervention FORMAT: Presentation with Q&A

Learn how to actively engage your students in learning through the use of dramatic inquiry. Dramatic inquiry is an instructional strategy where students participate in solving authentic problems by taking on social roles and exploring the problems and creating new possible solutions.

LEADER(S): Veronica Leon, Laveen Elementary School, AZ

3:30 PM-4:30 PM SESSION: 269 ROOM: BALLROOM C

Tips for Publishing in Learning Disabilities Research & Practice

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Panel

Meet the editor and scholars who have been successful in publishing in Learning Disabilities Research & Practice (LDRP). In this session, you will hear from the experts on how to develop your research and work in schools into publishable manuscripts. We will also answer your questions!

LEADER(S): Bill Therrien, University of Virginia, Charlottesville; Linda Mason, George Mason University, Fairfax, VA

PRESENTER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu; Peggy King-Sears, George Mason University, Fairfax, VA

3:30 PM-4:30 PM SESSION: 270 ROOM: BALLROOM D

Story Grammar to Enhance the Comprehension of Children With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

We will discuss the instructional procedures and materials applied in an intervention that embedded evidence-based practices for students with ASD in the context of story grammar and comprehension instruction. Video examples of implementation will also be shared.

LEADER(S): Seyma Intepe, Florida State University, Tallahassee

PRESENTER(S): Bonnie Henning, Florida State University, Tallahassee; Kelly Whalon, Florida State University, Tallahassee; Elizabeth Jackson, Florida State University, Tallahassee

3:30 PM-4:30 PM

ROOM: LEARNING LAB 1, WEST HALL, 3RD FL

Exhibitor Showcase: Dance for Motor Development – Everyone Can Do It!

FORMAT: Exhibitor Showcase Session

We believe everyone deserves a chance to dance! Join us as we demonstrate ways you can add fun and functional dance movement into your curriculum/clinic to support developmental goals!

LEADER(S): Tricia Gomez, Rhythm Works Integrative Dance, Redondo Beach, CA

3:30 PM-4:30 PM

ROOM: LEARNING LAB 2, WEST HALL, 3RD FL

ROOM: POSTER 1,

Exhibitor Showcase: Raz-Plus: Exceptional Resources for Exceptional Educators

FORMAT: Exhibitor Showcase Session

Experience the limitless possibilities of Raz-Plus! In this Learning Lab, participants will learn how Raz-Plus, a blended learning solution for all K-8 educators and students, can be used to differentiate, personalize, and increase literacy learning. Participants can expect to walk away excited about the flexibility and potential of these resources!

LEADER(S): Angela Romano, Learning A-Z, Tucson, AZ

3:30 PM-4:15 PM SESSION: 273

EAST HALL, 3RD FL

Strategic Recruitment of Special Educators Through Community Service Learning

TOPIC: Administration/Supervision SECONDARY TOPIC: Research FORMAT: Poster Session

Learn the results of a study examining the impact of a community service learning course on undergraduate students' decisions to pursue careers as special education teachers. We will discuss contact with a person with a disability through community service learning as an effective recruitment strategy.

LEADER(S): Janelle Rodl, San Francisco State University, CA PRESENTER(S): Allison Firestone, University of California, Berkeley

3:30 PM-4:15 PM

SESSION: 274 ROOM: POSTER 10, EAST HALL, 3RD FL

Using Technology for Mathematics Performance of Students With Learning Disabilities: A Synthesis of Literature

TOPIC: Technology and Media SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

We will present the results of a synthesis of empirical-based studies investigating effects of technology-based instruction for teaching mathematics for PK-12 students with LD. Findings, implications for practice, and future research will be discussed.

LEADER(S): Min Wook Ok, University of Hawaii at Manoa

3:30 PM-4:15 PM SESSION: 275 ROOM: POSTER 11, EAST HALL, 3RD FL

Using Apps to Support Students Identified as Twice Exceptional

TOPIC: Gifted and Talented SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

We'll address learner characteristics, focus on strengths and needs, and develop strategies to support these students. Session includes resources to evaluate skills, state and federal resources, and plan development for students/ district. Leave with web/ app links/ resources, and action plan templates.

LEADER(S): Michael Embury, Fayette County Public Schools, KY

PRESENTER(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond; Laura Clarke, Eastern Kentucky University, Richmond

3:30 PM-4:15 PM SESSION: 276 ROOM: POSTER 12, EAST HALL, 3RD FL

Determining Educational Services for Students Who Are Deafblind: Insights From the Field

TOPIC: Physical/Health/Multiple Disabilities **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

The educational needs of students who are deafblind cannot be accommodated in special education programs solely for children with deafness or blindness. We explore the challenges teachers experience and how students with deafblindness are being identified and the services they receive.

LEADER(S): Genevieve Francoeur-Anderson, University of Northern Colorado, Greeley

PRESENTER(S): Silvia Correa-Torres, University of Northern Colorado, Greeley

3:30 PM-4:15 PM SES

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SESSION: 277 ROOM: POSTER 13,
EAST HALL, 3RD FL
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Girls' "Math Curse" Workshop Project

TOPIC: Learning Disabilities SECONDARY TOPIC: STEM FORMAT: Poster Session

Females' interests and performance in mathematics are significantly lower than males. Learn about the 'Math Curse' workshop which was designed to increase females' positive attitudes about math through evidence-based practices, using hands-on-activities, and connecting math problems to real life.

LEADER(S): Bedoor Alazemi, University of Northern Colorado, Greeley

3:30 PM-4:15 PM

SESSION: 278 ROOM: POSTER 14, EAST HALL, 3RD FL

A Synthesis of Self-Regulation Strategy on Mathematical Problem Solving for Students With Learning Disabilities

TOPIC: Learning Disabilities SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

We provide a systematic review of the effects of SRS for improving mathematical problem solving (MPS) for students with LD. The result revealed that positive performance on MPS for students with LD after SRS, and strong evidence on the effectiveness of SRS.

LEADER(S): Shih-Tui Wang, University of Texas, Austin

3:30 PM-4:15 PM SESSION: 279 ROOM: POSTER 15, EAST HALL, 3RD FL

Effects of "Transition to Literacy" Software on the Sight Word Recognition Skills of Young Children With Developmental Delays and Disabilities

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

An intervention to support acquisition of sight word vocabulary by preschoolers with developmental delays/ disabilities and typically developing peers was delivered using software that included Transition to Literacy features. Applications for inclusive EC classrooms and directions for future research are shared.

LEADER(S): Susannah Boyle, Pennsylvania State University, State College

PRESENTER(S): Salena Babb, Pennsylvania State University, State College

3:30 PM-4:15 PM SESSION: 280 ROOM: POSTER 16, EAST HALL, 3RD FL

Autism Research in Saudi Arabia and Turkey: Literature Review

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

This literature review focused on studies conducted and published about autism in Saudi Arabia and Turkey. We discuss the findings which will help future researchers look at the research gap, and help parents, educators, and professionals conduct studies in the areas of need.

LEADER(S): Mustafa Karnas, Saint Louis University, MO

3:30 PM-4:15 PM SESSION: 281 ROOM: POSTER 17, EAST HALL, 3RD FL

Approaches to Word-Problem Solving for English Learners With Mathematics Difficulty

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

English Learners with mathematics difficulty attempted a battery of word-problems over the course of 12 weeks. Each attempt was analyzed (N = 857) for accuracy and approach. Findings hold implications for mathematics instruction for English Learners with or at risk for disabilities.

LEADER(S): Melissa Driver, Kennesaw State University, GA

3:30 PM-4:15 PM SESSION: 282 ROOM: POSTER 18, EAST HALL, 3RD FL

Reading Is Important to All: Instructional Techniques for Learners With ID

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

We share the results from a systematic review of reading intervention research involving students with ID. Practitioners will learn and be able to apply effective instructional techniques to increase students' reading vocabulary, fluency, and comprehension.

LEADER(S): Erica Kaldenberg, University of Iowa REACH Program, Iowa City

PRESENTER(S): Jessica Folsom, University of Iowa, Iowa Reading Research Center, Iowa City

3:30 PM-4:15 PM SESSION: 283 ROOM: POSTER 19, EAST HALL, 3RD FL

Algebra for High School Students With Intellectual Disability

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** STEM

FORMAT: Poster Session

The math abilities of students with ID remains unexplored and teachers have been left without adequate examples of how to teach algebra to these students. We discuss the results of our study designed to test a new level of academic potential for students with ID, and explore the implications for the classroom teacher.

LEADER(S): Andrew Wojcik, Virginia Commonwealth University, Richmond

3:30 PM-4:15 PM

SESSION: 284 **ROOM: POSTER 2,** EAST HALL, 3RD FL

Teaching Fraction Concepts to Elementary Students Using Concrete-Representational/Semi-Concrete-Abstract Sequence

TOPIC: STEM

SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

We will demonstrate and provide practice in how to teach elementary fraction standards using models and representation using the CRA/CSA sequence. The concepts include equivalence, problem solving with unit fractions, and relation between fraction and decimal numbers.

LEADER(S): Margaret Flores, Auburn University, AL

PRESENTER(S): Vanessa Hinton, Auburn University, AL; Ja'Lia Taylor, Auburn University, AL

3:30 PM-4:15 PM

SESSION: 285 ROOM: POSTER 20. EAST HALL, 3RD FL

Outcomes and Implications From Systematic Reading Instruction for Postsecondary Students With IDD

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Research FORMAT: Poster Session

Students with IDD have more postsecondary opportunities than ever before. We will present study findings from a reading fluency intervention with students with IDD at a 4-year university. Practical strategies for implementation and implications for similar postsecondary programs will be discussed.

LEADER(S): Heidi Graff, George Mason University, Fairfax, VA PRESENTER(S): Sheri Berkeley, George Mason University, Fairfax, VA

3:30 PM-4:15 PM SESSION: 286 ROOM: POSTER 21. EAST HALL, 3RD FL

Research-Based Professional Development in Transition

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

Professional development is essential in the field of special education and is emergent research within secondary transition. We share findings from a systematic literature review of transition-focused PD to provide strategies and information to design and implement effective PD.

LEADER(S): Kelly Clark, University of North Carolina, Charlotte; Debra Holzberg, University of North Carolina, Greensboro

3:30 PM-4:15 PM SESSION: 287 ROOM: POSTER 22, EAST HALL, 3RD FL

Peer-Implemented Naturalistic Strategies to Promote Social Communication of Learners With Communicative **Disabilities**

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

This study evaluated the impact of naturalistic strategies delivered by peers of high school students with disabilities in inclusive classrooms. We will share recommendations for educational teams who wish to advance the inclusion outcomes for all students.

LEADER(S): Yun-Ching Chung, Illinois State University, Normal

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

3:30 PM-4:15 PM SESSION: 288 ROOM: POSTER 23, EAST HALL, 3RD FL

Undergraduates' Attitudes Toward Persons With Disabilities: Exploring Contact Experience and Social Distance

TOPIC: Research SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

This study investigated undergraduates' perceptions toward 10 different disabilities and across a range of social contexts and analyzed how responses were impacted by contact experience with disability.We discuss the results which show contact experience as statistically significant for 6 of 10 disabilities.

LEADER(S): Patricia Huskin, Texas A&M University-Kingsville

3:30 PM-4:15 PM SESSION: 289 ROOM: POSTER 24, EAST HALL, 3RD FL

Providing Asynchronous Audio Feedback Via iPad to **Increase Substantive Revisions in Writing**

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Participants will learn a new method of providing expert feedback on student writing to increase revision moves and improve overall writing quality. We will discuss applicability of the intervention to other settings and contexts, including the university setting.

LEADER(S): Debra McKeown, Georgia State University, Atlanta

3:30 PM-4:15 PM SE

SESSION: 290 ROOM: POSTER 25, EAST HALL, 3RD FL

Adapting Interventions for Students With Behavioral Difficulties: A Conceptual Synthesis of Practice Elements and Adaptive Expertise Frameworks

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports FORMAT: Poster Session

Children with severe behavior difficulties require specialized and dynamic interventions for sustained social, emotional, and behavioral success. We will discuss the importance of refocusing multi-tiered systems of supports to create interventions to address the complex behavioral needs of these students.

LEADER(S): Brittany Sterrett, Virginia Commonwealth University, Richmond

PRESENTER(S): Christerralyn Brown, University of Illinois, Chicago

3:30 PM-4:15 PM SESSION: 291 ROOM: POSTER 26, EAST HALL, 3RD FL

Behavior Analytic Consultation Within Tier II Positive Behavioral Interventions and Supports in Urban Elementary Schools

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

This session will introduce quantitative data on the implementation of Tier II positive behavioral interventions and supports by classroom teachers through behavior analytic consultation and resulting student behavioral outcomes at the classroom level.

LEADER(S): Kwang-Sun Blair, University of South Florida, Tampa

3:30 PM-4:15 PM SESSION: 292 ROOM: POSTER 3, EAST HALL, 3RD FL

Quality Matters: Using Methodological Rigor to Evaluate Early Reading Interventions and Effects

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

SECONDARY TOPIC: Research FORMAT: Poster Session

We present the results from a review of reading interventions for K-3 students with or at-risk of reading disabilities. We analyzed effects of interventions across reading outcomes and methodological quality indicators and discuss findings and provide recommendations for practitioners.

LEADER(S): Rachel Donegan, Vanderbilt University, Nashville, TN

PRESENTER(S): Samantha Gesel, Vanderbilt University, Nashville, TN

3:30 PM-4:15 PM	SESSION: 293	ROOM: POSTER 4,
		EAST HALL, 3RD FL

Tertiary Levels of Support: Improving the Sentence-Level Writing Skills of Students With Learning Disabilities

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

We present the results from a single-case, multiple-baseline across small groups design study to improve the sentencelevel writing skills of primary/intermediate students with LD receiving tertiary supports. Intervention included explicit instruction and short, timed writing practice for several weeks.

LEADER(S): Ginny Dembek, Brooklyn College, NY

PRESENTER(S): Shawn Datchuk, University of Iowa, Iowa City; Derek Rodgers, University of Iowa, Iowa City

3:30 PM-4:15 PM SESSION: 294 ROOM: POSTER 5, EAST HALL, 3RD FL

Is Special Education Instruction Really Special? Analysis of Explicit and Intensive Instruction in Different Settings

TOPIC: Measuring Special Education Teacher Effectiveness SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

We examine the degree to which special education teachers are providing intensive, explicit instruction to high incidence students in different settings and across different content areas. We discuss our findings for improving special education teaching and outcomes for students with disabilities.

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

PRESENTER(S): David Peyton, University of Florida, Gainesville; Daisy Pua, University of Florida, Gainesville; Nathan Jones, Boston University, MA

3:30 PM-4:15 PM

SESSION: 295 ROOM: POSTER 6, EAST HALL, 3RD FL

Special Education Teachers' Use of CBM Data for Progress Monitoring: A 20-Year Follow Up

TOPIC: Assessment SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

We share the results of a study that examined the change that has occurred during the past 20 years in special education teachers' use of CBM. In addition, data currently used for IEP progress monitoring will be presented and the need for professional development in the area of assessment discussed.

LEADER(S): Kristine Swain, University of Nebraska, Omaha

3:30 PM-4:15 PM SESSION: 296 ROOM: POSTER 7, EAST HALL, 3RD FL

Using Performance Feedback to Increase Special Education Teachers' Use of Evidence-Based Practices

TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

The use of performance-feedback has been identified as promising practice to support teachers' use of evidencebased practices. Learn how performance feedback increases the implementation of evidence-based practices through goal-setting, monitoring, and reflecting on progress.

LEADER(S): Lauren Collins, University of Hawaii, Honolulu

PRESENTER(S): Sara Cook, University of Hawaii at Manoa, Honolulu; Lauren Evanovich, University of South Florida, Tampa; Chris Sweigart, University of Louisville, KY

3:30 PM-4:15 PM SESSION: 297 ROOM: POSTER 8, EAST HALL, 3RD FL

Along Came a SPIDER: Preservice Teachers' Perceptions of Effective Classroom Management

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Administration/Supervision FORMAT: Poster Session

The level of attrition of special education professionals warrants attention. We share the findings of a study on the perceptions of preservice teachers. Learn how principles of effective classroom management provide a solid foundation to translate perceptions into strategies.

LEADER(S): Rangasamy Ramasamy, Florida Atlantic University, Boca Raton

3:30 PM-4:15 PM SESSION: 298 ROOM: POSTER 9, EAST HALL, 3RD FL

Understanding Elementary and Secondary School Counselors' Experiences With Disability Awareness

TOPIC: Personnel Preparation SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Attitudinal forms of oppression can compromise the personal and social development of children with disabilities. We discuss this qualitative study to understand the challenges in developing and implementing disability-awareness programming and how to address them.

LEADER(S): Christa Bialka, Villanova University, PA

Friday, February 9

Strands – Friday
9:45 AM-4:30 PM
Third General Session
8:00–9:00 AM
Visit the Expo immediately following the Third General Session.
Prize drawings from 9:00 AM–9:45 AM
Friday Sessions
9:45 AM–5:00 PM
Visit the Expo, enjoy a treat and be a lucky winner! Prize drawings at 1:00 PM

Expo: 8:30 AM-2:00 PM

Visit the Expo, 12:00 PM-1:30 PM, enjoy a treat and be a lucky winner! Prize drawings at 1:00 PM

Third General Session

FRIDAY • 8:00 AM-9:00 AM

EAST HALL, TAMPA CONVENTION CENTER, LEVEL 3

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!

Twelve outstanding students and young adults will be honored in the following categories: ACADEMICS • SCHOOL & COMMUNITY • ARTS • TECHNOLOGY • SELF-ADVOCACY • TRANSITION



Andrew Carpenter



Selena Chavez



Vanessa Chevaz



Madisyn Hinkebein



Nicholas Madrigal



Andrei McAllister



Dayton Mutch



Kelsey Norris



Andrew Teel



Maddie Ward



Sydney Wassinu



Conor Waterman

Friday Sessions

9:45 AM-12:00 PM SESSION: 301 ROOM: BALLROOM A

What's Happening in Washington

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

9:45 AM–10:45 AM

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 Endrew F. v. Douglas County School District Case Q&A document. She will also discuss recent investments to support children with disabilities, including critical work to expand high-quality early learning programs. Finally, Ms. Ryder will provide updates on the Department's work to implement the Every Student Succeeds Act and the Workforce Innovation and Opportunity Act.

10:45 AM-11:00 AM • BREAK

11:00 AM-12:00 PM

Session II – Federal Reforms & Their Impact on Special/ Gifted Education and Early Intervention: A Policy Analysis by CEC

Recent education policy developments coming from Washington, D.C. have resulted in major changes for states, schools, early intervention programs and the education of children and youth with exceptionalities across the country. CEC's Policy Director will discuss CEC's perspective on key education policy issues being pursued by the New Administration and U.S. Congress that are impacting special/ aifted education, such as: budget and appropriations. reauthorization of the Higher Education Act and the Individuals with Disabilities Education Act, Medicaid, the Administration's regulatory reform agenda, changes in the Office of Civil Rights, vouchers, U.S. Supreme Court rulings, early childhood and what these impending changes will mean for the future of special education and early intervention. Learn how you can be more actively involved in CEC's policy and advocacy initiatives.

LEADER(S): Deborah A. Ziegler, Director, Policy and Advocacy, Council for Exceptional Children, Arlington, VA PRESENTER(S): Ruth Ryder, Director, Office of Special Education Programs (OSEP), U.S. Department of Education, Washington, DC

9:45 AM-11:45 AM SESSION: 302 ROOM: BALLROOM D

Program Chair Featured: Exceptional Lives, Exceptional Stories

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Parent/Family/School Partnerships FORMAT: Panel

The panel includes YIC Award recipients and their families. Facilitators lead discussions surrounding life with a disability and will ask structured questions as well as take questions from the audience. In closing, we will summarize insights gained from discussions and reserve time for informal conversations with the panelists.

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

PRESENTER(S): Mary Ruth Coleman, University of North Carolina, Chapel Hill; Marge Terhaar, Meredith College, Raleigh, NC; Kathryn Haselden, Francis Marion University, Florence, SC



9:45 AM-10:45 AM • SESSION: 303 • ROOM: 1

MOTIVATION FOR READING

TOPIC: Learning Disabilities FORMAT: Multi-Presentation Session MODERATOR(S): Rebecca Louick, St. John's University, Queens, NY

Data Mountain: Self-Monitoring and Motivation Training to Improve Third Graders' Reading Fluency

We share the findings of our study that evaluated the effectiveness of a self-determination intervention, 'Data Mountain,' for improving ORF of struggling readers. This multiple baseline design included baseline with ORF practice, self-monitoring training, and self-monitoring + motivation training.

LEADER(S): Lisa Didion, University of Texas, Austin PRESENTER(S): Jessica Toste, University of Texas, Austin

• The Impact of Motivation on Literacy Engagement Among Adolescents With LD

We share the findings of our study which investigated student literacy motivation and subsequent classroom engagement, among 11 adolescents with LD, using directed content and thematic analyses of interviews and classroom observations. We will also discuss two areas of self-perception that were found to be fundamental to motivation/engagement.

LEADER(S): Rebecca Louick, St. John's University, Queens, NY PRESENTER(S): David Scanlon, Boston College, Chestnut Hill, MA

9:45 AM-10:45 AM SESSION: 304 ROOM: 3

Seven Common Misconceptions About Classroom Management: Reflections About Assumptions in Classrooms Today

TOPIC: Personnel Preparation SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation

Classroom management is an important skill for any preservice teacher to have; therefore, it is equally important to examine the common misconceptions of classroom management and understand ways teachers can conquer these misconceptions. The evidence from the research we conducted can help teachers better understand the key components for a successful classroom and help eliminate or reduce major classroom behaviors and issues.

LEADER(S): Allisha Beerwart, Indiana University–Purdue University Columbus

PRESENTER(S): Brittany Layman, Indiana University–Purdue University Columbus

9:45 AM-10:45 AM SESSION: 305 ROOM: 5

Collaborating With Schools to Implement Intensive Intervention for Students With Persistent Reading Difficulties

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

In a collaboratively designed study, we supported two interventionists in incorporating DBI into their schoolbased Tier 3 reading intervention. Using DBI, we worked with interventionists to intensify instruction for students demonstrating inadequate reading growth. We discuss findings and implications.

LEADER(S): Samantha Gesel, Vanderbilt University, Nashville, TN

PRESENTER(S): Christopher Lemons, Vanderbilt University, Nashville, TN; Esther Lindstrom, Lehigh University, Bethlehem, PA



9:45 AM-10:45 AM SESSION: 306 • ROOM: 7

DR SHOWCASE: Social (Dis)Integration of Special Education Teachers in Interdisciplinary Teams

TOPIC: Research

FORMAT: Presentation with Q&A

We report the formal and informal social ties of middle school special and general education teachers in interdisciplinary teams. Network analyses from 26 schools reveal increasing disconnect between special and general education teachers, even when assigned to work together. Suggestions for supporting social ties is discussed.

LEADER(S): Jill Hamm, University of North Carolina, Chapel Hill



9:45 AM-10:45 AM SESSION: 307 • ROOM: 9

DPHMD SHOWCASE: Promoting Academic Access and Participation in Students With Multiple Disabilities Across Curricula

TOPIC: Physical/Health/Multiple Disabilities FORMAT: Presentation with Q&A

We will explore practical solutions to accessing age appropriate curricula for students with severe multiple disabilities. Participants will examine a variety of instructional strategies that can be used with students with multiple disabilities with severe cognitive impairment using readily available curriculum.

LEADER(S): Patricia Juarez, Los Angeles Unified School District, CA

9:45 AM-10:45 AM SESSION: 308 ROOM: 10

Electronic "Communication Stories": Supporting Secondary Transition of Individuals With Intellectual and Language Disabilities

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Career Development/Transition FORMAT: Presentation with Q&A

'Communication Stories' are individualized transition tools that provide video and picture examples of how students communicate. We provide instruction for creating and sharing 'Communication Stories,' as well as discuss the preliminary findings from our pilot study.

LEADER(S): Danielle Evans, Ivymount School, Rockville, MD PRESENTER(S): Ann Kern, Ivymount School, Rockville, MD 9:45 AM-10:45 AM SESSION: 309 ROOM: 11

The Effects of Self-Advocacy and Conflict Resolution Instruction on the Ability of College Students With Hidden Disabilities to Request and Negotiate Academic Accommodations

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Emotional and Behavioral Disorders FORMAT: Presentation with Q&A

This study examined the effects of SACR instruction on the ability to request and negotiate accommodations in 4 college students with hidden disabilities. Results indicated a functional relation between SACR instruction and students' ability to request academic accommodations in a role-play situation.

LEADER(S): Debra Holzberg, University of North Carolina, Greensboro

PRESENTER(S): David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte; Dana Rusher, University of North Carolina, Charlotte





9:45 AM-10:45 AM SESSION: 310 • ROOM: 12

DDEL SHOWCASE: Behavioral Interventions, Discipline, and Restorative Practices for the Culturally and Linguistically Diverse Exceptional Learner

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session MODERATOR(S): Tiffany Hollis, University of North Carolina, Charlotte

Educators Perspective on Culturally Adapting Classroom Behavior Plans

This research study explored how teachers think of student culture in relation to their classroom management and whether they consider culture to make any adaptations to their classroom management behavior plan. Learn the challenges teachers consider when taking culture into consideration.

LEADER(S): Christerralyn Brown, University of Illinois, Chicago

PRESENTER(S): Daniel Maggin, University of Illinois, Chicago; Norma Lopez-Reyna, University of Illinois, Chicago

English Learner Exclusionary Discipline Practices: Trends and Implications

Extant disciplinary data from OCR for more than 95,000 schools across the U.S. were analyzed to identify the discipline trends of ELs during the 2013-14 school year. Three pertinent research questions are answered using hierarchical linear modeling. Recommendations for policy and improved outcomes are provided.

LEADER(S): Jennifer Counts, Clemson University, SC PRESENTER(S): Antonis Katsiyannis, Clemson University, SC; Denise Whitford, Purdue University, West Lafayette, IN



9:45 AM-10:45 AM • SESSION: 311• ROOM: 13

FAMILY PARTNERSHIP WITH DIVERSE FAMILIES

TOPIC: Parent/Family/School Partnerships FORMAT: Multi-Presentation Session MODERATOR(S): Shana Haines, University of Vermont, Burlington

Reconnect and Recharge: Use of DEC and CEC Standards in Culturally Responsive and Family-Centered Practice

A strategy to support ECSE will be described through an initiative called Reconnect and Recharge. ECSE dilemmas and problem-solving strategies are presented relative to EBP guidelines from DEC and CEC policy initiatives. Strategies for ongoing support of special education practitioners will be shared.

LEADER(S): Hatice Ghulamani, University of North Carolina, Greensboro

PRESENTER(S): Harriet Able, University of North Carolina, Chapel Hill

Can We Use More Tailored Modes of Outreach to Share Behavior-Related Information With Diverse Families?

Learn how early childhood teachers and administrators can play a pivotal role in helping primary caregivers better understand their shared role in early social-emotional development. We share the results of a survey to assess current and desired modes of information sharing. Practical implications are presented.

LEADER(S): Nicole Edwards, Rowan University, Glassboro, NJ

Hearing Their Voice: Family Focus Groups on Disproportionality

Disproportionality in exclusionary discipline practices is a concern across the country and eliciting family perspectives and ideas for improvement is essential to identifying effective solutions. Learn a process for gaining insight from families and students on exclusionary discipline in Florida schools.

LEADER(S): Stephanie Martinez, University of South Florida, Tampa

PRESENTER(S): Anna Winneker, University of South Florida, Tampa; Devon Minch, University of South Florida, Tampa; Ashley MacSuga-Gage, University of Florida, Gainesville; Rebecca Webster, University of South Florida, Tampa 9:45 AM-10:45 AM SESSION: 312

ROOM: 14

'Year One' Findings: National Survey and Interview Results of Parent and Teacher Communication Perceptions

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Research FORMAT: Presentation with Q&A

Collaboration between parents and teachers is impaired when ineffective communication practices are used, and are often seen as more complicated when working with students with exceptionalities. We share the results of a survey of parents and teachers and discuss implications for research and teaching practices.

LEADER(S): Leslie Rogers, University of Wisconsin, La Crosse PRESENTER(S): Alyssa Nelson, University of Wisconsin, La Crosse

9:45 AM–10:45 AM

SESSION: 313 ROOM: 15

Applying Learning Stages to Instruction for Students With Intellectual Disability and Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

Learning stages can be used to describe student performance of skills across different levels of complexity from basic skill acquisition to generalization. We provide an overview of learning stages and relevant research-based practices in identification, assessment, goal setting, and instruction.

LEADER(S): Jordan Shurr, Central Michigan University, Mt. Pleasant

PRESENTER(S): Bree Jimenez, University of Sydney/Mater Dei School, Australia; Emily Bouck, Michigan State University, East Lansing

9:45 AM-10:45 AM SESSION: 314

ROOM: 16

Program Chair Featured: What I Wish General Educators Knew About the 1 in 5: A Review of The Literature

TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Most students with learning and attention issues spend most of their day in general education classrooms, and teachers often struggle to achieve positive outcomes for this population. Learn about an in-depth review of the mindsets, knowledge and skills of general educators that is informing NCLD's work supporting the 1 in 5.

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



9:45 AM-10:45 AM • SESSION: 315 • ROOM: 17

PROFESSIONAL DEVELOPMENT FOR TEACHERS OF GIFTED AND TALENTED STUDENTS

TOPIC: Gifted and Talented FORMAT: Multi-Presentation Session MODERATOR(S): Lynette Breedlove, Western Kentucky University, Bowling Green

Professional Development Strategies to Address Whole Child Norms and Realities of Urban Underserved Gifted Populations

Access to gifted programs for urban populations can be challenging, but PD can be re-informed to help reduce and eventually eliminate such challenges. We will focus on urban learners' giftedness, norms, and realities that can help increase their potential for participating in traditional gifted programs.

PRESENTER(S): Ken Dickson, Educational Support and Consulting Network, Upper Marlboro, MD

Analyzing Case Studies in Gifted Education: Professional Learning That Supports ESSA

How can analyzing cases studies in gifted education be an effective professional learning strategy? In this session, you will gain a better understanding of the impact of ESSA on professional learning and will also identify how analyzing case studies can support the tenets espoused in ESSA.

LEADER(S): Wendy Behrens, Minnesota Department of Education, St. Paul

PRESENTER(S): Christine Weber, University of North Florida, Jacksonville; Cecelia Boswell, Austin Creek Education Systems, De Leon, TX

ROOM: 18

9:45 AM-10:45 AM

SESSION: 316

Teaching Students the Nemeth Braille Code: Making It

TOPIC: Visual Impairments **SECONDARY TOPIC: STEM** FORMAT: Demonstration

Fun, Easy, and Meaningful

We will provide an overview of the Nemeth Code Curriculum that has been written to date. This curriculum includes a lot of hands-on activities and games for younger students and a searchable database complete with examples for older students. Bring your computers and let's get excited about Nemeth!

LEADER(S): Tina Herzberg, University of South Carolina Upstate, Spartanburg

PRESENTER(S): Sara Larkin, Iowa Educational Services for the Blind and Visually Impaired, Vinton; Susan Osterhaus, Texas School for the Blind and Visually Impaired, Austin

9:45 AM-10:45 AM SESSION: 317 **ROOM: 19**

Evidence-Based Practices for Training Paraeducators

TOPIC: Personnel Preparation SECONDARY TOPIC: Administration/Supervision FORMAT: Demonstration

Using Behavioral Skills Training to provide on the job training for paraeducators in the context of their classrooms is well supported by research. We will demonstrate how to take dense information from traditional PD on EBPs and translate that into engaging training sessions for paraeducators.

LEADER(S): Natalie Andzik, Northern Illinois University PRESENTER(S): John Schaefer, Cleveland State University, OH

SESSION: 318 9:45 AM-10:45 AM

ROOM: 20

Engaging With Families of Children With Autism: A **Colombian Experience**

TOPIC: International Programs/Services SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Panel

Many countries often lack support systems to meet the needs of children with ASD. This panel discusses the findings of a study that looked at the impact of a program designed to enhance the knowledge of Colombian families regarding information, treatment, and services for children with ASD.

LEADER(S): Marie Tejero Hughes, University of Illinois, Chicago

PRESENTER(S): Wendy Gonzales, University of Illinois, Chicago; Giselle Nunez, University of Illinois, Chicago



9:45 AM-10:45 AM SESSION: 319 • ROOM: 21

DEC SHOWCASE: DEC Position Statement on Challenging Behavior and Young Children

TOPIC: Early Childhood and Early Intervention SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

9:45 AM-10:45 AM

Professionals and families need positive strategies to support children and prevent challenging behavior. We will outline the updated 2017 Division for Early Childhood Position Statement on Challenging Behaviors and highlight recommended practices that prevent and address these behaviors.

LEADER(S): Angel Fettig, University of Washington, Seattle PRESENTER(S): Kathleen Meeker, University of Washington, Seattle; Jessica Hardy, University of Louisville, KY

> SESSION: 320 **ROOM: 22**

Increasing Driving Skills of Young Adults With **Disabilities Through Interactive Driving Simulation**

TOPIC: Technology and Media SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Presentation with Q&A

Learning how to drive has continued to serve as a barrier for individuals with disabilities. This is concerning due to the connection between having access to transportation and one's success when living independently. We will review research behind using driving simulators and studies conducted at Clemson's International Center for Automotive Research.

LEADER(S): Friggita Johnson, Clemson University, SC PRESENTER(S): Virginia Morash-MacNeil, University of South Florida, Tampa

9:45 AM-10:45 AM SESSION: 321 **ROOM: 23**

Strand E, Session 1: Improving Literacy Instruction for Adolescents With Disabilities

TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Learn about 3 OSEP-funded projects focused on improving literacy skills of adolescents with disabilities. Topics include strategies to enhance fidelity of implementation and sustainability of EBPs focused on reading, and the instructional content and level of intensity needed for improving students' reading outcomes and content area knowledge.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Sally Spencer, California State University, Northridge; Sue Sears, CSU, Northridge; Vanessa Goodwin, CSU Northridge; Kimberly St. Martin, Ottawa Area Intermediate School District, Michigan's Integrated Behavior Learning Support Initiative; Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin

9:45 AM-10:45 AM SESSION: 322 **ROOM: 24**

SPECIAL FOCUS: How Can Robots Help You in the Classroom With Those That Have ASD?

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

FORMAT: Demonstration

How can robotic devices can assist you in the classroom with children that have ASD? Evidence from various studies will be presented to show how these devices can improve areas such as social interaction or turn taking. Join us and try out a robot!

LEADER(S): Tamie Salter, Innotime Technologies/Bishop's University, Québec, Canada; Gordon Harling, Innotime Technologies, Canada

9:45 AM-10:45 AM SESSION: 323

ROOM: 25

STRAND F, Session 1: Supporting Students With EBD: The State of the Field

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

This session provides an overview of the challenges and possibilities surrounding effective education for students with emotional or behavioral disorders and offers recommendations for improving outcomes for this significantly vulnerable population.

LEADER(S): Barbara Mitchell, University of Missouri, Columbia PRESENTER(S): Lee Kern, Lehigh University, Bethlehem, PA; Timothy Lewis, University of Missouri, Columbia

9:45 AM-10:45 AM SESSION: 324 ROOM: BALLROOM C

Supporting Students With Behavioral Challenges: A UDL Approach

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

In this session we will provide a Universal Design perspective on behavior, affect, and motivation. We also provide examples and strategies for designing instructional experiences using UDL to support learner success.

LEADER(S): Jose Blackorby, CAST, Inc., Wakefield, MA PRESENTER(S): Elizabeth Hartmann, Lasell College, Newton, MA

9:45 AM-10:45 AM

ROOM: LEARNING LAB 1. WEST HALL, 3RD FL

Exhibitor Showcase: Providing Equality Through Accessible Media

FORMAT: Exhibitor Showcase Session

Multimedia enhances learning for all students. However, it is not easy to find accessible media for students who are deaf or blind. The Described and Captioned Media Program, a federally funded program, hosts over 6,000 captioned and described, educational titles. This free resource has academic videos for all ages.

LEADER(S): Cindy Camp, Described and Captioned Media Program, Spartanburg, SC

9:45 AM-10:45 AM

ROOM: LEARNING LAB 2, WEST HALL, 3RD FL

\mathbf{X} Exhibitor Showcase: Managing the BIP Process in a Social Emotional Classroom

FORMAT: Exhibitor Showcase Session

This session will take participants through the process the School District of Philadelphia uses in their Social Emotional Classrooms. The district implemented Insights to Behavior to help with the data collection, behavior assessment and BIP create process. The session will outline the processes used, the implementation, and expected outcomes from this rollout. Participants will leave with an understanding of how to implement a solution to increase capacity and create a consistency in the be

LEADER(S): Kenton Levings, Insights to Behavior, Oklahoma City, OK; Natalie Hess, School District of Philadelphia, PA

9:45 AM-10:45 AM

ROOM: LEARNING LAB 3, WEST HALL, 3RD FL

☆ Exhibitor Showcase: Simplify Progress Monitoring with Goal Attainment Scaling

FORMAT: Exhibitor Showcase Session

Research demonstrates that teachers read easy, robust ways to measure progress. This interactive session presents Goal Attainment Scaling, which offers the flexibility to use any type of measurement, the ability to collect and compare data for all students goals, and the opportunity to measure performance in any content.

LEADER(S): Lee Ann Jung, ASCD Student Growth Center, Lexington, KY

9:45 AM-10:45 AM

ROOM: LEARNING LAB 4, WEST HALL, 3RD FL

☆ Exhibitor Showcase: Showcasing the LCE Online Transition Curriculum – A Self-Contained Blended Learning Solution

FORMAT: Exhibitor Showcase Session

CEC's online transition curriculum, Life Centered Education (LCE) qualifies as a blended learning curriculum. This interactive lab demonstrates how computer activities, live instruction, and ongoing assessments are combined in one curriculum to make learning meaningful and useful, and a general diploma possible.

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

9:45 AM–10:30 AM SESSION: 325 ROOM: POSTER 28, EAST HALL, 3RD FL

The Effects of Collaborative Assignments and Projects on the Conceptual Understanding of Special Education for Undergraduate Teacher Candidates

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness FORMAT: Poster Session

According to the Association of American Colleges and Universities, high-impact practices have been proven beneficial for college students from diverse backgrounds. More specifically, collaborative learning allows college students to work and solve problems in the company of others and sharpen their own understanding through listening to the insights of others, particularly those with different backgrounds and life experiences. This presentation will focus on the key high-impact features of collaborative learning and the subsequent effects on undergraduate teacher candidates' conceptual knowledge of special education (effective lesson planning for students with disabilities).

LEADER(S): Gliset Colon, Buffalo State College, NY

PRESENTER(S): Sharon Raimondi, University at Buffalo/ Buffalo State College, NY

9:45 AM–10:30 AM SESSION: 327 ROOM: POSTER 1, EAST HALL, 3RD FL

Integrating Science Content Into Kindergarten Literacy Instruction

TOPIC: STEM SECONDARY TOPIC: Early Childhood and Early Intervention FORMAT: Poster Session

We demonstrate how science content was incorporated into literacy instruction in five suburban kindergarten classrooms to promote depth of content knowledge. Implications for students in inclusive classrooms, particularly students at-risk for LD and ELLs, will be discussed.

LEADER(S): Leigh Ann Kurz, George Mason University, Fairfax, VA

9:45 AM-10:30 AM SESSION: 328 ROOM: POSTER 10, EAST HALL, 3RD FL

Writing SMART IEP Goals: Inservice and Preservice Teachers' Experiences

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

Personnel preparation programs routinely use the 'SMART' acronym (Specific, Measurable, use Action verbs, Realistic, and Time-limited) to teach candidates how to write IEP goals. We report on the differences between in- and preservice teachers' understanding of the ways in which IEP goals are written.

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

PRESENTER(S): Stephanie DeSpain, Northern Illinois University, DeKalb; Greg Conderman, Northern Illinois University, DeKalb

9:45 AM–10:30 AM SESSION: 329 ROOM: POSTER 11, EAST HALL, 3RD FL

MotorMovies!: Video Self-Modeling and the Development of Movement Patterns

TOPIC: Technology and Media

SECONDARY TOPIC: Physical/Health/Multiple Disabilities FORMAT: Poster Session

Participants will be coached through step-by-step instructions in creating effective video self-modeling movies to improve movement patterns in students with limited physical abilities. Learn best practices in recording, editing, implementation and coaching students toward independent movement pattern development.

LEADER(S): Sandra Ayala, Sonoma State University, Rohnert Park, CA

9:45 AM–10:30 AM SESSION: 330 ROOM: POSTER 12, EAST HALL, 3RD FL

Increasing Social Interactions Through the Combined Use of Visual Supports and Peer Modelling

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Students with disabilities may experience challenges to becoming socially engaged in inclusive settings. Visual supports and peer modelling are strategies for increasing social engagement. We examine ways that visual supports and peer-modelling can be used in combination to support social interactions.

LEADER(S): Susan Johnston, University of Utah, Salt Lake City

9:45 AM–10:30 AM SESSION: 331 ROOM: POSTER 13, EAST HALL, 3RD FL

Growth Patterns in Informal Versus Formal Mathematics Knowledge Among Children With and Without Mathematics Learning Difficulties

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Early Childhood and Early Intervention FORMAT: Poster Session

Our study analyzed the growth patterns in informal and formal mathematics knowledge of children with and without MD between the end of prekindergarten and the end of 1st grade. Learn how informal and formal math knowledge development informs early intervention and identification of children with MD.

LEADER(S): Jessica Namkung, University of Nebraska, Lincoln

9:45 AM–10:30 AM SESSION: 332 ROOM: POSTER 14, EAST HALL, 3RD FL

High School Graduation for Students With Learning Disabilities: How Can Teachers and Principals Improve Outcomes?

TOPIC: Learning Disabilities

SECONDARY TOPIC: Accountability Systems for Students with Disabilities

FORMAT: Poster Session

Despite increasing U.S. high school graduation rates, significant gaps exist for SLDs, resulting in limited access to postsecondary education and fewer employment options. The link between teacher expectations and academic outcomes is explored to identify promising practices that increase achievement for SLD.

LEADER(S): Vivian Vitullo, Virginia Commonwealth University, Richmond

PRESENTER(S): Tonya Gokita, Virginia Commonwealth University, Richmond

9:45 AM–10:30 AM SESSION: 333 ROOM: POSTER 15, EAST HALL, 3RD FL

Providing Evidence-Based Literacy Intervention for Students With Dyslexia

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Evidence-based literacy intervention for students with dyslexia focuses primarily on word-level reading skills, including phonemic awareness, decoding, and spelling. We provide an overview of the nature and needs of students with dyslexia, along with techniques that can be immediately applied in classrooms.

LEADER(S): Holly Lane, University of Florida, Gainesville **PRESENTER(S):** Vivian Gonsalves, University of Florida, Gainesville

9:45 AM–10:30 AM SESSION: 334 ROOM: POSTER 16, EAST HALL, 3RD FL

Early Childhood Special Education Teachers' Beliefs About Inclusion: Implications for Preservice/Inservice Programs

TOPIC: Early Childhood and Early Intervention SECONDARY TOPIC: Research FORMAT: Poster Session

We examined the attitudes and beliefs toward inclusion of EC special education graduate candidates (preservice and inservice teachers). Findings, strategies, and recommendations for improving teacher education programs and for better preparing EC inclusion teachers are discussed.

LEADER(S): Janet DeSimone, Lehman College, NY

9:45 AM–10:30 AM SESSION: 335 ROOM: POSTER 17, EAST HALL, 3RD FL

Migrantes Invisibles: How Part B & C Policies Leave Migrant Head Start Children Unserved and Unseen

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Early Childhood and Early Intervention

FORMAT: Poster Session

Annual PIR collected by Head Start indicate discrepancies in the rate of migrant children identified for eligibility and served under Part B of IDEA. We summarize findings of qualitative interviews with Migrant & Seasonal Head Start disability coordinators and families exploring this discrepancy.

LEADER(S): Sarah Pedonti, University of North Carolina, Chapel Hill

PRESENTER(S): Robert Carr, University of North Carolina, Chapel Hill

9:45 AM–10:30 AM SESSION: 336 ROOM: POSTER 18, EAST HALL, 3RD FL

Language: The Common Denominator

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

This session will include a discussion and demonstration of research based-strategies that benefit individuals who are dually diagnosed with SLP and are ELLs. Attendees will benefit from the focus on the key principles of ELL instruction that promote content area academic language development.

LEADER(S): Malissa Chavez-Thibault, Arizona State University, Tempe

PRESENTER(S): William Butler, Arizona State University, Tempe; Ruhi Khan, Arizona State University, Tempe; Sarah Saltmarsh, Arizona State University, Tempe; Wendy Farr, Arizona State University, Tempe

9:45 AM–10:30 AM SESSION: 337 ROOM: POSTER 19, EAST HALL, 3RD FL

Inclusive Higher Education for Students With Intellectual Disability: Recent National Data

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Career Development/Transition FORMAT: Poster Session

Findings from an evaluation of 25 model demonstration projects at over 40 colleges and universities are shared. We offer insights about effective K-12 transition and higher education practices and policies that allow students with ID to access higher education.

LEADER(S): Meg Grigal, University of Massachusetts, Boston PRESENTER(S): Debra Hart, University of Massachusetts, Boston; Clare Papay, University of Massachusetts, Boston

9:45 AM–10:30 AM SESSION: 338 ROOM: POSTER 2, EAST HALL, 3RD FL

Supporting Students With LD in Inclusive Middle School Science Classrooms

TOPIC: STEM SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

NGSS increased language demands for students in science. We discuss the findings from a study of general and special educators with whom they co-teach/consult related to the perceptions of educators and support they use to help students with learning disabilities in inclusive science classrooms.

LEADER(S): Kathleen Barabasz, University of Illinois, Chicago PRESENTER(S): Michelle Parker-Katz, University of Illinois, Chicago

9:45 AM–10:30 AM SESSION: 339 ROOM: POSTER 20, EAST HALL, 3RD FL

Video Self-Modeling to Modify Behaviors in Students Significantly Impacted by ASD: An Iterative Design Process

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

We present the results of phase two of a treatment prototype which investigated whether a VSM could modify behaviors of children significantly impacted by ASD. 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

9:45 AM–10:30 AM SESSION: 340 ROOM: POSTER 21, EAST HALL, 3RD FL

What's in the Paraeducator's Toolbox? Educational Accommodations for Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

Concern has risen over paraeducator skills to support students with ASD. We share the results of a study that examined paraeducator-described educational accommodations consistent with needs of students with ASD. Paraeducators lacked discipline-specific terms, but knew the importance of the accommodations.

LEADER(S): Lisa Simpson, San Jose State University, CA

9:45 AM–10:30 AM SESSION: 341 ROOM: POSTER 22, EAST HALL, 3RD FL

A Spectrum of College Success: Preparing Students With Autism for the Transition to Postsecondary Education

TOPIC: Career Development/Transition SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

FORMAT: Poster Session

We will present a conceptual model that can help improve rates of college access and success for students with autism. The model is based on evidence from interviews with a diverse group of individuals with autism who had experiences with a wide range of postsecondary educational institutions.

LEADER(S): Bradley Cox, Florida State University, Tallahassee

9:45 AM-10:30 AM SESSION: 342 ROOM: POSTER 23, EAST HALL, 3RD FL

The Intersection of College and Career Readiness Standards and Transition Programming Practices for Students With Disabilities

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Accountability Systems for Students with Disabilities

FORMAT: Poster Session

Educational standards and research-based practices must be considered simultaneously as schools plan for improvement. We share the findings of our study of how college and career readiness and research-based transition practices come together for improved postschool outcomes for students with disabilities.

LEADER(S): Caitlyn Bukaty, University of Central Florida, Orlando

9:45 AM–10:30 AM SESSION: 343 ROOM: POSTER 24, EAST HALL, 3RD FL

Including All Students With Dramatic Inquiry to Support Improved Engagement and Behavior

TOPIC: Arts in Special Education SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

Learn how dramatic inquiry can be used as an instructional strategy to support improved student behavior and engagement in preschool classrooms. A classroom teacher and researchers will share video data and photographs, as well as lessons and unit plans using dramatic inquiry.

LEADER(S): Kathleen Farrand, Arizona State University, Tempe

PRESENTER(S): Wendy Oakes, Arizona State University, Tempe; Megan Troxel, Arizona State University, Tempe; Veronica Leon, Laveen Elementary School, AZ

9:45 AM–10:30 AM SESSION: 344 ROOM: POSTER 25, EAST HALL, 3RD FL

Special Needs of Special Education Professionals: Responding to Changes in the Educational Landscape

TOPIC: Administration/Supervision SECONDARY TOPIC: Public Policy FORMAT: Poster Session

Many mandates and initiatives are put in place with little regard to the impact on students with disabilities and the professionals who serve this population. Learn the results of a survey of teachers' and administrators' perceptions on the effectiveness and implementation of the mandates.

LEADER(S): Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston

PRESENTER(S): Rebecca Cook, Eastern Illinois University, Charleston; Shawn Huisinga, Indiana State University, Terre Haute; Frank Mullins, Stephen F. Austin State University, Nacogdoches

9:45 AM–10:30 AM SESSION: 345 ROOM: POSTER 26, EAST HALL, 3RD FL

Publication Bias in Special Education: A Meta-Review

TOPIC: Research SECONDARY TOPIC: Public Policy FORMAT: Poster Session

We discuss publication bias and how the process may bias samples of meta-analytic studies. This study reviewed 222 meta-analyses in special education and related journals to describe the prevalence of publication bias tests and further identified 29 that met inclusion criteria for effect size extraction.

LEADER(S): Jason Chow, Virginia Commonwealth University, Richmond

9:45 AM–10:30 AM SESSION: 346 ROOM: POSTER 27, EAST HALL, 3RD FL

Targeting the Reading and Behavioral Skills of Students With Dual Risk: A Multiphase, Multicomponent Intervention Study

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

We discuss the challenges teachers face associated with implementing multicomponent interventions, as well as identify the critical features of a promising multicomponent intervention for addressing reading and behavioral skills among students with dual risk. Implications for research and practice are shared.

LEADER(S): Maria Sciuchetti, Ball State University, Muncie, IN

9:45 AM–10:30 AM SESSION: 347 ROOM: POSTER 3, EAST HALL, 3RD FL

Focusing on Factors of Teachers' Knowledge of Response to Intervention That Predict Elementary Reading Outcomes: Project FOCUS

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

FORMAT: Poster Session

We describe findings from the first year of an IES Goal 1 study that explores the relation between schools' RTI implementation and teachers' RTI knowledge and student outcomes. We focus on the outcomes of students receiving Tier 3 interventions and students with reading disabilities in special education.

LEADER(S): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX

PRESENTER(S): Jill Allor, Southern Methodist University, Dallas, TX; Kristi Baker, Southern Methodist University, Dallas, TX

9:45 AM–10:30 AM SESSION: 348 ROOM: POSTER 4, EAST HALL, 3RD FL

Schoolwide Expectations Survey for Specific Settings (SESSS): Psychometric Properties and Practical Applications

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports SECONDARY TOPIC: Research FORMAT: Poster Session

SESSS is used to gather faculty and staff opinions on student expectations critical for school success in various school settings. We discuss results of a study and how results add support for the SESSS as a psychometrically sound measure to build/revise their school's behavior expectation matrix.

LEADER(S): David Royer, University of Hawai'i at Mānoa PRESENTER(S): Kathleen Lynne Lane, University of Kansas, Lawrence

9:45 AM–10:30 AM SESSION: 349 ROOM: POSTER 5, EAST HALL, 3RD FL

Examining Trauma-Informed Practice in Special Education: A Survey of Teachers' and Paraprofessional Efficacy

TOPIC: Measuring Special Education Teacher Effectiveness **SECONDARY TOPIC:** Response to Intervention (RtI): Multi-Tier System of Supports

FORMAT: Poster Session

Learn the results of a survey study conducted to examine special education teachers' knowledge, perceptions, and practices regarding trauma-informed care in the classroom. This study provides important new information regarding knowledge and awareness around trauma-informed practices in classrooms.

LEADER(S): David Houchins, Georgia State University, Atlanta PRESENTER(S): Kris Varjas, Georgia State University, Atlanta

9:45 AM–10:30 AM SESSION: 350 ROOM: POSTER 6, EAST HALL, 3RD FL

Leveraging Software to Preteach Foundational Reading Skills Taught in the General Education Classroom

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Teachers will learn how to empower struggling learners and reduce the need for intervention by using software to preteach concepts introduced in the general education classroom. Learn how software can be used to facilitate communication and correlate instruction between intervention and general classroom settings.

LEADER(S): Stacy Hurst, Spanish Fork, UT

9:45 AM-10:30 AM SESSION: 351 ROOM: POSTER 7, EAST HALL, 3RD FL

Pyramid Planning in the 21st Century

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

Teachers are called on to create inclusive instruction that is rigorous yet supportive of diverse learning needs. Pyramid planning meets the various needs of diverse learners in the general education settings. Learn an effective strategy for planning and accommodating a variety of learning needs.

LEADER(S): Lydia Gerzel-Short, Texas A&M University, San Antonio

PRESENTER(S): Theresa Garfield, Texas A&M University, San Antonio

9:45 AM–10:30 AM SESSION: 352 ROOM: POSTER 8, EAST HALL, 3RD FL

Using Professional Preparation Standards to Support Candidates' Field Experiences

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Early Childhood and Early Intervention FORMAT: Poster Session

We describe how CEC Initial Special Education Preparation Standards and NAEYC Personnel Preparation Standards support teacher candidates in their field experiences while completing a dual license program. Using CEC and NAEYC standards to focus observations and reflections results in richer reflections.

LEADER(S): Megan Purcell, Purdue University, West Lafayette, IN

9:45 AM–10:30 AM SESSION: 353 ROOM: POSTER 9, EAST HALL, 3RD FL

Creating an Online Graduate Special Education Licensure Program

TOPIC: Personnel Preparation SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

This online special education licensure program allows access to certification for those with geographic location and time barriers. Learn about building an online program integrating research-based practices in online teaching and learning with content and pedagogy of a special education teacher licensure program.

LEADER(S): Amy Murzyn, College of St. Scholastica, Duluth, MN



11:00 AM-12:00 PM • SESSION: 356• ROOM: 1

COMPREHENSION AND TEXT

TOPIC: Learning Disabilities FORMAT: Multi-Presentation Session MODERATOR(S): Samantha Daley, University of Rochester, NY

The Effect of a Reading Comprehension Intervention for At-Risk First Graders Is Moderated by Syntactic Awareness

Many studies have found that students with poor reading comprehension often have co-morbid deficits in language comprehension. We share the results of our study that examined the relation between syntactic awareness and reading comprehension for poor readers in a reading comprehension treatment program.

LEADER(S): Emma Hendricks, Vanderbilt University, Nashville, TN

• Teaching Students With LD to Identify and Use the Structure of Narrative and Informational Texts to Improve Comprehension and Learning.

We discuss how to teach text structure of narrative and informational texts to help students locate, identify, select, and organize information that helps them understand and remember the material. Learn to design lesson plans aligned with CCSS and adapt text structure instruction using different formats, materials, and technology.

LEADER(S): Meenakshi Gajria, St. Thomas Aquinas College, Sparkill, NY

PRESENTER(S): Asha Jitendra, University of Minnesota, Minneapolis; Athena McAlenney, St. Thomas Aquinas College, Sparkill, NY

• Letting Interest Drive: Technology to Support High-Interest Texts for Students With Learning Disabilities

We will share lessons learned from research using an online independent reading platform to address the dilemma of text choice. Learn an approach using technology to curate a 'digital library' where free tools provide embedded reading supports, making all texts accessible and providing opportunities for rich text interaction.

LEADER(S): Samantha Daley, University of Rochester, NY PRESENTER(S): Alyssa Boucher, Boston University, MA



11:00 AM-12:00 PM • SESSION: 357 • ROOM: 3

EFFECTIVE FIELD EXPERIENCES FOR PRESERVICE TEACHER CANDIDATES: PERSPECTIVES ACROSS PROGRAMS

TOPIC: Personnel Preparation FORMAT: Multi-Presentation Session MODERATOR(S): Cathy Kea, North Carolina A&T State University, Greensboro

An Examination of Dually Certified Preservice Secondary Teachers' Perceptions of Professional Identity

Our study examined the development of professional identity in preservice teachers enrolled in an innovative secondary dual certification program. We explore how their perceptions of their professional identity changed and share insights for developing preservice teachers' professional identity during certification programs.

LEADER(S): Laura Bray, Penn State University, PA PRESENTER(S): Sheila Conway, University of Pittsburgh, PA

• Generalization Training in Special Education Teacher Preparation: Does It Exist?

We identify the extent to which our sample of special education teacher preparation programs are teaching their teacher candidates to generalize newly acquired teaching skills to inservice settings. We present our findings, discuss generalization strategies, and explore a systematic approach to programming for generalization in teacher preparation.

LEADER(S): Andy Markelz, Pennsylvania State University, University Park

PRESENTER(S): Benjamin Riden, Pennsylvania State University, State College; Mary Catherine Scheeler, Pennsylvania State University, University Park

• Three Roles, One Me: My General and Special Education Student Teaching Placement?!

Learn how one university restructured its Special Education undergraduate program to prepare preservice teacher candidates to assume 3 roles in an inclusive classroom and 2 special education settings. Dilemmas faced, lessons learned, and the voices of Cohorts I & II are shared about their student teaching placements.

LEADER(S): Cathy Kea, North Carolina A&T State University, Greensboro

PRESENTER(S): Diane Rodriguez, Fordham University, New York, NY

11:00 AM–12:00 PM SESSION: 358

ROOM: 5

Data-Based Decision Making: A Meta-Analytic Review of the Effects on Reading

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports **SECONDARY TOPIC:** Learning Disabilities

FORMAT: Presentation with Q&A

Data-based decision making (DBDM) is recommended practice in intensifying interventions for students with or at-risk for reading disabilities. We share the results of a metaanalysis that explored the effects of DBDM interventions on reading outcomes and how to implement it in their classrooms and schools.

LEADER(S): Marissa Filderman, University of Texas, Austin PRESENTER(S): Lisa Didion, University of Texas, Austin; Jessica Toste, University of Texas, Austin

11:00 AM–12:00 PM SESSION: 359 ROOM: 7

Kauffman-Hallahan Distinguished Researcher Award Address: Building Collaborative Partnerships: Respectful, Responsible Inquiry to Learn and Grown Together

TOPIC: Research

SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

For many years people have discussed the research-topractice gap in education. We discuss the importance of building strong, respectful, and productive partnerships between researcher and practitioner communities. We offer illustrations of successful partnerships across the PK-12 continuum and tips for success.

LEADER(S): Kathleen Lynne Lane, University of Kansas, Lawrence

11:00 AM-12:00 PM SESSION: 360

ROOM: 9

Effects of Enhanced Anchored Instruction Integrated With 3D Printers in Math Classrooms

TOPIC: STEM

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

Learn about the effectiveness of a multimedia-based instruction with 3D printer projects on math performance of students with/at risk for math disabilities in resource rooms/inclusive classrooms. Results showed significant improvement in both problem-solving and computation performance.

LEADER(S): Samuel Choo, University of Oregon, Eugene

11:00 AM–12:00 PM SESSION: 361 ROOM: 10

Data Collection: Do Teachers Implement Skills Taught in Their Teacher Preparation Program?

TOPIC: Accountability Systems for Students with Disabilities

SECONDARY TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

We share results of a study focusing on graduates of a teacher preparation program in severe disabilities from about a 15-year period. Level of implementation and reasons why they did or did not implement a data-based decisions guidelines system taught throughout their preparation program will be discussed.

LEADER(S): MaryAnn Demchak, University of Nevada, Reno PRESENTER(S): Chevonne Sutter, University of Nevada, Reno

11:00 AM-12:00 PM SESSION: 362 ROOM: 11

How to Identify and Teach Essential Nonacademic Transition Skills Using Evidence-Based Materials

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Assessment FORMAT: Presentation with Q&A

Learn research-identified nonacademic skills that generalize across and predict postsecondary education/employment and how to assess these skills using an online transition assessment. Leave with EBPs to teach your students critical skills to increase likelihood of post-high school education and employment.

LEADER(S): Amber McConnell, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

PRESENTER(S): Joshua Pulos, University of Oklahoma, Norman

11:00 AM-12:00 PM SESSION: 363

ROOM: 12

Instructional Superheroes: How Exemplary Inclusive Educators Use their Instructional Strengths to Support Achievement in Diverse Learners With Disabilities

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

This session chronicles the observations of four exemplary inclusive middle school educators to determine what effective instructional strategies they are using to educate CLDE students in the context of English-Only laws. Instructional strategies that will be explored and analyzed at length.

LEADER(S): Suzanne O'Keeffe, Sonoma State University, Rohnert Park, CA

11:00 AM–12:00 PM SESSION: 364 ROOM: 13

Discipline of Students With Disabilities: Lessons From the Courts

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

To better inform the implementation of positive behavioral supports and interventions for, and appropriate discipline of, students with disabilities, we will examine and discuss the provisions of IDEA, its accompanying regulations, and court decisions relevant to behavior intervention and discipline.

LEADER(S): Kelly Sherrill, George Washington University, Washington, DC

11:00 AM–12:00 PM SESSION: 365 ROOM: 14

Social Validity of an Emergent Literacy Reading Program Implemented in Inclusive Settings

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Research FORMAT: Presentation with Q&A

This study describes the social validity of an emergent literacy program for elementary students with ID and autism. General education peers participated as reading buddies in inclusive classrooms. General and special educators shared perceptions on student learning, classroom, and inclusive practices.

LEADER(S): Elizabeth Kozleski, University of Kansas, Lawrence

PRESENTER(S): Vidya Munandar, University of Kansas, Lawrence; Pam Hunt, San Francisco State University, CA; Kathleen Mortier, San Francisco State University, CA; Leslie Bross, University of Kansas, Lawrence

11:00 AM-12:00 PM

ROOM: 15

ECHO Autism Model for Training School Psychologists and Applied Behavior Analysts

SESSION: 366

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Extension for Community Healthcare Outcomes (ECHO) is a promising framework for providing high quality continuing education in an accessible online format with relevant casebased learning. We will report on pilot use of the ECHO framework across a cohort of school psychologists and behavior analysts.

LEADER(S): Karen O'Connor, MU Thompson Center for Autism and Neurodevelopmental Disorders, Columbia

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11:00 AM–12:00 PM SESSION: 367 ROOM: 16

Using the Autism Spectrum Disorders-Program Quality Indicator to Develop Successful Educational Programs Within the Los Angeles Unified School District

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities

FORMAT: Presentation with Q&A

We will highlight the ASD-PQI, a tool that helps school personnel in the Los Angeles Unified School District identify evidence-based practices and principles of UDL to develop quality educational programs for students with ASD in K-12 settings. We will discuss key features of successful educational programs.

LEADER(S): Amy Tseng, Los Angeles Unified School District, CA PRESENTER(S): Melissa Spence, California Lutheran University, Thousand Oaks

11:00 AM–12:00 PM SESSION: 368 ROOM: 17

What Roadblocks Are Keeping You From Conducting FBAs on Students With Prolonged Maladaptive Behavior?

TOPIC: Assessment

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

Despite benefits to conducting FBAs to inform tailored datadriven BIPs, there is inconsistent use of FBAs and variables that may influence satisfaction. Learn about the PBSS framework and components of conducting an FBA, and then discuss ways of overcoming roadblocks to more readily embrace data-driven intervention planning.

LEADER(S): Nicole Edwards, Rowan University, Glassboro, NJ PRESENTER(S): Joy Xin, Rowan University, Glassboro, NJ

11:00 AM-12:00 PM SESSION: 369 ROOM: 18

School Completion Toolkit: Practitioners and Stakeholders Guide to Resources to Reduce Dropout and Increase Graduation for Students wWth Disabilities

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Demonstration

The School Completion Toolkit assists all stakeholders as they tackle the student-level and systemic issues of dropout and graduation for students with disabilities. Learn the structure and uses of this online resource, and what works in this complex area of serving students with disabilities.

LEADER(S): Matthew Klare, University of North Carolina, Charlotte

PRESENTER(S): Catherine Fowler, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

11:00 AM–12:00 PM SESSION: 370 ROOM: 19

Practical Strategies for Avoiding Teacher Burnout

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Administration/Supervision FORMAT: Presentation with Q&A

Although rewarding, being a special educator can be stressful. Sometimes that stress leads to burnout, and burnout can lead to teacher attrition, poor teacher health, and poor student outcomes. We will discuss common causes of stress in teachers and strategies for dealing with stress in each of the causal areas.

LEADER(S): Leena Landmark, Sam Houston State University, Huntsville, TX

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



11:00 AM-12:00 PM • SESSION: 371 • ROOM: 20

STRATEGIES FOR SUCCESSFUL FAMILY PARTNERSHIP

TOPIC: Parent/Family/School Partnerships FORMAT: Multi-Presentation Session MODERATOR(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley

Unlock the Door to Success: The Key to Evidence-Based IEP Meeting Practices

The Supreme Court increased accountability for educators to design an IEP that provides meaningful educational benefit to students with disabilities. Learn an evidence-based process for facilitating IEP meeting practices to prevent parent-school conflict, increase IEP team collaboration, and generate a meaningful IEP.

LEADER(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley

PRESENTER(S): Jennifer Wagner Woods, Southern Wesleyan University, Central, SC

The Double-Sided Mirror: Strategies for Effective Parent-Teacher Collaboration From Those Who Have Lived and Experienced the Dual Role in Special Education

Based on their research, 2 special educators, who are also parenting young adults with disabilities, discuss findings and how those results can facilitate collaboration between parents and teachers. Themes that emerged provide suggestions for building positive parent-school relationships that lead to successful student outcomes.

LEADER(S): Keri Haley, University of West Florida, Pensacola PRESENTER(S): Katherine Koch, St. Mary's College of Maryland, St. Mary's City

A Whole New World: Using the Principles of ABA to Enhance Partnerships and Resolve Conflict Between Parents, Educators, and Advocates

This session debunks the myth that ABA is restricted to students with disabilities only. We present strategies and procedures to enhance partnerships, including working through conflict with parents, educators, and advocates. Tools and techniques will be presented for practical implementation.

LEADER(S): Jennifer Lieber, University of Northern Colorado, Greeley

PRESENTER(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley; Jason Robinson, University of Northern Colorado, Greeley

• Spotlight on the Family: Engaging in the Special Education Process

How are current policies and guidelines impacting family involvement? We will explore the importance of bridging the gap between family involvement in the IFSP and IEP process. Learn strategies for helping families become advocates for their child and active participants in the special education process.

LEADER(S): Theresa Garfield, Texas A&M University, San Antonio

PRESENTER(S): Lydia Gerzel-Short, Texas A&M University, San Antonio; Mariya Davis, Texas A&M University, San Antonio



11:00 AM-12:00 PM SESSION: 372 • ROOM: 21

CCBD SHOWCASE: Addressing the Comorbid Behavioral and Mental Health Needs of Youth With and At-Risk for E/BD Served in Restrictive Settings

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

Youth with and at-risk for E/BD can present comorbid behavioral and mental health intervention needs, particularly those who are served within more restrictive settings operating under a 24/7 delivery model. We share characteristics of this population, intervention options, system supports, and data tools that may be adopted and/or adapted for use with this population.

LEADER(S): Kristine Jolivette, University of Alabama, Tuscaloosa

PRESENTER(S): Robin Ennis, University of Alabama, Birmingham



11:00 AM-12:00 PM • SESSION: 373 • ROOM: 22

INTEGRATING TECHNOLOGY TO SUPPORT WRITING INSTRUCTION FOR STUDENTS WITH DISABILITIES

TOPIC: Technology and Media FORMAT: Multi-Presentation Session

Innovative Technology-Based Graphic Organizers for Struggling Writers: Design Research Process

We will share the materials and findings from a series of research studies that guided the iterative development of technology-based graphic organizers with embedded technology supports and self-regulated learning strategies. Ways to support the effective and efficient technology integration will be discussed.

LEADER(S): Anya Evmenova, George Mason University, Fairfax, VA

PRESENTER(S): Kelley Regan, George Mason University, Fairfax, VA; Shalu Rana, George Mason University, Fairfax, VA; Rachel Hammer, George Mason University, Fairfax, VA; Soo Ahn, Iowa State University, Ames; Ashley Stride, George Mason University, Fairfax, VA

Technology to Support Writing Instruction for Students With Disabilities

The research base on ways technology can support the delivery of evidence-based instruction in writing for students with disabilities and enhance student outcomes will be discussed, including practical applications of web-based enhancements, software and applications, and cross platform supports.

LEADER(S): Mary Theresa Kiely, Queens College, City University of New York

11:00 AM-12:00 PM SESSION: 374 ROOM: 23

Strand E, Session 2: Engaging With Families: Resources and Effective Practices

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Public Policy FORMAT: Presentation with Q&A

Educators play an important role in shaping how families engage with schools in educating their children. We discuss the foundations for developing relationships with families that strengthen families' engagement in their children's education, and resources developed by projects funded by OSEP for educators to use when working with families.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Rich LaBelle, Florida Network on Disabilities, Dunedin; Melanie Reese, Center on Appropriate Dispute Resolution in Special Education (CADRE), Eugene, OR; Debi Tucker, Parent to Parent of Georgia, Atlanta; Mark Weist, University of South Carolina, Columbia

11:00 AM-12:00 PM

ROOM: 24

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. Learn 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 SESSION: 375 ROOM: 25

STRAND F, Session 2: Progress and Priorities for Research to Improve Outcomes for Students With EBD

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

This session provides an overview of research on children and youth with EBD occurring over the last 30 years. We describe the progress of the field and identify priorities for the next generation of researchers in the field of EBD.

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

PRESENTER(S): Imad Zaheer, Montclair State University, NJ; Sara McDaniel, University of Alabama, Tuscaloosa; Daniel Maggin, University of Illinois, Chicago; Catherine Bradshaw, University of Virginia, Charlottesville

11:00 AM-12:00 PM SESSION: 376 ROOM: BALLROOM C

What Every Aspiring Special Education Administrator Needs to Know

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

Are you interested in learning what it takes to be an effective special education teacher leader or administrator? Learn about the exciting career paths open to effective leaders, how to enhance your leadership skills, and the diverse roles and responsibilities that challenge and reward strong leaders in special education.

LEADER(S): Gary Myrah, Wisconsin Council of Administrators of Special Services, Madison

11:00 AM-12:00 PM

ROOM: LEARNING LAB 1, WEST HALL, 3RD FL

Exhibitor Showcase: Reluctant Learner + Math Challenged = Camelot Learning Math Intervention

FORMAT: Exhibitor Showcase Session

Though traditional education is based on linguistic and logical learning styles, many students thrive in an environment that cultivates non-traditional intelligences. We will explore math techniques that teach reluctant learners through kinesthetic, spatial and social learning styles, by reviewing theory, and applying theory to lessons and games.

LEADER(S): Vanessa Diggs, Camelot Learning Math Intervention, Towson, MD

11:00 AM–11:45 AM SESSION: 379 ROOM: POSTER 1, EAST HALL, 3RD FL

Enhancing Collaboration With Families of Children With Disabilities: Special Educators' Perspectives and Strategies

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

We present findings from a study that examined perspectives of special educators on their experiences collaborating with families of children with disabilities. We offer insight into how collaborative practice is operationalized in K-12 settings, identify structural barriers, and provide implications for practice.

LEADER(S): Colby Kervick, University of Vermont, Burlington

11:00 AM–11:45 AM SESSION: 380 ROOM: POSTER 10, EAST HALL, 3RD FL

Effects of SRSD Persuasive Writing on Writing and Off-Task Behaviors of African American Students With EBD

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

We explore the SRSD method as a foundation for remediating both academic and social skill deficits for learners with EBD. Learn the results of a study that examined the effects of a combination of the SRSD method and self-monitoring strategy interventions on writing skills and off-task behavior.

LEADER(S): Robai Werunga, University of North Carolina, Charlotte

PRESENTER(S): Ya-yu Lo, University of North Carolina at Charlotte

11:00 AM-11:45 AM SESSION: 381 ROOM: POSTER 11, EAST HALL, 3RD FL

Social Skills Training for Students With or At Risk for EBD: Are We Programming Interventions That Set Kids Up for Success?

TOPIC: Emotional and Behavioral Disorders SECONDARY TOPIC: Research FORMAT: Poster Session

Are social skills interventions aligned with student need to address socially valid behaviors? We present findings from a literature review on the use of FBA in the context of social skills interventions for students with or at risk for EBD. We discuss implications for intervention development and practice.

LEADER(S): Alyssa Van Camp, Vanderbilt University, Nashville, TN; Lee Kern, Lehigh University, Bethlehem, PA; Joseph Wehby, Vanderbilt University, Nashville, TN

11:00 AM–11:45 AM SESSION: 382 ROOM: POSTER 12, EAST HALL, 3RD FL

Teaching Self-Determination Skills to Elementary Students With Sensory Loss

TOPIC: Visual Impairments

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

Students can become self-determined young adults with improved outcomes if they learn the necessary skills early. In this study, the teacher's role in fostering self-determination in elementary-aged students with sensory loss and the needs of educators when teaching these skills will be explored.

LEADER(S): Lanya McKittrick, University of Northern Colorado, Greeley

PRESENTER(S): Silvia Correa-Torres, University of Northern Colorado, Greeley

11:00 AM–11:45 AM SESSION: 383 ROOM: POSTER 13, EAST HALL, 3RD FL

Instructional Practices for Ninth Graders' Algebra Achievement

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

We provide information about high school teachers' use of standards-based practices in teaching algebra. Systematic differences in using standards-based practices and the effects of standards-based practices on students' algebra achievement will also be discussed.

LEADER(S): Jihyun Lee, University of Texas, Austin PRESENTER(S): Diane Pedrotty Bryant, University of Texas at Austin

11:00 AM–11:45 AM SESSION: 384 ROOM: POSTER 14, EAST HALL, 3RD FL

Teaching Executive Function Skills to All Students TOPIC: Learning Disabilities SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

This session focuses on enhancing students' executive function skills. Methods are presented to use in planning to compensate for a student's problems in executive function skills, but more importantly, methods are also presented to improve students' executive function skills through explicit instruction.

LEADER(S): Roberta Strosnider, Towson University, MD PRESENTER(S): Valerie Sharpe, Frostburg State University, MD

11:00 AM–11:45 AM SESSION: 385 ROOM: POSTER 15, EAST HALL, 3RD FL

Assessing Self-Regulation of Cognitive Skills by Students With Learning Disabilities

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

Most research on strategy instruction focuses on outcomes of the intervention without assessing the underlying strategic processes which are unobservable and difficult to measure. Results of our study inform on the usefulness of each data source for understanding strategy learning and its various components.

LEADER(S): Diana Baker, Hobart and William Smith Colleges, Geneva, NY

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

11:00 AM–11:45 AM SESSION: 386 ROOM: POSTER 16, EAST HALL, 3RD FL

Effectively Integrating Direct Instruction and Discrete Trials Across Routines, Activities, and Environments

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

There needs to be a balance of explicit, DI, and using child-initiated instruction (CI) in elementary classrooms. We discuss practice and real-life examples of what individually and developmentally appropriate DI looks and sounds like, and how to embed DI across routines, activities, and environments.

LEADER(S): Maryssa Kucskar, San Francisco State University, CA

PRESENTER(S): Samantha Riggleman, Grand Valley State University, Allendale; Jennifer Buchter, University of Nevada, Las Vegas

11:00 AM–11:45 AM SESSION: 387 ROOM: POSTER 17, EAST HALL, 3RD FL

Overlooked and Underserved: Secondary Emergent Bilinguals' Educational Challenges

TOPIC: Cultural and/or Linguistic Diversity SECONDARY TOPIC: Assessment FORMAT: Poster Session

This research project expands the knowledge base about secondary emergent bilinguals who have experienced persistent academic challenges throughout schooling. Findings indicate challenges are related to inconsistency in language programs, and scarcity of language support services in secondary school.

LEADER(S): Won Kim, University of Texas, Austin

11:00 AM–11:45 AM SESSION: 388 ROOM: POSTER 18, EAST HALL, 3RD FL

Transition Option in a Postsecondary Setting: Toledo Transition (T2)

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Poster Session

We highlight a postsecondary program for students with IDD at the University of Toledo. Toledo Transition (T2) provides inclusive postsecondary options including participation in college classes, vocational internships, and independent living/social experiences on a college campus.

LEADER(S): Patricia Devlin, University of Toledo, OH

11:00 AM–11:45 AM SESSION: 389 ROOM: POSTER 19, EAST HALL, 3RD FL

Paraprofessionals' Observation Notes and Their Questioning Skills

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

We highlight a training strategy for special education professionals incorporating observation, online modules, and self-reflection using videos. Data on paraprofessionals' practice of questioning and probing before, during, and after the training are analyzed and shared.

LEADER(S): Wenjing Zheng, Minot State University, ND

11:00 AM–11:45 AM SESSION: 390 ROOM: POSTER 2, EAST HALL, 3RD FL

Teachers' Use of Instructional Groupings Matters: Grouping Profiles and Effects on Student Engagement Across Grade Level and Content Area

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

We discuss the impact of grouping configurations on student engagement to inform teachers' grouping practices in the classroom. Participants will learn the grouping configurations that promote student engagement and strategies to incorporate different grouping practices for all students.

LEADER(S): Shu-Chen Tsai, University of Louisville, KY PRESENTER(S): Regina Hirn, University of Louisville, KY; Justin Cooper, University of Louisville, KY

11:00 AM-11:45 AM SESSION: 391 ROOM: POSTER 20, EAST HALL, 3RD FL

Teaching Self-Determination Skills to Postsecondary Students With Intellectual Disability

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Poster Session

We discuss the results of a study in which postsecondary students with ID participated in an intervention to increase self-determination skills. Learn how peer supports and program staff taught students to increase self-awareness, make choices, and solve problems in college and community settings.

LEADER(S): Cate Smith, Appalachian State University, Boone, NC

PRESENTER(S): Mandy Harrison, Appalachian State University, Boone, NC

11:00 AM–11:45 AM SESSION: 392 ROOM: POSTER 21, EAST HALL, 3RD FL

Training Parents to Implement a Multimodal Communication Intervention With Children With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

We report the results of a study that investigated the effects of training parents to implement the multimodal communication intervention to increase the communication of 3 children with ASD. We discuss the parents' fidelity of implementation, each child's communication, and the implications for practice.

LEADER(S): Ching-Yi Liao, Texas A&M University, College Station

PRESENTER(S): Jennifer Ganz, Texas A&M University, College Station; Sanikan Wattanawongwan, Texas A&M University, College Station; April Haas, Texas A&M University, College Station

11:00 AM–11:45 AM SESSION: 393 ROOM: POSTER 22, EAST HALL, 3RD FL

Opportunities Knock and Self-Determination Opens the Doors

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Special educators identified, rethought, and reworked their everyday practices through the lens of self-determination and created opportunities for students to develop and practice self-determination skills. Hear about opportunities provided, stories of impact on students, and learn how you can do it too.

LEADER(S): Kaitlyn Millen, University of Northern Colorado, Greeley

PRESENTER(S): Jason Robinson, University of Northern Colorado, Greeley

11:00 AM–11:45 AM SESSION: 394 ROOM: POSTER 23, EAST HALL, 3RD FL

Perception of Disability: Korean Immigrant Families of Children With Disabilities and Their Experiences in the United States

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Parent/Family/School Partnerships FORMAT: Poster Session

We examined the extent to which Korean individuals with disabilities and their parents' attitudes and perceptions of disability have an impact on the transition to adulthood. Through interviews, field observations, and document analysis, this study aims to increase positive transitioning experiences.

LEADER(S): Bora Lee, California State University, Los Angeles

11:00 AM–11:45 AM SESSION: 395 ROOM: POSTER 24, EAST HALL, 3RD FL

Exploring Theatre-Based Interventions in Classrooms and Community Settings

TOPIC: Arts in Special Education

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Many children lack the socioemotional guidance or support that allows them to learn social skills, empathy, and selfawareness. We identified 20 theatre-based intervention studies in educational and community settings focusing on how theatre can be employed in culturally responsive practice.

LEADER(S): Christine Dobson, University of Kansas, Lawrence

11:00 AM-11:45 AM SESSION: 396 ROOM: POSTER 3, EAST HALL, 3RD FL

Teaching Children With Autism Spectrum Disorder to Perform Multistep Requesting Using an iPad

TOPIC: Research SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

The study determined the effectiveness of systematic instruction on teaching iPad-based advanced requesting skills in children with ASD. The positive results help set guidelines and provide strategies for practitioners to expand the use of the iPad to teach requesting across new items.

LEADER(S): Devender Banda, Texas Tech University, Lubbock

11:00 AM-11:45 AM SESSION: 397 ROOM: POSTER 4, EAST HALL, 3RD FL

Collaboration With Parents: How Teachers Define and Foster This Relationship

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

FORMAT: Poster Session

Collaboration is key in special education to maximize student outcomes; however, how teachers view this practice varies. This study examined how teachers define and foster parent collaboration and explored the impact of student disability and placement on collaboration. Findings and implications are discussed.

LEADER(S): Stephanie Woodley, Eastern Illinois University, Charleston

11:00 AM–11:45 AM SESSION: 398 ROOM: POSTER 5, EAST HALL, 3RD FL

Using Family As Faculty in Teacher Preparation: How Do Families Benefit?

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

This session presents Part 2 of a project that investigated the impact of using families as faculty on both students and the families themselves. We will discuss how this strategy may assist preprofessionals to better understand family-centered practices and to connect theory to practice.

LEADER(S): Ann Beste-Guldborg, Minot State University, ND PRESENTER(S): Holly Pedersen, Minot State University, ND

11:00 AM–11:45 AM SESSION: 399 ROOM: POSTER 6, EAST HALL, 3RD FL

Comparing Print Vs. Digital Technology for Teaching Adapted Grade-Aligned Curriculum for Students With ID

TOPIC: Technology and Media SECONDARY TOPIC: Research FORMAT: Poster Session

We compare the effects of instructing students with low incidence disabilities using print vs. digital technology to assess comprehension of functional community knowledge and off-task behavior for high school students with ID. Learn how to implement digital technology instructional activities in your classroom!

LEADER(S): Colleen Robertson, University of North Carolina, Charlotte

11:00 AM–11:45 AM SESSION: 400 ROOM: POSTER 7, EAST HALL, 3RD FL

Our Recipe for Inclusion, "We Do What's Best for Kids!"

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Administration/Supervision FORMAT: Poster Session

Research supports the benefits of educating students with disabilities alongside their nondisabled peers. Using our recipe for inclusion, we have implemented specific steps, practices, and resource materials to make inclusive education a reality.

LEADER(S): Sandie Birley, Toppenish School District, WA

PRESENTER(S): Kim Williams, Toppenish School District, WA; Cindy Nichols, Toppenish School District, WA; Brooke Strunk, Toppenish School District, WA

11:00 AM-11:45 AM SESSION: 401 ROOM: POSTER 8, EAST HALL, 3RD FL

Learning to Serve, Serving to Learn: Developing Advocacy Activities for Our Community and Abroad

TOPIC: Starting the Teaching Career SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Preservice special education teachers spent more than a year partnering with community service agencies and clubs to support people with disabilities within the local community as well as abroad in Turkey. Learn about their work to develop a curriculum on advocacy, sexuality, and community employment.

LEADER(S): Kharon Grimmet, Purdue University, West Lafayette, IN

PRESENTER(S): Denise Whitford, Purdue University, West Lafayette, IN

11:00 AM-11:45 AM SESSION: 402 ROOM: POSTER 9, EAST HALL, 3RD FL

Reflecting on Two Years of Mixed-Reality Simulations in Preservice Special Education Coursework

TOPIC: Personnel Preparation SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

Mixed-reality environments can serve as an intermediary step for preservice teachers as part of graduate coursework to practice skills on avatars playing the role of students and adults in the school community. Learn how you can use mixed reality simulations in your classrooms or professional learning opportunities.

LEADER(S): Kristin Murphy, University of Massachusetts, Boston



1:30 PM-2:30 PM • SESSION: 405 • ROOM: 1

ADOLESCENT WRITING: PREPARING FOR COLLEGE

TOPIC: Learning Disabilities FORMAT: Multi-Presentation Session MODERATOR(S): Amber Ray, Arizona State University, Tempe

• The Not So Simple Truth About Adolescent Writing

Your students are 'write;' successfully coordinating the processes of writing is difficult! We present findings from a study that explored the relations of transcription, text generation, self-regulation, and working memory within the Simple View of Writing model. Learn about the model and its application at 9th grade.

LEADER(S): Apryl Poch, Duquesne University, Pittsburgh, PA

Argumentative Writing and Secondary Students With Disabilities: Creating Real-World Habits and Successes

We introduce routine argument writing in the special education classroom, as supported by the National Writing Project's College-Ready Writers Program as a method of teaching high school students. Engage in short writing tasks and learn practitioner-friendly ways to incorporate writing into instruction.

LEADER(S): Stacy Crawford, University of Louisville/Bullitt County Public Schools, KY

PRESENTER(S): Lauren Evanovich, University of South Florida, Tampa

Write to College: Self-Regulated Strategy Development Intervention for College Entrance Essay Exam

We share results of a writing intervention study using SRSD for improving students with high-incidence disabilities and struggling writers' performance on the ACT. SRSD instruction enhanced students' planning, ACT scores, inclusion of argumentative elements in compositions, and the use of transition words.

LEADER(S): Amber Ray, Arizona State University, Tempe PRESENTER(S): Steve Graham, Arizona State University, Tempe

1:30 PM-2:30 PM SESSION: 406

ROOM: 3

Program Chair Featured: Research to Practice: Tips and Tools for Beginning Special Educators

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Panel

Authors from a 2017 special issue of TEC offer specific guidance for beginning special educators in classroom management, intensive reading interventions, writing, mathematics, and co-teaching. Each panelist describes 2 empirically supported practices, 3 reliable resources, and 1 final thought for the beginning special education teacher.

LEADER(S): Timothy Landrum, University of Louisville, KY

PRESENTER(S): Chris Sweigart, University of Louisville, KY; Lauren Collins, University of Hawaii, Honolulu; Timothy Lewis, University of Missouri, Columbia; Jennifer Freeman, University of Connecticut, Storrs; Diane Myers, Texas Woman's University, Denton; Tom Scruggs, George Mason University, Fairfax, VA; Margo Mastropieri; George Mason University, Fairfax, VA; Sharon Vaughn; The Meadows Center for Preventing Educational Risk/UT, Austin; Angelique Aitken, Arizona State University, Tempe; Ashley Barkel, Mary Lou Fulton Teachers College, Arizona State University, Tempe; David Allsopp, University of South Florida, Tampa; Michael Coyne, University of Connecticut, Storrs; Bryan Cook, University of Hawaii at Manoa, Honolulu

1:30 PM-2:30 PM SESSION: 407 ROOM: 5

Special Education Licensure Reform in Three CEEDAR States: Who? Why? and How?

TOPIC: Public Policy SECONDARY TOPIC: Personnel Preparation FORMAT: Panel

Representatives from California, Illinois, and New Hampshire will describe recent certification reform efforts in their states, including the motivations underlying the reforms, the process of stakeholder engagement, and the directions that states are pursuing in their certification redesigns.

LEADER(S): Paul Sindelar, University of Florida, Gainesville

PRESENTER(S): Stacey Jones Bock, Illinois State University, Normal; Victoria Graf, Loyola Marymount University, Los Angeles, CA; Lindsey Hayes, American Institutes for Research, Washington, DC; John Fabrizio, Merrimack School District, NH

1:30 PM-2:30 PM

SESSION: 408 ROOM: 7

Higher Need: Impact of TEACH Grants on Special Education Degree Production

TOPIC: Research SECONDARY TOPIC: Public Policy FORMAT: Panel

We examine the impact of the federally adopted TEACH Grant program. Results suggest that the TEACH Grant program shifts the distribution of undergraduate education degrees towards high-needs fields but not into special education programs. We examine the implications and opportunities for further research.

LEADER(S): David Peyton, University of Florida, Gainesville

1:30 PM-2:30 PM SESSION: 409 ROOM: 9

Preparing Teachers to Use Universal Design for Learning in Their Science Instruction

TOPIC: STEM SECONDARY TOPIC: Personnel Preparation FORMAT: Panel

This session presents findings from a study that examined the impact of a professional development to prepare elementary teachers to integrate UDL in inquiry-based science lessons to support the needs of all learners. Teacher gains were made in knowledge and application of UDL for adapting lessons.

LEADER(S): Delinda van Garderen, University of Missouri, Columbia

PRESENTER(S): Cathy Thomas, Texas State University, San Marcos; Kate Sadler, University of Missouri, St. Louis



1:30 PM-2:30 PM • SESSION: 410 • ROOM: 10

POLICIES TO SUPPORT GIFTED AND TALENTED STUDENTS

TOPIC: Gifted and Talented FORMAT: Multi-Presentation Session MODERATOR(S): Lynette Breedlove, Western Kentucky University, Bowling Green

• Gifted Educational Policy: Interpretation and Practice

With just over 30 states mandating gifted and talented identification and/or services, educational policy supports these mandates which filters down to LEA authorities. We share our project that illustrates district, school building, and classroom level implementation.

LEADER(S): Jennifer Jolly, The University of New South Wales, Sydney, Australia

In Search of a Better Light: Administrators' Concepts to Illuminate Needs of Twice-Exceptional Learners

We will focus on a theoretical and conceptual policy framework for administrators who desire to enhance their services for twice-exceptional learners. Learn to ideally operationalize a new twice-exceptional theoretical and conceptual definition and implementation concept for 2e learners.

LEADER(S): Ken Dickson, Educational Support and Consulting Network, Upper Marlboro, MD

• Policies to Remove Barriers for Gifted Students

School, district, or state policies can open opportunities for gifted students to learn at appropriately challenging levels or they can present barriers for doing so. We will exam policies and highlight key points for advocates to look for as they develop new policy or examine policy that is currently in place.

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

1:30 PM–2:30 PM	SESSION: 411	ROOM: 11
1:30 FIVI-2:30 FIVI	3E33IUN: 411	

The Self-Determination Inventory: Student Report – Accessibility for Students, Teachers, and Administrators

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Assessment FORMAT: Presentation with Q&A

We will report on the accessibility of a newly validated 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, and incorporates accessibility features to reach all youth and adults with and without disabilities.

LEADER(S): Karrie Shogren, University of Kansas, Lawrence PRESENTER(S): Sheida Raley, University of Kansas, Lawrence



1:30 PM-2:30 PM • SESSION: 412 • ROOM: 12

ESTABLISHING COLLABORATIVE PARTNERSHIPS WITH DIVERSE FAMILIES

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session

Latino Families and Home Literacy Practices: What Do We Need to Do?

We share the findings of a study to gain an understanding of Latino families' perceptions and experiences related to literacy at home. Learn creative ways to build on and support family literacy and ways that teachers and support staff can collaborate with families to encourage home literacy development.

LEADER(S): Giselle Nunez, University of Illinois, Chicago PRESENTER(S): Wendy Gonzales, University of Illinois, Chicago; Marie Hughes, University of Illinois, Chicago; Maria Soria, University of Illinois, Chicago

Meta-Synthesis on Families From Nondominant Cultural Backgrounds and Their Experiences With Special Education Collaboration in Schools

This session presents an overview of the families' experiences with the IEP process and home-school relationships. The Q & A will outline common challenges to collaboration across a variety of nondominant cultural groups. Implications for enhancing family-school relationships will be discussed.

LEADER(S): Molly Buren, University of Illinois, Chicago PRESENTER(S): Daniel Maggin, University of Illinois, Chicago 1:30 PM-2:30 PM SESSION: 413

ROOM: 13

Low Tech and High Tech Methods of Instruction to Teach High-Leverage Practices

TOPIC: Personnel Preparation SECONDARY TOPIC: Technology and Media FORMAT: Presentation with Q&A

Teacher education programs are expected to teach many high-leverage practices across domains in a limited amount of time. We will describe low- and high-tech tools to help preservice teachers learn these practices and will present the research, guidelines for implementation, and demonstrations of low- and high-tech options.

LEADER(S): Kat Alves, Longwood University, Farmville, VA

PRESENTER(S): Shanna Hirsch, Clemson University, SC; Melissa Driver, Kennesaw State University, GA; Mira Williams, James Madison University, Harrisonburg, VA; Tiara Brown, James Madison University, Harrisonburg, VA

1:30 PM-2:30 PM SESSION: 414 ROOM: 14

Ladder to Success: Elevating the Level of Instruction in the Co-Taught Class

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

A special educator's major role is delivering explicit instruction; is this happening in your co-taught class? Learn the structure and components of explicit instruction, and identify strategies within various co-teaching models. Novices and veterans will gain effective strategies that can be implemented tomorrow!

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: 415

ROOM: 15

Efficacy of Peer Networks to Improve Social Outcomes at Recess for Students With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Collaboration and Inclusive

Practices

FORMAT: Presentation with Q&A

At recess, many students with autism struggle to interact and play with their peers. Peer networks address this problem by recruiting and working with peers who encourage cooperative play and promote interaction and communication. We share promising findings from a randomized controlled trial, and outline implications for teachers.

LEADER(S): Matthew Brock, Ohio State University, Columbus PRESENTER(S): Scott Dueker, The Ohio State University, Columbus; Mary Barczak, Ohio State University, Columbus



1:30 PM-2:30 PM • SESSION: 416 • ROOM: 16

USING IBOOKS AND IPADS TO INCREASE STUDENT ENGAGEMENT AND ACADEMIC ACHIEVEMENT

TOPIC: Technology and Media FORMAT: Multi-Presentation Session

An Investigation on iPads Used as Response Cards in the Classroom

Using iPads during classroom instruction is increasing and teachers are required to develop effective methods for implementation of the technology. We provide empirical evidence that when iPads are implemented appropriately they have the potential to increase student engagement and academic growth for both high achieving and at-risk students.

LEADER(S): Ruby Owiny, Trinity International University, Deerfield, IL

Using iBooks as a Computer-Based Video Intervention to Teach Literacy Skills

We will examine the use of a computer-based intervention, with embedded observational learning opportunities, to teach literacy skills to a student with ID. Results demonstrated an increase in participant skills and maintenance of those skills over time. Implications for research and practice will be discussed.

LEADER(S): Christopher Rivera, East Carolina University, Greenville, NC

1:30 PM–2:30 PM SESSION: 417 ROOM: 17

Technical Adequacy of CBM-W With Young English Language Learners

TOPIC: Assessment SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

We will share the results from a study exploring the reliability and validity of two CBM-Ws (word dictation and picture word) for ELLs in K-3rd grades. Suggestions for screening, progress monitoring, and practice will be provided, as well as initial seasonal benchmarks and weekly rates of growth.

LEADER(S): Alex Smith, University of Missouri, Columbia PRESENTER(S): Erica Lembke, University of Missouri, Columbia

1:30 PM-2:30 PM	SESSION: 418	ROOM: 18

Addressing Foundational Reading Skills Using a Text-Centered Curriculum for Students With Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Demonstration

We will model how to effectively teach foundational reading skills to students with disabilities. Using a curriculum which includes specially designed books, we will demonstrate how to provide students with disabilities instruction consistent with What Works Clearinghouse recommendations.

LEADER(S): Jill Allor, Southern Methodist University, Dallas, TX

PRESENTER(S): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Miriam Ortiz, Southern Methodist University, Dallas, TX; Carlin Conner, Southern Methodist University, Dallas, TX; Kristi Baker, Southern Methodist University, Dallas, TX



1:30 PM-2:30 PM • SESSION: 419 • ROOM: 19

PRACTICAL APPLICATIONS IN TEACHING

TOPIC: Visual Impairments FORMAT: Multi-Presentation Session MODERATOR(S): L Penny Rosenblum, University of Arizona, Tucson

Let's Talk Science: An Overview of Lessons Learned in Teaching Science to Students With Visual Impairments

Science education for students with VI has historically seen minimal research. Many manuals, suggestions, and activities found online suggest how to make science accessible to students with VI, but are not research based. Learn what has been done in this area over 50 years and what new research that has just begun.

LEADER(S): Tiffany Wild, The Ohio State University, Columbus

Supporting Students With Visual Impairments in Building Graphics Literacy Skills

Building the graphics literacy skills of students with VI is important in achieving success in algebra and beyond. The results of three studies will be shared and implications for teachers of students with visual impairments will be highlighted. We will also provide recommendations for graphics instruction.

LEADER(S): L Penny Rosenblum, University of Arizona, Tucson

PRESENTER(S): Carole Beal, University of Florida, Gainesville

1:30 PM–2:30 PM SESSION: 420

Curriculum-Based Value-Added Model as an Alternative VAM

TOPIC: Measuring Special Education Teacher Effectiveness FORMAT: Presentation with Q&A

We summarize a curriculum-based alternative to VAMs based on high-stakes student assessments. VAMs are increasingly used in spite of growing evidence of inadequate reliability and validity. Learn the results of studies using a VAM to evaluate candidates in a teacher preparation program.

ROOM: 20

LEADER(S): Michael Brady, Florida Atlantic University, Boca Raton

PRESENTER(S): Katie Miller, Florida Atlantic University, Boca Raton

1:30 PM-2:30 PM	SESSION: 421	ROOM: 21

Re-Entry Programs for Juvenile Offenders With Disabilities Share Outcomes and Lessons Learned

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

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

LEADER(S): Deanne Unruh, University of Oregon, Eugene

PRESENTER(S): David Johnson, University of Minnesota, Minneapolis; Sarup R. Mathur, Arizona State University, Tempe; Heather Griller Clark, Arizona State University, Tempe; David Emenheiser, OSERS, U.S. Department of Education, Washington, DC

1:30 PM-2:30 PM SESSION: 422 ROOM: 22

STRAND G, Session 1: Examining the State of Special Education Training Opportunities for Family-Professional Partnership Practices

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Parent/Family/School Partnerships FORMAT: Presentation with Q&A

We present a national survey study that addressed the extent to which preservice educators are prepared for building parent-professional partnerships. Discussion includes the type of preparation/training provided, and teacher educators' satisfaction with the level/intensity of preparation regarding collaboration with families.

LEADER(S): Kathleen Kyzar, Texas Christian University, Fort Worth

PRESENTER(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley; Shana Haines, University of Vermont, Burlington; Grace Francis, George Mason University, Fairfax, VA

1:30 PM-2:30 PM

SESSION: 423 ROOM: 23

Strand E, 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. These resources have been used effectively to improve classroom and district practice as well as to improve the quality of teacher training and PD programs.

LEADER(S): Renee Bradley, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

1:30 PM–2:30 PM SESSION: 424 ROOM: 24

Strand H, Session 1: Towards More Effective Systems: Implementing Intensive Intervention in a Tiered System of Support

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports **SECONDARY TOPIC:** Learning Disabilities

FORMAT: Presentation with Q&A

Are you struggling to define and implement Tier 3? Do you need support with implementation of tiered systems in your school or district? We review key elements of implementing intensive intervention within a tiered system and introduce a process for reviewing data to individualize and intensify intervention.

LEADER(S): Louis Danielson, American Institutes for Research, Washington, DC

PRESENTER(S): Sarah Arden, American Institutes for Research, Washington, DC; Allison Gandhi, American Institutes for Research, Washington, DC

1:30 PM-2:30 PM SESSION: 425 ROOM: 25

STRAND F, Session 3: Policy and Practice: Recommendations for Implementation and Sustainability of Evidence-Best Practices

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

This session will provide an overview of past and recent policy and its implications for students with EBD, as well as a review of training models that produce best implementation outcomes for practitioners. Implications for researchers and practitioners will be discussed.

LEADER(S): Talida State, Montclair State University, NJ PRESENTER(S): Joseph Wehby, Vanderbilt University, Nashville, TN

1:30 PM-2:30 PM SESSION: 426 ROOM: BALLROOM C

Program Chair Featured: Making Educationally Appropriate and Legally Sound Placement Decisions

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

A foundational principle of the IDEA is that students with disabilities receive a FAPE in the LRE. Unfortunately, placement issues can be difficult for IEP teams to navigate. We will offer guidance and suggestions to ensure that IEP teams make educationally appropriate and legally sound placement decisions.

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

PRESENTER(S): Antonis Katsiyannis, Clemson University, SC; Mickey Losinski, Kansas State University, Manhattan

1:30 PM-2:30 PM SESSION: 427 ROOM: BALLROOM A

Ad Hoc Advocacy: Advancing Special Education Teacher Development Research, Policy, and Practice

TOPIC: Personnel Preparation SECONDARY TOPIC: Public Policy FORMAT: Panel

The new normal is one characterized by ad hoc work. Fast paced change, uncertainty, multiple demands, and competing priorities require the special education workforce to think differently about how to advance important initiatives. In this session, panelists share how they are working together to do just that.

LEADER(5): Chriss Walther-Thomas, Virginia Commonwealth University, Richmond; Marcia Rock, University of North Carolina, Greensboro

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis; Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Jane West, Jane West Consulting, Washington, DC; Deborah Ziegler, Council for Exceptional Children, Arlington, VA; Mildred Boveda, Arizona State University, Tempe; David Bateman; Shippensburg University, PA; Jeffrey Anderson; Indiana University, Bloomington; Holly Lane, University of Florida, Gainesville; Karen Voytecki, East Carolina University, Greenville, NC

1:30 PM-2:15 PM SESSION: 430 ROOM: POSTER 1, EAST HALL, 3RD FL

Practical Implications of Mathematical Fluency for Practicing Elementary and Middle School Teachers

TOPIC: STEM SECONDARY TOPIC: Assessment FORMAT: Poster Session

Survey results from current and preservice teachers indicated instructional methods used for K-8 students with/ without math difficulties.Trends in knowledge, uses of fluency data, and key program elements of evidence-based interventions are discussed. Implications for educators are presented.

LEADER(S): Lauren Cozad, Pennsylvania State University, State College

PRESENTER(S): Paul Riccomini, Pennsylvania State University, University Park

1:30 PM-2:15 PM SESSION: 431 ROOM: POSTER 10, EAST HALL, 3RD FL

Effects of Computer-Assisted Instruction on the Mathematics Performance of Students With LD: A Synthesis of the Research

TOPIC: Technology and Media **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

We present the results of a synthesis of empirical-based studies investigating effects of CAI for teaching mathematics for PK-12 students with LD. Findings, implications for practice, and future research are discussed.

LEADER(S): Min Wook Ok, University of Hawaii at Manoa PRESENTER(S): Diane Pedrotty Bryant, University of Texas at Austin; Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

1:30 PM-2:15 PM SESSION: 432 ROOM: POSTER 11, EAST HALL, 3RD FL

Parental and Teacher Perspectives on Assistive Technology

TOPIC: Technology and Media FORMAT: Poster Session

We examine the barriers to the effective implementation of AT for students with cognitive disabilities. These barriers were derived from the results of a grounded theory study examining the issue through parents' and teachers' perspectives. Strategies to overcome these barriers will be discussed.

LEADER(S): Darrell Peterson, University of Minnesota, Minneapolis

1:30 PM-2:15 PM	SESSION: 433 ROOM: POSTER 12,
	EAST HALL, 3RD FL

Improving Essay Writing: Ninth-Grade Students With Visual Impairments' Application of the ARGUE Mnemonic

TOPIC: Visual Impairments SECONDARY TOPIC: Research FORMAT: Poster Session

As many as 75% of students struggle with writing skills; students with visual impairments often have writing goals and objectives in their IEPs. Learn about a mnemonic strategy called ARGUE--an intervention design to help all students compose argumentative/persuasive essays.

LEADER(S): Michael Dunn, Washington State University, Vancouver

1:30 PM-2:15 PM SESSION: 434 ROOM: POSTER 13, EAST HALL, 3RD FL

Improving Urban 5th Graders' Reading Comprehension Skills Using Self-Questioning

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Self-questioning, a strategic approach for monitoring one's own comprehension, has shown promising outcomes for diverse learners. We discuss the results of our study which examined the effects of a self-questioning intervention with systematic prompt fading on reading comprehension.

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

1:30 PM-2:15 PM SESSION: 435 ROOM: POSTER 14, EAST HALL, 3RD FL

Self-Regulated Strategy Development: Effects on Mathematical Problem-Solving Skills of Middle School Students With LD

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

We investigated the effectiveness of the SRSD framework combined with the SOLVE mnemonic strategy on mathematics problem solving for 7th-grade students with LD. Methods, effectiveness of the intervention, and recommendations for practice and future research will be provided.

LEADER(S): Michelle Popham, Clemson University, SC

PRESENTER(S): Janie Hodge, Clemson University, SC; Michelle Dunn, Clemson University, SC; Simone Adams, Clemson University, SC; Jennifer Counts, Clemson University, SC

1:30 PM–2:15 PM SESSION: 436 ROOM: POSTER 15, EAST HALL, 3RD FL

Saudi Arabian Parents' Perceptions of Self-Determination Skills for High Schools Students With Intellectual Disabilities

TOPIC: International Programs/Services **SECONDARY TOPIC:** Career Development/Transition FORMAT: Poster Session

Parents from culturally diverse backgrounds may have different perceptions about self-determination. We focus on a study that examined beliefs of Saudi parents regarding the importance, performance, and provision of opportunities for selfdetermination to their secondary age children, with and without ID.

LEADER(S): Abdalmajeed Alrabiah, University of Wisconsin-Madison 1:30 PM–2:15 PM SESSION: 437 ROOM: POSTER 16, EAST HALL, 3RD FL

Center Directors' Perceptions of Their Efforts to Create Inclusive Environments in Community-Based Preschool Settings

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

We explore themes related to inclusive practices that EC directors identify as they are completing the continuous improvement plan and developing goals related to inclusion in a quality rating improvement system. Gain a better understanding of QRIS and goal setting related to inclusion in EC settings.

LEADER(S): Carlene Reid, Drexel University, Philadelphia, PA

1:30 PM–2:15 PM SESSION: 438 ROOM: POSTER 17, EAST HALL, 3RD FL

Do You Know If My Perceptions Influence My Performance About Writing?

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

We will discuss the correlations between the perceptions about knowledge, attitudes and self-efficacy and the students' writing performance. Learn about evaluation scales of students' perceptions and factors that can contribute to improved performance in writing with and without ICT.

LEADER(S): Catarina Araújo, University of Minho, Braga, Portugal

1:30 PM–2:15 PM SESSION: 439 ROOM: POSTER 18, EAST HALL, 3RD FL

Sustainability of EBPs by High School Personnel Instructing Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

We share the findings of a study that identified factors related to the sustained use of programs when coaching ended. Guided by implementation science, the study evaluated the contribution of implementation fidelity, team cohesion, staff turnover, and coaching intensity on continued use of EBPs.

LEADER(S): Laura Hall, San Diego State University, CA

PRESENTER(S): Christopher Brum, San Diego State University, CA; Bonnie Kraemer, San Diego State University, CA; Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Samuel Odom, University of North Carolina, Chapel Hill

1:30 PM-2:15 PM SESSION: 440 ROOM: POSTER 19, EAST HALL, 3RD FL

Multi-Tiered Approach for Providing Preschool Services to Children With ASD in the Public Schools

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

We provide an overview of the model used in two suburban public schools that have provided preschool to students with ASD for over 20 years. We will discuss the evolution of the program model from full self-contained to inclusion and the supports provided to all stakeholders to support learning in the LRE.

LEADER(S): Suzan Radwan, Hillsborough Township Public Schools, NJ

PRESENTER(S): Donna Landon, Hillsborough Township Public Schools, NJ

1:30 PM–2:15 PM SESSION: 441 ROOM: POSTER 2, EAST HALL, 3RD FL

Function-Based Approaches to Selecting and Adapting Tier 2 Behavior Support: A Systematic Review of the Role of Functional Behavior Assessments in Check-In Check-Out

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

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

We examine how information gleaned from an FBA has been used to select, adapt, and implement the targeted intervention in peer-reviewed research. Findings demonstrate a function-based approach can be integrated within a secondary level of behavior support to match interventions to student needs.

LEADER(S): Alyssa Van Camp, Vanderbilt University, Nashville, TN

1:30 PM-2:15 PM SESSION: 442 ROOM: POSTER 20, EAST HALL, 3RD FL

Building Capacity in Classroom-Based Autism Teams of Educators Through the Use of Theory U and Pivotal Response Training (PRT)

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

We explore the impact of the leadership and change theory, Theory U, on educators' use of the EBP of Pivotal Response Training. We examine its potential to serve as a mechanism and shift the perceptions, self-efficacy, and classroom dynamics of the autism-based classroom teams using the strategies.

LEADER(S): Michelle Nutini, Drexel University/School District of Philadelphia, PA

1:30 PM-2:15 PM SESSION: 443 ROOM: POSTER 21, EAST HALL, 3RD FL

Living and Learning on Campus: A Program for Students With Intellectual Disability

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

We describe TPSID, a Transition Program for students with ID that provides 18- to 26-year old students with inclusive residential living and academic learning opportunities. Presenters will describe the TPSID network, program requirements and expectations, student experiences, and lessons learned.

LEADER(S): Robert Morgan, Utah State University, Logan

1:30 PM-2:15 PM SESSION: 444 ROOM: POSTER 22, EAST HALL. 3RD FL

Transition Experiences of Navajo Students With Intellectual Disabilities and Their Families

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

We will present research findings from a study on the experiences of Navajo students with ID as they transition from high school into life as an adult. Our session will illuminate the incongruence between Western and Navajo cultures surrounding the process of transition.

LEADER(S): James Ingram, Northern Arizona University, Flagstaff

1:30 PM-2:15 PM

SESSION: 445 ROOM: POSTER 23, EAST HALL, 3RD FL

A Meta-Analysis Examining the Effectiveness of Interventions Used to Increase Student Contributions During IEP Meetings

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

We examined the effectiveness of interventions used to increase the quantity of verbal contributions made by students with disabilities during IEP meetings. We discuss the results which indicate that students who participated in interventions made significantly more verbal contributions during the meetings.

LEADER(S): Kelli Sanderson, Vanderbilt University, Nashville, TN PRESENTER(S): Samantha Goldman, Assumption College, Worcester, MA

1:30 PM-2:15 PM SESSION: 446 ROOM: POSTER 24, EAST HALL, 3RD FL

Preparing Future Special Educators to Meet the Needs of Students With Disabilities From Diverse Backgrounds

TOPIC: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Teacher preparation programs must prepare teacher candidates to meet the needs of all their students, including CLD students with disabilities. Learn how to identify knowledge and skills, to develop an evaluation matrix and evaluate current programming, and identify strategies for refining existing programs.

LEADER(S): Maria Sciuchetti, Ball State University, Muncie, IN PRESENTER(S): Penny Craig, Ball State University, Muncie, IN

1:30 PM-2:15 PM SESSION: 447 ROOM: POSTER 25, EAST HALL, 3RD FL

Effects of Number Line Representation Task Assignments on Students' Negative Number Problems Solving Performance

TOPIC: Research **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

We discuss the results of a study that examined the strategies used in negative number problem solving in students with different abilities. We also examined the effects of number line representation assignments on students' negative number problems solving performance for students with different abilities.

LEADER(S): Guihua Zhang, Rutgers University, New Brunswick, NJ

PRESENTER(S): Dake Zhang, Rutgers University, New Brunswick, NJ; Sarah Powell, Fordham University, New York, NY

1:30 PM–2:15 PM SESSION: 448 ROOM: POSTER 26, EAST HALL, 3RD FL

School Administrators' Training and Support Needs Related to Evaluating Special Educators

TOPIC: Administration/Supervision SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness FORMAT: Poster Session

School administrators often observe and evaluate the special education teachers in their schools, but may need additional training and support. Learn outcomes of a survey of school administrators' training and support needs related

to observing and evaluating special education teachers in their school.

LEADER(S): Janelle Rodl, San Francisco State University, CA PRESENTER(S): Rebecca Bateman, University of California, Berkeley

1:30 PM-2:15 PM SESSION: 449 ROOM: POSTER 27, EAST HALL, 3RD FL

Implementation of Culturally Responsive Rtl to Address Disproportionality

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Administration/Supervision FORMAT: Poster Session

Minority students are disproportionately identified for special education and experience higher rates of exclusionary discipline. Practitioners have an obligation to ensure equity for all students. Culturally Responsive Response-to-Intervention (Rtl) provides an opportunity to identify and implement culturally relevant practices to achieve equity in classrooms and meaningful outcomes for students.

LEADER(S): Weade Wallace, Virginia Commonwealth University, Richmond

1:30 PM–2:15 PM SESSION: 450 ROOM: POSTER 28, EAST HALL, 3RD FL

Classroom Management Efficacy and Role Stressors: Pathways to Burnout for Special Educators

TOPIC: Research SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

Three factors that may contribute to burnout in special education teachers are classroom management efficacy and role conflict, and role ambiguity. This study explored these topics in depth in order to discover strategies that may promote resilience in special education teachers. We discuss the results.

LEADER(S): Justin Garwood, Appalachian State University, Boone, NC

1:30 PM-2:15 PM SESSION: 451 ROOM: POSTER 3, EAST HALL, 3RD FL

Reading Fluency Interventions for Struggling Adolescent Readers

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

We share the findings of a study that evaluated two evidence-based reading interventions with middle school students who presented with reading fluency deficits. The results indicate that the reading performance of all students improved over the intervention period.

LEADER(S): Sarah Vess, High Point University, NC

1:30 PM-2:15 PM SESSION: 452 ROOM: POSTER 4, EAST HALL, 3RD FL

Comprehension of Internet Humor by Adolescents With Language Disorders and Adolescents With Hearing Loss

TOPIC: Communicative Disabilities and Deafness FORMAT: Poster Session

This study determined how adolescents with language disorders and adolescents who are deaf or hard of hearing comprehend Internet humor in the form of memes. Comprehension of this form of humor requires world knowledge and often requires understanding of figurative language.

LEADER(S): Holly Pedersen, Minot State University, ND PRESENTER(S): Ann Beste-Guldborg, Minot State University, ND

1:30 PM-2:15 PM	SESSION: 453	ROOM: POSTER 5,
		EAST HALL, 3RD FL

Designing Blended Learning Environments That Scaffold Self-Regulated Learning in Students With Disabilities

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

In Blended Learning Environments, instruction occurs through traditional educational methods in shared physical settings that is coordinated with digital instruction to support learning. We introduce self-regulated learning as means to promote success and demonstrate digital tools that scaffold SRL.

LEADER(S): Richard Carter, Jr., University of Kansas, Lawrence

PRESENTER(S): James Basham, University of Kansas, Lawrence

1:30 PM-2:15 PM	SESSION: 454	ROOM: POSTER 6,
		EAST HALL, 3RD FL

Mental Health and Adolescents With Learning Disabilities: Successful Secondary Inclusion Practices

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

We provide an overview of successful accommodations for adolescents with mental health difficulties and learning disabilities, an ever-growing population in the secondary classroom. Learn how to effectively and efficiently reach these students by using evidence-based practices and accommodations.

LEADER(S): Douglas Dexter, Bucknell University, Lewisburg, PA

1:30 PM-2:15 PM SESSION: 455 ROOM: POSTER 7, EAST HALL, 3RD FL

How Can We Empower More Teachers to Willingly Request and Objectively Complete Peer Observations?

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Early Childhood and Early Intervention FORMAT: Poster Session

To build internal capacity, providers should be empowered to objectively critique one another to assess ways of improving current practices. We will build on what is recommended in the literature and explore ways to promote more widespread willingness to engage in this reciprocal, beneficial process.

LEADER(S): Nicole Edwards, Rowan University, Glassboro, NJ

1:30 PM-2:15 PM SESSION: 456 ROOM: POSTER 8, EAST HALL, 3RD FL

Data-Based Decisions for Special Education Teacher Preparation Programs

TOPIC: Personnel Preparation SECONDARY TOPIC: Assessment FORMAT: Poster Session

To meet accreditation standards, teacher educators need to demonstrate that they are using assessment data to make program changes. We will describe how special education faculty used data from numerous assessments to make curricular changes to improve candidate skills that impact student learning.

LEADER(S): Greg Conderman, Northern Illinois University, DeKalb

PRESENTER(S): Laura Hedin, Northern Illinois University, DeKalb

1:30 PM-2:15 PM

SESSION: 457 ROOM: POSTER 9, EAST HALL, 3RD FL

Through Our Eyes: Outcomes of Preservice Educator Experiences in an International Practicum

TOPIC: Personnel Preparation

SECONDARY TOPIC: International Programs/Services FORMAT: Poster Session

Field-based experiences provide crucial learning opportunities for preservice special education teachers. We examine the outcomes of a study abroad course in which undergraduate students completed a practicum in schools for the deaf in Haiti. Learn about the impact of this experience.

LEADER(S): Kaitlyn Millen, University of Northern Colorado, Greeley

PRESENTER(S): Jennifer Renée Kilpatrick, University of North Florida, Jacksonville

2:45 PM-4:45 PM SESSION: 460 ROOM: BALLROOM D

Program Chair Featured: Solution Oriented Roundtables on Culturally Linguistically Diverse Students with Disabilities

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Roundtables MODERATOR(S): Claudia Rinaldi, Lasell College, Newton, MA

Experts in bilingual special education will address general education, special education instruction and intervention, English language development in special education, and much more. Learn from the experts and take back solutionoriented, evidenced-based practices to close the researchto-practice divide. Come, join the expert that best fits your greatest need and engage in discussion about the relevant topic to you–all in one room.

List of Presentations:

- 1. Integrated MTSS in Dual Language Schools (Sylvia Linan-Thompson, University of Oregon, Eugene)
- 2. Bilingual Assessment Strategies for Monolingual Speakers (Edward Schultz, Midwestern State University, Wichita Falls, TX)
- Using Technology to Enhance the Learning of English Language Learners with Disabilities (Diana Morales, Florida Diagnostic & Learning Resources Systems-South; Jennifer Lesh, Lynn University, Boca Raton, FL)
- 4. Culturally Responsive Classroom: Practices that Positively Address the Needs of All Learners (Jacqueline Rodriguez, College of William and Mary, Williamsburg, VA)
- Practical Solutions for Teaching English Language Learners with Disabilities: Peer-Assisted Learning Strategies (Gliset Colon, Buffalo State College, NY)
- 6. Preparing Latino Parents of the 1-in-5 for Parent-Teacher Conferences (Gabriela Bobadilla, Understood en Español, New York, NY)
- 7. Professional Learning Teams for English Learners with and without Disabilities (Silvana Watson, Old Dominion University, Norfolk, VA)
- Verano en México: A study abroad program designed to enhance cross-cultural and culturally responsive competencies (Todd Fletcher, University of Arizona, Tucson)
- 9. A Call to Change: The J Curve In Bilingual Assessment and Evaluation (Maria de Lourdes B Serpa, Lesley University, Cambridge, MA)
- 10. Developing Culturally and Linguistically Responsive IEPs (John J. Hoover, University of Colorado, Boulder)
- Lessons Learned from Supporting Districts who work with English Learners with Disabilities. (Sara V. Nino, Massachusetts Department of Elementary and Secondary Education, Malden, MA

2:45 PM-3:45 PM

SESSION: 461 ROOM: 1

Multimodal Writing: Black Girls With Learning Disabilities Enacting Agency and Identity

TOPIC: Learning Disabilities

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

We examine the creative writing of 7th grade Black girls identified as having LD, and shows how they use poetry, skits, and raps to enact identities as competent and confident writers. Learn instructional strategies that use culturally relevant pedagogy and multimodal literacies to engage writers.

LEADER(S): Erin Whitney, California State University, Chico



2:45 PM-3:45 PM • SESSION: 462 • ROOM: 3

LET'S COLLABORATE! BUILDING PARTNERSHIPS FOR EFFECTIVE TEACHER PREPARATION

TOPIC: Personnel Preparation FORMAT: Multi-Presentation Session MODERATOR(S): Harriet Able, University of North Carolina, Chapel Hill

Interdisciplinary Leadership Preparation: Focus on Collaboration and Bridging the Research to Practice Gap

Key features of highly successful OSEP-funded leadership projects focused on interdisciplinary preparation of students in translational and community-engaged research, and dissemination will be highlighted. Perspectives of current and former students document the impact of the programs on their current positions and their use of recommended practices.

LEADER(S): Harriet Able, University of North Carolina, Chapel Hill

• Partnership to Elevate Preparation of Special Education Teachers

A partnership between a college and a school district was designed to better prepare preservice teachers to meet the needs of students with special needs and to improve the pipeline of teachers entering the district. We explore a sitebased college course, a collaborative induction program, and reflections of participants.

LEADER(S): Nanho Vander Hart, Assumption College, Worcester, MA

PRESENTER(S): Elizabeth Schaper, West Boylston Public Schools, MA; Samantha Goldman, Assumption College, Worcester, MA

2:45 PM-3:45 PM	SESSION: 463

ROOM: 5

Multi-Tiered System of Support: A Framework for Empowering Students With Disabilities to Engage in School Activities With Peers

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

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

Learn how MTSS provides students with disabilities the support needed to engage in activities with peers. We report findings from a longitudinal study documenting a positive effect of MTSS on peer engagement. Leave with free online resources to implement Schoolwide MTSS in your school!

LEADER(S): Tyler Hicks, University of Kansas, Lawrence PRESENTER(S): Jeong Hoon Choi, University of Kansas, Lawrence; Wayne Sailor, University of Kansas, Lawrence

2:45 PM-3:45 PM SESSION: 464 ROOM: 7

DR Distinguished Early Career Award Address: Improving Student Outcomes Through Intensive Intervention

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

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

We describe findings from two lines of research that explored effective and feasible approaches to intensifying intervention: increasing play complexity in young children with disabilities; and improving early reading outcomes for children with Down syndrome. We will provide guidelines for teachers to integrate the findings into their instruction.

LEADER(S): Erin Barton, Vanderbilt University, Nashville, TN; Christopher Lemons, Vanderbilt University, Nashville, TN

2:45 PM-3:45 PM	SESSION: 465	ROOM: 9

The Early Childhood Outcomes as a Framework for Improving Policies and Practices

TOPIC: Early Childhood and Early Intervention FORMAT: Presentation with Q&A

We describe several states' approaches to integrating the EC outcomes with the early intervention and EC special education processes. The session will also show how implementation science has been used to improve policies and practices across the early intervention and EC special education process.

LEADER(S): Kathi Gillaspy, AnLar Inc

PRESENTER(S): Megan Vinh, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

2:45 PM-3:45 PM SESSION: 466 ROOM: 10

Accessing Artmaking With Adaptive Art Tools, Techniques, and Materials for Students With Disabilities

TOPIC: Arts in Special Education

SECONDARY TOPIC: Physical/Health/Multiple Disabilities FORMAT: Demonstration

Artmaking is a challenge for students with disabilities when the tools, materials, or art techniques are inaccessible. Educators will be introduced to adaptive tools for grip challenges, alternative art materials for sensory concerns, as well as adapted art techniques for all students with disabilities.

LEADER(S): Susan Loesl, Milwaukee Public Schools, WI

2:45 PM–3:45 PM SESSION: 467 ROOM: 11

Promoting Health Literacy in Secondary Students With High Incidence Disabilities Through Web-Based Learning

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Technology and Media FORMAT: Presentation with Q&A

For students with high-incidence disabilities, the ability to independently manage health care needs postgraduation is critical to long-term wellbeing. We describe findings from two studies aimed at developing a web-based healthy literacy curriculum for secondary students with highincidence disabilities.

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



2:45 PM-3:45 PM • SESSION: 468 • ROOM: 12

INCLUSIVE PRACTICES FOR LGBTQ STUDENTS AND FAMILIES

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session LEADER(S): John Delport, Bellevue School District, WA

All the Colors of the Rainbow: Teaching Elementary Students About LGBT Families

Elementary educators receive little or no professional development about LGBT families. In this session, educators will learn about and receive resources for teaching elementary students in both special and general education settings about LGBT families.

LEADER(S): Susannah Boyle, Pennsylvania State University, State College

• Using a Reflective Framework to Include Students with Disabilities Who Also Identify as LGBTQ

In this session, teachers will be equipped with strategies that empower them to include LGBTQ issues in the curriculum, know how to intervene when anti-LGBTQ, antidisability language is used, and understand how to integrate LGBTQ families safely into schools.

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

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

2:45 PM-3:45 PM SESSION: 469 ROOM: 13

Leading With Heart: Relationships and Behaviors of Effective Leaders

TOPIC: Administration/Supervision SECONDARY TOPIC: Early Childhood and Early Intervention FORMAT: Presentation with Q&A

Learn about effective leadership characteristics by exploring the knowledge and skills associated with the principles of Leading with Heart and evidence-based, effective leadership behaviors. It takes leading with head, heart, and hands to be an effective leader influencing the lives of the children and families we serve.

LEADER(S): Christy Burke, KCAA Preschools of Hawaii, Honolulu PRESENTER(S): Ted Burke, Beyond the Box, Honolulu, HI



2:45 PM-3:45 PM • SESSION: 470 • ROOM: 14

THE SELF-DETERMINED LEARNING MODEL OF INSTRUCTION EQUALS STUDENT SUCCESS

TOPIC: Collaboration and Inclusive Practices FORMAT: Multi-Presentation Session MODERATOR(S): Anna Gibbs, Auburn University, AL

Cultivating the Academic and Personal Success of Students With Autism in College Settings (CAPS)

The mission of CAPS is to leverage existing college resources paired with mentoring supports to increase the academic and personal success of students with ASD. Learn how students participating in the project are meeting goals at a high percentage in academic, social, and independent living areas.

LEADER(S): Evette Simmons-Reed, Ball State University, Muncie, IN

Whole-Class Implementation of the Self-Determined Learning Model of Instruction in a High School Mathematics Class

We will discuss findings from the use of the Self-Determined Learning Model of Instruction, to teach self-determination skills to high school students who struggled to engage with academic content, specifically mathematics. The study was one of the first investigations classwide in a general education classroom.

LEADER(S): Sheida Raley, University of Kansas, Lawrence PRESENTER(S): Karrie Shogren, University of Kansas, Lawrence

2:45 PM-3:45 PM SESSION: 471 ROOM: 15

Parent Implementation of Evidence-Based Practices at Home for Child With Complex Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Presentation with Q&A

Parent implementation of evidence-based practices at home for a child with complex, multiple disabilities has context-specific challenges. We share the results of our study that engaged a parent in the development and execution of an intervention for increased independence and communication.

LEADER(S): Suzanne Kucharczyk, University of Arkansas, Fayetteville



2:45 PM-3:45 PM • SESSION: 473 • ROOM: 17

EARLY INTERVENTION FOR DEAF/HH & FAMILIES

TOPIC: Communicative Disabilities and Deafness FORMAT: Multi-Presentation Session MODERATOR(S): Debra Lively, Saginaw Valley State University, University Center, MI

Obstacles to Opportunities: Using Research Findings to Inform Daily Practice

This session references the growing body of evidence connecting family engagement to enhanced student outcomes. Though focus is on families of children with hearing impairment, the actionable outcomes of the presenter's research are applicable across multiple disciplines.

LEADER(S): Marguerite Vasconcellos, Bucks County Intermediate Unit 22, Doylestown, PA

Using D/HH Standards and DEC Recommended Practices to Prepare Deaf Educators and SLPs to Serve Parents and Their Children With Hearing Loss in Early Intervention

We describe an intervention model designed to improve practitioners' use of the DCDD's Deaf/Hard of Hearing Standards and the DEC Recommended Practices while in a graduate training program for SLPs and Developmental Therapists/Educators. Implementation data and videotaped therapy sessions are shared.

LEADER(S): Maribeth Lartz, Illinois State University, Normal PRESENTER(S): Tracy Meehan, Illinois State University, Normal 2:45 PM–3:45 PM SESSION: 474

ROOM: 18

Strategies for Effective Morphological Instruction Across MTSS Tiers

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Demonstration

Learn research-based strategies and practices for teaching effective morphological analysis to struggling readers. View videos of exemplar instruction and understand the role of morphology in student's literacy development. Leave with materials to immediately integrate these practices into instruction.

LEADER(S): Amber Benedict, University of Florida, Gainesville

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

2:45 PM–3:45 PM	SESSION: 475	ROOM: 19

Making Data-Based Decisions in Writing Instruction for Elementary-Age Students With LD

TOPIC: Learning Disabilities SECONDARY TOPIC: Assessment FORMAT: Demonstration

Join us and learn to (1) create ambitious long-term goals for elementary age writers using CBM-W, (2) make timely and accurate decisions based upon progress monitoring data, and (3) use diagnostic tools to determine what types of changes to make to instruction when a change is needed.

LEADER(S): Alex Smith, University of Missouri, Columbia

PRESENTER(S): Kim Moore, University of Missouri, Columbia; Erica N. Mason, University of Missouri, Columbia; Erica Lembke, University of Missouri, Columbia; Jessica Simpson, University of Missouri, Columbia

2:45 PM–3:45 PM	SESSION: 476	ROOM: 20

Improving Mathematical Problem-Solving Skills Using SOLVE: A Strategy for Secondary Students

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Demonstration

Learn about the SOLVE strategy to address mathematics problem-solving skills for secondary students with LD. SOLVE combines explicit instruction with a general strategy that includes a mnemonic. You will apply the strategy to sample word problems and then create an example for students in your own classroom.

LEADER(S): Michelle Popham, Clemson University, SC

PRESENTER(S): Jennifer Counts, Clemson University, SC; Simone Adams, Clemson University, SC; Janie Hodge, Clemson University, SC

2:45 PM-3:45 PM SESSION: 477 ROOM: 21

Designing FBA-BIP Teacher Training With a Focus on the Classroom Environment

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

We will describe how to conduct FBA and BIP training which focuses on the classroom environment. Participants will learn how to assess the classroom environment and incorporate proactive strategies into BIP development. Current research and practical examples will be provided.

LEADER(S): Shanna Hirsch, Clemson University, SC PRESENTER(S): Allison Bruhn, University of Iowa, Iowa City

2:45 PM-3:45 PM SESSION: 478 ROOM: 22

STRAND G, Session 2: Trusting Family-Professional Partnerships: Essential Research-Based Content for Teacher Preparation Programs

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

We present the Sunshine Model, a tiered, multi-dimensional conceptual framework, to describe key preservice activities used to prepare future educators to collaborate with families. These activities include parents as professors, simulated IEP meetings with a training intervention, MAPS, and structured interviews with family members.

LEADER(S): Natalie Holdren, University of California, Santa Barbara

PRESENTER(S): Tracy Gershwin Mueller, University of Northern Colorado, Greeley; Katharine Shepherd, University of Vermont, Burlington; Shana Haines, University of Vermont, Burlington; Aimee Massafra, University of Northern Colorado, Greeley

2:45 PM-3:45 PM SESSION: 479 ROOM: 23

SPECIAL FOCUS: A Way Out of Criminality: Tier 3 Reading Instruction for Challenged Youth

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

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

Incarcerated youth want to learn to read! Research reveals that a lack of literacy skills are correlated with recidivism. Our successful Tier 3 reading program for students with EB challenges creates the opportunity for incarcerated youth to improve their reading skills.

LEADER(S): Anne Sloboda, Sun West School Division/ University of Saskatchewan, Saskatoon, Canada

2:45 PM-3:45 PM SESSION: 480 ROOM: 24

Strand H, Session 2: Taxonomy of Intervention Intensity: A Process for Evaluating and Building Intervention Intensity

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

We provide an overview the Taxonomy of Intervention Intensity, which includes dimensions for evaluating and building intervention intensity to support students with significant academic and behavioral needs. We will also demonstrate Taxonomy-related resources and materials from the NCII that support the process.

LEADER(S): Jill Pentimonti, American Institutes for Research, Washington, DC

PRESENTER(S): Joseph Wehby, Vanderbilt University, Nashville, TN; Lynn Fuchs, Vanderbilt University, Nashville, TN

2:45 PM-3:45 PM SESSION: 481 ROOM: 25

Program Chair Featured: Implementing Job-Embedded Professional Development to Meet the Instructional Needs of English Learners/English Learners With Disabilities

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

Educators struggle with effectively serving ELs, with and without disabilities. Effective job-embedded PD (JEPD) is crucial in ensuring that ELs receive high-quality instruction from special and general education teachers. We will discuss 'how tos' of JEPD provided to teachers in their OSEP-funded model demonstration projects.

LEADER(S): Leticia Grimaldo, Meadows Center for Preventing Educational Risk at UT, Austin; Linda Cavazos, American Institutes for Research, Austin, TX; Julie Esparza Brown, Portland State University, OR

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

2:45 PM-3:45 PM SESSION: 482 ROOM: BALLROOM A

Teacher2Teacher: Scaffolded Reading Comprehension Activities That Motivate Even the Most Reluctant Struggling Readers

TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session will focus on Directed Reading and Thinking Activities (DRTA), an evidence-based best practice that has been used for years. Not only does it engage students, but the strategies that are embedded within this one activity allow the students to access texts that are closer to their actual grade levels.

LEADER(S): Lindsay Young, Los Angeles Unified School District, CA

2:45 PM-3:45 PM SESSION: 483 ROOM: BALLROOM C

Teacher2Teacher: Creating Digital Writing Communities That Meet the Needs of Diverse Learners

TOPIC: Technology and Media FORMAT: Presentation with Q&A

Learn how to incorporate research-based instruction into emerging technology and UDL to empower our students with exceptionalities. Leave with a ready made packet including access to teacher created video and PowerPoint writing lessons inside a UDL framework, and materials for to use with your students.

LEADER(S): Myriah Miller, West Virginia University, Morgantown PRESENTER(S): Sung Hee Lee, California State University, Fullerton

2:45 PM-3:30 PM SESSION: 486 ROOM: POSTER 1, EAST HALL, 3RD FL

Relations Across Measures of Fraction Magnitude Knowledge for 4th through 8th Grade Students With LD

TOPIC: STEM SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

Fraction magnitude knowledge (FMK), or an understanding that fractions are numbers with magnitude that can be represented as points on the number line, is an important component of fraction learning. We discuss results of a variety of FMK assessments administered to 4th-8th grade students with LD.

LEADER(S): Stephanie Morano, University of Virginia, Charlottesville

PRESENTER(S): Paul Riccomini, Pennsylvania State University, University Park; Jooyoung Lee, Pennsylvania State University, State College

2:45 PM-3:30 PM SESSION: 487 ROOM: POSTER 10, EAST HALL, 3RD FL

Using Digital Platforms in Preservice Teacher Preparation Programs: Comparison, Review, and Efficacy

TOPIC: Technology and Media SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

Supervision is an integral part of teacher preparation as it's a resource-intensive way to provide explicit feedback to teacher candidates. We will examine the efficacy of two digital feedback platforms used within pilot implementation projects at two universities: Edthena and Mursion. Results are discussed.

LEADER(S): Lisa Goran, Truman State University, Kirksville, MO PRESENTER(S): Maria Peterson-Ahmad, Western Oregon 2:45 PM-3:30 PM SESSION: 488 ROOM: POSTER 11, EAST HALL, 3RD FL

A Partnership for Promoting Potential in Gifted Low-Income Students

TOPIC: Gifted and Talented SECONDARY TOPIC: Research FORMAT: Poster Session

We describe a study that examined low-income gifted students' perceptions of the long-term academic, career, social, personal, and generational benefits of attending summer enrichment programs. Implications for developing enrichment programs for economically disadvantaged gifted students are shared.

LEADER(S): Corina Kaul, Baylor University, Waco, TX PRESENTER(S): Susan Johnsen, Baylor University, Waco, TX

2:45 PM–3:30 PM SESSION: 489 ROOM: POSTER 12, EAST HALL, 3RD FL

Effective Communication With Nonverbal Students in the Home

TOPIC: Visual Impairments

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

Tools and means of communication with nonverbal students have been created and used in the classroom, but parents are unsure how to use them at home. Learn the results of a survey of parents and teachers on effective communication techniques. Benefits and disadvantages of devices are also shared.

LEADER(S): Jacqueline Morell, Kutztown University of Pennsylvania

PRESENTER(S): Caroline Cacchio, Kutztown University of Pennsylvania

2:45 PM-3:30 PM SESSION: 490 ROOM: POSTER 13, EAST HALL, 3RD FL

Raising the Power of Curriculum-Based Measurements in a Preservice Math Classroom

TOPIC: Assessment SECONDARY TOPIC: STEM FORMAT: Poster Session

Together we examine one way teachers can develop and monitor their own learning goals while engaging in activities that support higher level content knowledge growth in math. Using CBMs to monitor and modify their own learning, teachers experience firsthand the utility and efficiency of the assessment tools.

LEADER(S): Sarah Watt, Miami University, Oxford, OH PRESENTER(S): Anne Foegen, Iowa State University, Ames

University, Monmouth

2:45 PM-3:30 PM SESSIC

SESSION: 491 ROOM: POSTER 14, EAST HALL, 3RD FL

Summer Adventures in Literacy: A Model for Intensive Reading Intervention

TOPIC: Learning Disabilities SECONDARY TOPIC: Collaboration and Inclusive

Practices

FORMAT: Poster Session

We highlight a summer reading program that allows future educators to engage in a field experience where they apply knowledge of assessment and intervention practices gained in their course work with struggling readers in an authentic setting. Pre- and poststudent assessment results will be shared.

LEADER(S): Vivian Gonsalves, University of Florida, Gainesville

2:45 PM–3:30 PM SESSION: 492 ROOM: POSTER 15, EAST HALL, 3RD FL

Saudi Teachers' Beliefs and Professional Development Needs Regarding Inclusive Special Education

TOPIC: International Programs/Services FORMAT: Poster Session

This study examined the needs of over 800 general and special education teachers in Saudi Arabia regarding inclusive education, as well as the concerns and issues they face. This mixed method research provides a clear understanding of Saudi educators' perspectives on inclusive education.

LEADER(S): Mohamed Aladsani, Duquesne University, Pittsburgh, PA

PRESENTER(S): Morgan Chitiyo, Duquesne University, Pittsburgh, PA; Elizabeth Hughes, The Pennsylvania State University, State College; Mohammed Aljaffal, Duquesne University, Pittsburgh, PA; Siddiq Ahmed, Duquesne University, Pittsburgh, PA

2:45 PM-3:30 PM SESSION: 493 ROOM: POSTER 16, EAST HALL, 3RD FL

From Instruction to the Social Organization of Learning: ELLs With Disabilities in Pre-K - 3rd Grade Classrooms

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

We will discuss instructional approaches for teaching ELLs with disabilities in inclusive settings within pre-K to 3rdgrade settings. Learn how teachers' professional identity and dispositions, and problem-based principles within and outside educational research can better prepare teachers.

LEADER(S): Sarah Diaz, Arizona State University, Tempe

PRESENTER(S): Sarah Salinas, Arizona State University, Tempe; Alfredo Artiles, Arizona State University, Tempe 2:45 PM–3:30 PM SESSION: 494 ROOM: POSTER 17, EAST HALL, 3RD FL

Labeling Bi/Multilingual Students With Disabilities: From Monolingual Bias to Multilingual Competency

TOPIC: Cultural and/or Linguistic Diversity SECONDARY TOPIC: Research FORMAT: Poster Session

Considering the effects of labeling on the social construction of (dis)ability, we examine the historic labels for students learning English used in special education that are associated with monolingual bias. We will focus on moving from deficits-oriented notions to multicompetence-centered perspectives.

LEADER(S): Gregory Cheatham, University of Kansas, Lawrence PRESENTER(S): Sumin Mullins, University of Kansas, Lawrence; Juliet Hart Barnett, Arizona State University, Tempe

2:45 PM-3:30 PM SESSION: 495 ROOM: POSTER 18, EAST HALL, 3RD FL

Examining Mentor Teachers' Methods About Providing Feedback to Preservice Early Educators

TOPIC: Administration/Supervision **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

We share data from a qualitative study to understand how mentor teachers provide feedback to preservice early educators during field experiences. We also provide strategies to help mentor teachers build early educators' skills and knowledge in 'real world' settings based on the findings of the study.

LEADER(S): Jennifer Amilivia, University of Kansas, Lawrence PRESENTER(S): Zhe An, University of Kansas, Lawrence; Eva Horn, University of Kansas, Lawrence

2:45 PM-3:30 PM SESSION: 496 ROOM: POSTER 19, EAST HALL, 3RD FL

Kindergarten Readiness Expectations of Parents of Children With Autism: Evidence From a National Study

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Early Childhood and Early

Intervention

FORMAT: Poster Session

Recently, kindergarten readiness (KR) has come to the forefront of the education debate. However, KR standards, definitions, and practices still vary widely across the nation. This study uses data from the Early Childhood Longitudinal Study-2011, to explore parent expectations for KR.

LEADER(S): Elizabeth Finocchiaro, Saint Louis University, MO

2:45 PM-3:30 PM SESSION: 497 ROOM: POSTER 2, EAST HALL, 3RD FL

Utilizing the PPET Mnemonic to Guide Classroom Level PBIS Within Secondary Schools

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

FORMAT: Poster Session

Managing disruptive student behavior remains a top concern for many classroom teachers. We will describe PPET, which includes four evidenced-based, antecedent, Tier 1 strategies that can work together to help in reducing problem behaviors and increasing prosocial ones.

LEADER(S): Will Hunter, University of Memphis, TN

PRESENTER(S): Andrea Jasper, Central Michigan University, Mt. Pleasant; Sally Barton-Arwood, Belmont University, Nashville, TN; Tarol Page Clements, G. W. Carver College & Career Academy, Memphis, TN

2:45 PM-3:30 PM SESSION: 498 ROOM: POSTER 20, EAST HALL, 3RD FL

Overcoming Transition Barriers for Students With High Functioning Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Career Development/Transition FORMAT: Poster Session

We highlight a partnership between a University's Graduate Special Education Program and a community agency that strives to serve young adults with ASD who have cognitive skills in the average range, but who struggle with EF, social skills, and communication. We discuss the program and recommendations.

LEADER(S): Alyson Martin, Fairfield University, CT PRESENTER(S): Emily Shamash, Fairfield University, CT

2:45 PM–3:30 PM SESSION: 499 ROOM: POSTER 21, EAST HALL, 3RD FL

Disability as Diversity: The Perspectives of Institutions of Higher Education in the United States

TOPIC: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Our study seeks to understand the extent to which disability is viewed as a component of diversity at IHEs in the U.S. Results provide empirical support for marginalized groups as evidence of further work that IHEs must make in order to truly embrace and support diversity in their campuses.

LEADER(S): Andrew Scheef, University of Idaho, Moscow PRESENTER(S): Cyndi Caniglia, Gonzaga University, Spokane, WA

2:45 PM–3:30 PM SESSION: 500 ROOM: POSTER 22, EAST HALL, 3RD FL

Effective Strategies to Support Paid Employment of Students With Intellectual Disability in Higher Education

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Students with ID are increasingly attending college and working while completing their studies. We present the findings from a study on effective strategies/challenges to obtaining paid employment for students with ID in college and after graduation. Implications for transition professionals are discussed.

LEADER(S): Meg Grigal, University of Massachusetts, Boston

PRESENTER(S): Clare Papay, University of Massachusetts, Boston; Daria Domin, University of Massachusetts, Boston

2:45 PM-3:30 PM SESSION: 501 ROOM: POSTER 23, EAST HALL, 3RD FL

The Language of Science: AA-AAS and Students Who Are Deaf/Hard of Hearing

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Accountability Systems for Students with Disabilities

FORMAT: Poster Session

Unique considerations arise in test and score reliability on AA-AAS due to language issues and communication utilized by students who are D/HH with cognitive disabilities. Results of a review of test items and coding of video sign language administration are presented. Implications for practices are discussed.

LEADER(S): Vicki Donne, Robert Morris University, Pittsburgh, PA

2:45 PM-3:30 PM SESSION: 502 ROOM: POSTER 24, EAST HALL, 3RD FL

Supporting Pro-Social Language Skills of Students With Challenging Behavior

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

Many students with challenging behavior have co-morbid language deficits. Unfortunately, most students don't receive sufficient evaluation or instruction in this area. We discuss the literature and strategies for teaching and supporting pro-social language skills in students with challenging behavior.

LEADER(S): Andrea Capizzi, Vanderbilt University, Nashville, TN

PRESENTER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

2:45 PM-3:30 PM SESSION: 503 ROOM: POSTER 25, EAST HALL, 3RD FL

Effects of Small Talk on Off-Task Behavior of Elementary Students With Disabilities

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Learning Disabilities FORMAT: Poster Session

Disruptive or off-task behaviors by students with disabilities can impede learning opportunities and create challenges for classroom teachers. Learn about the Small Talk intervention, which provides students with presession attention to decrease their attention-seeking disruptive or off-task behavior.

LEADER(S): Kerry Kisinger, University of North Carolina, Charlotte

PRESENTER(S): Charles Wood, University of North Carolina, Charlotte; Reem Muharib, University of North Carolina, Charlotte

2:45 PM–3:30 PM SESSION: 504 ROOM: POSTER 3, EAST HALL, 3RD FL

Special Education Teacher as Civil Rights Warrior

TOPIC: Public Policy

FORMAT: Poster Session

Join us and recontextualize your practice as that of safeguarding the civil rights of people with disabilities and trace the historical perspectives and rationale for putting students back in the center of what we do. We also review recent court cases that support high standards in civil rights advocacy.

LEADER(S): Bryan Cichy-Parker, Pacific University, Forest Grove, OR

PRESENTER(S): Larry Bryant, University of North Texas, Dallas

2:45 PM-3:30 PM SESSION: 505 ROOM: POSTER 4, EAST HALL, 3RD FL

Using Classroom Observations Systematically: A Review of the Literature and Implications for Practice

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

We describe results of a research synthesis on observation studies conducted with special education teachers. Learn how special educators have been observed in past research studies and how it compares with observational systems currently being proposed or used with special educators.

LEADER(S): Wendy Rodgers, University of Nevada, Las Vegas PRESENTER(S): John Romig, University of Virginia, Charlottesville; Michael Kennedy, University of Virginia, Charlottesville

2:45 PM-3:30 PM SESSION: 506 ROOM: POSTER 5, EAST HALL. 3RD FL

Inclusive Service-Learning: Strategies for Middle and High School Teachers

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

We will share how youth and educational staff from private and public schools perceived the benefits, challenges, and key components of an inclusive service-learning project. Strategies for effective inclusion, relationship building, and curriculum development will be shared.

LEADER(S): Jennifer Bumble, Vanderbilt University, Nashville, TN

2:45 PM-3:30 PM	SESSION: 507	ROOM: POSTER 6,
		EAST HALL, 3RD FL

The Honest Truth About Co-Teaching

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Co-teaching is a challenge and the relationship needs to be continuously nurtured to be effective. After co-teaching together for 5 years the presenters have a wealth of suggestions for making a true team out of the co-teaching experience. Come away with 5 helpful tips to improve your co-teaching experience.

LEADER(S): Alison Witt, Glenbard West High School, Glen Ellyn, IL

PRESENTER(S): Jennifer Mitchell, Glenbard West High School, Glen Ellyn, IL

2:45 PM-3:30 PM SESSION: 509 ROOM: POSTER 8, EAST HALL, 3RD FL

Using Family As Faculty in Teacher Preparation: How Do Students Benefit?

TOPIC: Personnel Preparation

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

There are many things that cannot be adequately learned from a text book. The unique perspectives brought by families of children with disabilities can be invaluable. The benefits of using family as faculty in special education personnel preparation are discussed.

LEADER(S): Holly Pedersen, Minot State University, ND PRESENTER(S): Ann Beste-Guldborg, Minot State University, ND

2:45 PM–3:30 PM SESSION: 510 ROOM: POSTER 9, EAST HALL, 3RD FL

Preparing Special Education Preservice Teachers to Manage a Classroom Using Mixed Reality Teaching Experiences

TOPIC: Personnel Preparation SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

Undergraduate special education preservice teaching candidates participated in mixed reality teaching experiences, instructing a class of avatars. Candidate perceptions of readiness to implement behavior management strategies during instruction and manage a classroom were evaluated and results are shared.

LEADER(S): Karen Voytecki, East Carolina University, Greenville, NC

PRESENTER(S): Melissa Hudson, East Carolina University, Greenville, NC

4:00 PM-5:00 PM SESSION: 513

ROOM: 1

Case Studies of Intensive Intervention in Diverse Locations: Implementation of Data-Based Individualization in Large Urban and Small Suburban School Districts

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

We present on two very different school districts' implementation of DBI, a research-based way of providing intensive intervention. We present examples of student success and provide guidance for educators and schools who would like to implement DBI by sharing each district's successes and challenges.

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

PRESENTER(S): Jason Borges, New York City Public Schools, NY; Leslie Anderson, Bristol Warren Regional Schools, Warren, RI; Wynta Nivens, New York City Public Schools, NY; Brent Sackris, New York City Public Schools, NY; Meghan Duffy, New York City Public Schools, NY

4:00 PM-5:00 PM SESSION: 514 ROOM: 3

It Pays to Partner: Building Reform Capital Through Cross-Agency Collaboration

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

Learn about efforts undertaken by CEEDAR Center TA states to facilitate inclusive educator preparation reform. Representatives will discuss the reform capital tapped to establish collaborative structures between universities and districts that support the CEEDAR mission in their states and the benefits of their efforts.

LEADER(S): Erica McCray, University of Florida, Gainesville

PRESENTER(S): Margaret Kamman, University of Florida, Gainesville; Kimberly Paulsen, Vanderbilt University, Peabody College, Nashville, TN; Thurma DeLoach, Kirkwood School District, MO- Retired (Missouri CEEDAR Grant Facilitator)

4:00 PM-5:00 PM SESSION: 515 ROOM: 5

The Complexity of MTSS Implementation in Schools: Successes and Challenges

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

SECONDARY TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

This mixed-methods study explored the experiences of scholars enrolled in an interdisciplinary Master's program focused on implementation of evidence-based practices within the framework of MTSS. Interview and survey data will highlight the successes and challenges to implementation of intensive interventions.

LEADER(S): Dena Slanda, University of Central Florida, Orlando

PRESENTER(S): Mary Little, University of Central Florida, Orlando; Cynthia Pearl, University of Central Florida, Orlando

4:00 PM-5:00 PM SESSION: 516 ROOM: 7

Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education Research

TOPIC: Research

FORMAT: Presentation with Q&A

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 in discussions with distinguished researchers recognized for making outstanding contributions to special education research.

LEADER(S): Jean Crockett, University of Florida, Gainesville; Mary Theresa Kiely, Queens College, City University of New York; Kristen Merrill O'Brien, George Mason University, Fairfax, VA

4:00 PM-5:00 PM SESSION: 517 ROOM: 9

Understanding and Addressing Misconceptions in Whole Numbers for Elementary Students for Long-Term Success in Mathematics

TOPIC: STEM SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Many students struggle in mathematics as a result of misconceptions in whole number understanding and computation which can affect conceptual understanding and procedural fluency. We provide an overview of common misconceptions and provide EBPs to remediate and circumvent development of misconceptions.

LEADER(S): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX

PRESENTER(S): Gena Nelson, University of Minnesota, Minneapolis

4:00 PM-5:00 PM SESSION: 518 ROOM: 10

The Vital Role of Art in the Education of Students Who Have Experienced Psychological Trauma

TOPIC: Arts in Special Education

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

With the increasing population of students coming into the schools having experienced some type of psychological trauma, we need to understand effective interventions to help students succeed. We will provide an array of effective art teaching techniques to reach students who have experienced trauma.

LEADER(S): Adrienne Hunter, Pittsburgh, PA

PRESENTER(S): Beverley Johns, MacMurray College, Jacksonville, IL



4:00 PM-5:00 PM • SESSION: 520 • ROOM: 12

MATHEMATICS INSTRUCTION FOR CULTURALLY AND LINGUISTICALLY DIVERSE LEARNERS

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Multi-Presentation Session

• Examining Cultural Diversity in Mathematics Instruction

During this interactive session, participants will examine examples of how mathematics is not a universal language and identify strategies to support struggling learners. Participants will learn approaches for supporting struggling students and will receive instructional support materials.

LEADER(S): Todd Sundeen, University of Northern Colorado, Greeley

Mathematics Video Instruction for English Language Learners: Benefits to Children and Parents

The effects of video recorded mathematics instruction with a low-achieving 3rd grader was examined as a way to increase parental homework involvement. Pre-post surveys by child and parent indicated a pronounced increase in parental homework involvement. FIndings will be discussed.

LEADER(S): Jayne Leh, Pennsylvania State University Berks Campus, Reading

4:00 PM-5:00 PM SESSION: 521 ROOM: 13

Reading Interventions Delivered Outside of School

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness FORMAT: Panel

We will present research on reading interventions delivered in out-of-school settings and learn the implications of study results for helping parents/families and summer interventionists better serve children with or at risk for reading difficulties and measure the adherence to instructional protocols.

LEADER(S): Deborah Reed, University of Iowa, Iowa Reading Research Center, Iowa City

PRESENTER(S): Jessica Folsom, University of Iowa, Iowa Reading Research Center, Iowa City; Laura Justice, The Ohio State University, Columbus; Jessica Logan, The Ohio State University, Columbus; Beth Phillips, Florida Center for Reading Research, Tallahassee



4:00 PM-5:00 PM • SESSION: 522 • ROOM: 14

DIGITAL DECISIONS: INFORMED TECHNOLOGY USE TO MAXIMIZE STUDENT LEARNING

TOPIC: Collaboration and Inclusive Practices FORMAT: Multi-Presentation Session MODERATOR(S): Dusty Columbia Embury, Eastern Kentucky University, Richmond

Make eLearning an Equal Opportunity Experience

Digital content makes learning more portable and interactive, but students who experience barriers to reading text often find digital materials as difficult to navigate as printed ones. Learn how to select and create curricular materials that work for the widest possible audience.

LEADER(S): Christine Jones, Bookshare/Benetech, Palo Alto, CA PRESENTER(S): Lisa Wadors Verne, Benetech, Palo Alto, CA

• The Power of the Cursor: 21st-Century Technology Tools for Elementary Writing of Students With HID

This session will focus on using technology, graphic organizers, and national technology standards in supporting students writing abilities for both classroom activities and standardized testing. We will compare paper-based instruction and technology-use readiness skills to improve students' writing performance.

LEADER(S): Kevin Good, University of Maine, Farmington

PRESENTER(S): Shalu Rana, George Mason University, Fairfax, VA; Anya Evmenova, George Mason University, Fairfax, VA; Kelley Regan, George Mason University, Fairfax, VA; Soo Ahn, Iowa State University, Ames 4:00 PM-5:00 PM SESSION: 523 ROOM: 15

Promoting Communication and Interaction for Students With AAC Needs Through Peer-Mediated Interventions

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Educators need effective strategies to support the communication, interaction, and membership of students with complex communication needs in inclusive settings. We discuss peer-mediated interventions and implications for practitioners and researchers committed to supporting students learning to use AAC.

LEADER(S): Elizabeth Biggs, University of Illinois, Urbana-Champaign

4:00 PM–5:00 PM SESSION: 524

ROOM: 16

Why Wait Until Adulthood: Providing Functional Skills Instruction in the School Setting to Elementary Students

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Presentation with Q&A

We describe a single-case study concerning functional skills intervention for young children with moderate DD in a rural public school. Findings suggest that interventions featuring video-modeling, visual scheduling, and prompting were effective. A discussion of implications follows a description of findings.

LEADER(S): Seth King, Tennessee Tech University, Cookeville

PRESENTER(S): Martha Howard, Tennessee Tech University, Cookeville; Amy Callender, Tennessee Technological University, Cookeville



4:00 PM-5:00 PM • SESSION: 525 • ROOM: 17

Strategies to Enhance Communication in the Classroom

TOPIC: Communicative Disabilities and Deafness FORMAT: Multi-Presentation Session MODERATOR(S): Caron Mellblom-Nishioka, California State University, Dominguez Hills

Effective Directives: Strategies to Prevent Noncompliance and Conflict in the Classroom

We provide a review of evidence-based strategies designed to promote compliance to verbal directives in classroom settings. Participants will learn to select among several strategies to help students follow verbal directions and avoid negative or coercive interactions.

LEADER(S): Alexandra Hollo, West Virginia University, Morgantown

Language and Behavior in the Classroom: Implications and Applications for Teachers

This session provides a review of literature detailing the role of language in students' academic, social, emotional, and behavioral development. You will learn strategies for supporting students with problem behavior and lowlanguage skills, and ways to improve communication and decrease negative interactions.

LEADER(S): Jason Chow, Virginia Commonwealth University, Richmond

PRESENTER(S): Alexandra Hollo, West Virginia University, Morgantown

4:00 PM-5:00 PM SESSION: 526 ROOM: 18

Engaging ALL of Our Students, Including Nonreaders, Using Formative Assessment MDC Mathematics Lessons

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Accountability Systems for Students with Disabilities

FORMAT: Demonstration

How can we guide our students who struggle in mathematics to problem solve and learn difficult content, while simultaneously challenging students who are gifted and talented? How can we engage ALL learners in collaborative productive struggle? Leave with materials and resources to immediately use in their classrooms.

LEADER(S): Debra Allen, Thomas More College, Crestview Hills, KY

4:00 PM-5:00 PM SESSION: 527 ROOM: 19

Free Educational Apps to Support Writing in the Elementary and Middle School Classroom

TOPIC: Technology and Media SECONDARY TOPIC: Learning Disabilities FORMAT: Demonstration

The use of digital writing supports has been shown to be effective in increasing students' writing achievement. We will outline free educational apps that educators can utilize in their classrooms to support the writing process. Strategies to implement these apps will be outlined with an opportunity for questions. Please bring your own devices to this session as it is designed to offer a hands on opportunity to explore the apps. We will focus on apps for both Apple and Android devices.

LEADER(S): Virginia Morash-MacNeil, University of South Florida, Tampa

PRESENTER(S): Friggita Johnson, Clemson University, SC

4:00 PM-5:00 PM SESSION: 528 ROOM: 20

Using Evidence to Improve Your Practice

TOPIC: Measuring Special Education Teacher Effectiveness **SECONDARY TOPIC:** Personnel Preparation FORMAT: Demonstration

Observation instruments have been created to evaluate teachers' effectiveness, but few have been studied for their utility and precision in capturing effective special education instruction. Learn about a protocol that practitioners can use to analyze their instruction and be proactive in improving it.

LEADER(S): David Peyton, University of Florida, Gainesville

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

4:00 PM-5:00 PM

SESSION: 529 ROOM: 21

The Dark Triad: Narcissism, Psychopathy, and Machiavellianism as Predictors of School Bullying

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

Antisocial behavior and school aggression in youth has often been associated with narcissism, psychopathy, and Machiavellianism among adults and violent youth. Join us and explore research into the Dark Triad and how they predict school violence. Assessment and implications for research and practice are discussed.

LEADER(S): Thomas Gumpel, The Hebrew University of Jerusalem, Israel

4:00 PM-5:00 PM SESSION: 530 ROOM: 22

STRAND G, Session 3: Trusting Family-Professional Partnerships: Essential Research-Based Content for In-Service Professional Development Programs

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

In this session, we use the Sunshine Model, a tiered, multidimensional conceptual framework, to describe research-based strategies that in-service professionals can use to foster family-professional partnership with all families.

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

PRESENTER(S): Kathleen Kyzar, Texas Christian University, Fort Worth; Kathleen Strickland-Cohen, Texas Christian University, Fort Worth

4:00 PM-5:00 PM SESSION: 531

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ROOM: 23

Tips for Success: The Teacher Candidate to Beginning Teacher Transformation

TOPIC: Starting the Teaching 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 19 years of working with teacher candidates and first-, second-, and third-year special educators.

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

4:00 PM-5:00 PM SESSION: 532

Strand H, Session 3: Tier 3 Intensive Intervention: Making Data Analysis Easy!

ROOM: 24

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Are you feeling overwhelmed with Tier 3 data and team meetings? The NCII developed, in collaboration with educators, tools for facilitating efficient student problemsolving meetings. Learn how to efficiently set goals, assess students' response to intervention, and use data to intensify interventions for struggling students.

LEADER(S): Tessie Bailey, American Institutes for Research, Austin, TX

PRESENTER(S): Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin; Amy Peterson, American Institutes for Research, Washington, DC

4:00 PM-5:00 PM SESSION: 533 ROOM: 25

Teacher2Teacher: iEngage: Supporting Students With EBD Through Embedding Technology Into Math Instruction

TOPIC: Technology and Media FORMAT: Presentation with Q&A

We will provide an overview of classroom management strategies teachers can use to successfully and seamlessly integrate technology into math class. Teachers will leave with an understanding of how to structure their math classes to maximize instructional time and increase student engagement.

LEADER(S): Sara Heintzelman, Centennial School of Lehigh University, Bethlehem, PA

SESSION: 534

4:00 PM-5:00 PM

ROOM: 11

Teacher2Teacher: Hug Your Co-Teacher! (or Not): 15 Tips and Tricks for Building Professional Partnerships

TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

This session will be given by teachers who are currently servicing students with IEPs in a K-12 virtual charter school program. They are experienced in both traditional and virtual environments, and are excited to share 15 specific tips and best practices they have learned for successful collaboration and co-teaching.

LEADER(S): Alison Gott, California Connections Academy, San Juan Capistrano

4:00 PM-5:00 PM SESSION: 535 ROOM: BALLROOM C

Teacher2Teacher: Nearpod: Engage and Differentiate for Learners of All Ages and Abilities

TOPIC: Technology and Media FORMAT: Presentation with Q&A

Nearpod is a web-based tool that allows educators to create interactive slideshow presentations and is a necessary tool that every educator should be using to increase the engagement of their learners. Learn how Nearpod can be used in every classroom but is especially essential for special educators.

LEADER(S): Riley Barry, Hunnewell Elementary School, Wellesley, MA

PRESENTER(S): Kaela Swartley, E. Merton Crouthamel Elementary School, Souderton, PA

4:00 PM–4:45 PM SESSION: 538 ROOM: POSTER 1, EAST HALL, 3RD FL

Scaffolding the Learning of High School Biology Content Through Structured Content Enhancement

TOPIC: STEM SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

Reading and learning tasks from science courses is one of the biggest challenges for students with disabilities. We provide specific information and guidelines for teachers to develop and implement essential supports focused specifically on learning Biology content standards.

LEADER(S): Benjamin Riden, Pennsylvania State University, State College

PRESENTER(S): Kelly Grillo, Flagler County Schools, FL; Paul Riccomini, Pennsylvania State University, University Park

4:00 PM-4:45 PM

SESSION: 539 ROOM: POSTER 10, EAST HALL, 3RD FL

Using Technology-Based Interventions to Improve Writing for Middle School Students With Disabilities

TOPIC: Technology and Media SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

Findings are presented from two studies investigating the use of technology to improve paragraph writing with middle school students who have high incidence disabilities. Both interventions were effective in improving writing quality. Implications for classroom practice and future research are presented.

LEADER(S): Mari Beth Coleman, University of Tennessee, Knoxville

PRESENTER(S): Lindsay Murphy, University of West Florida, Pensacola; Madison Weber, Knox County Schools, Knoxville, TN 4:00 PM-4:45 PM SESSION: 540 ROOM: POSTER 11, EAST HALL, 3RD FL

How Are Universities Preparing Preservice Teachers to Work With Twice-Exceptional Students?

TOPIC: Gifted and Talented SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

Twice-exceptional students are a diverse and often misidentified and underidentified group. This study explored how preservice teachers are prepared to identify and teach twice-exceptional students. Survey results about current course offerings and field experience requirements will be discussed.

LEADER(S): Janet Josephson, Millersville University, PA PRESENTER(S): Charlton Wolfgang, Millersville University, PA

4:00 PM-4:45 PM SESSION: 541 ROOM: POSTER 12, EAST HALL, 3RD FL

Perspectives of Dual Media Learners, Their Teachers, and Their Parents

TOPIC: Visual Impairments

SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

We share results of a study that gathered data from students transitioning from print to braille, their teachers, and their parents. Interview topics included instructional strategies, using braille in different settings, role motivation, and how the educational team supported the students.

LEADER(S): Tina Herzberg, University of South Carolina Upstate, Spartanburg

PRESENTER(S): L Penny Rosenblum, University of Arizona, Tucson

4:00 PM-4:45 PM SESSION: 542 ROOM: POSTER 13, EAST HALL, 3RD FL

Teacher Coaching: A Critical Component for Supporting Improved Student Outcomes

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

How can we help teachers actually USE evidence-based interventions and make data-based decisions about the effectiveness of their instruction? Coaching is an effective way to ensure that interventions are implemented with fidelity. Learn the components necessary for effective coaching and teacher satisfaction.

LEADER(S): Kim Moore, University of Missouri, Columbia

PRESENTER(S): Erica Lembke, University of Missouri, Columbia; Carol Garman, University of Missouri, Columbia; Alex Smith, University of Missouri, Columbia; Jessica Simpson, University of Missouri, Columbia

4:00 PM-4:45 PM SESSION: 543 ROOM: POSTER 14,

EAST HALL, 3RD FL

Say It With Words: Vocabulary Instruction for Students With SLD

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This interactive session will describe and demonstrate the use of instructional strategies that support the learning of academic and content vocabulary for students with SLD. You will learn to use strategies such as visual representations, mnemonic devices, student friendly definitions, and semantic mapping.

LEADER(S): Rhonda Miller, Coastal Carolina University, Conway, SC

PRESENTER(S): Lydia Gerzel-Short, Texas A&M University, San Antonio

4:00 PM-4:45 PM SESSION: 544 ROOM: POSTER 15, EAST HALL, 3RD FL

Superhero Play: Creating Opportunities for Children With Autism to Develop Positive Social Skills and Emotional Reciprocity as Super Hero Friends!

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Learn about using superhero play for children with autism and strategies for promoting social skills and emotional reciprocity. Using a case study, we demonstrate evidence that superhero play was a beneficial outcome using the child's interests with superheroes, floor time, and social stories.

LEADER(S): Kathleen Harris, Seton Hill University, Greensburg, PA

4:00 PM-4:45 PM SESSION: 545 ROOM: POSTER 16, EAST HALL, 3RD FL

Ensuring 100% of Content Is Accessible to 100% of Students

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Cultural and/or Linguistic Diversity FORMAT: Poster Session

This session is a visual representation of research-based strategies that benefit individuals who are both diagnosed with autism and are ELLs. Attendees will benefit from the focus on problem-based enhanced language learning strategies that promote access to content and academic language development.

LEADER(S): Wendy Farr, Arizona State University, Tempe

4:00 PM-4:45 PM SESSION: 546 ROOM: POSTER 17, EAST HALL, 3RD FL

Implementing a Dual Language Immersion Preschool Program With a Drama PD in Special Education Classrooms

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Arts in Special Education FORMAT: Poster Session

Lessons learned from the implementation of a dual language program combined with a drama PD in special education preschool classrooms are shared from the perspectives of a district superintendent, director of student services, educators, and researchers. Learn tips for success and how to include all stakeholders.

LEADER(S): Kathleen Farrand, Arizona State University, Tempe PRESENTER(S): Megan Troxel, Arizona State University, Tempe

4:00 PM-4:45 PM SESSION: 547 ROOM: POSTER 18, EAST HALL, 3RD FL

Evidence-Based Practices to Support Executive Functioning Needs

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

Students with autism and ID need to develop independence in goal-oriented tasks. Executive functioning is a set of abilities and skills that assists students in developing competence towards regulating behaviors and attending to learning. EBPs that support students in acquiring EF skills will be presented.

LEADER(S): Robin Drogan, Bloomsburg University of Pennsylvania

PRESENTER(S): Darlene Perner, Bloomsburg University of Pennsylvania

4:00 PM-4:45 PM SESSION: 548 ROOM: POSTER 19, EAST HALL, 3RD FL

Examining Delivering Community-Based Vocational Instruction to Special Education Students in Saudi Arabia

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Career Development/Transition FORMAT: Poster Session

Special education teachers' perceptions towards CBVI are important for implementation of vocational education for students with ID. We share the results of a survey that examined special education teachers' perceptions towards CBVI in preparing secondary students with ID for postschool employment in Saudi Arabia.

LEADER(S): Hussain Almalky, Prince Sattam bin Abdulaziz University, Saudi Arabia

4:00 PM–4:45 PM SESSION: 549 ROOM: POSTER 2, EAST HALL, 3RD FL

Differentiated Assessment Techniques for Students With Special Needs

TOPIC: Assessment **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Students with complex learning needs often have unique characteristics that necessitate a creative approach to formative assessment for data-driven classroom instruction. Learn strategies for identifying and using formative assessment in the classroom for students with complex learning and behavioral needs.

LEADER(S): Teresa Gardner, Jacksonville State University, AL

4:00 PM-4:45 PM SESSIC

M SESSION: 550 ROOM: POSTER 20, EAST HALL, 3RD FL

The Employment Intervention System (EIS) for Adolescents and Young Adults With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Poster Session

We will describe a comprehensive evidence-based model, EIS, to meet the challenging needs of individuals with ASD to obtain and keep employment. This session has been designed to help fill the gap in service delivery by sharing a model, increasing knowledge, and building skill in service providers.

LEADER(S): Dianne Zager, Shrub Oak International School, NY PRESENTER(S): Tracey Frank, Shrub Oak International School, NY

4:00 PM-4:45 PM SESSION: 551 ROOM: POSTER 21, EAST HALL, 3RD FL

College and Career Ready: The Transition From High School to College Student

TOPIC: Career Development/Transition SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

We discuss transitioning from a high school to college student and the time and support students with significant disabilities need to be successful. This is most successfully done in the college setting where students learn from peers to maneuver academic, independent living, and social pursuits.

LEADER(S): Carol Burns, Bethesda College, Mequon, WI

4:00 PM-4:45 PM SESSION: 552 ROOM: POSTER 22, EAST HALL, 3RD FL

Employment, Career, College! The HOW-To Guide to Support Delinquent and At-Risk Students to Become Career and College READY

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Career Development/Transition FORMAT: Poster Session

Learn about the Juvenile Reentry Education Program titled Project STAND and NCRC. We will discuss the effectiveness and outcomes of a career and college readiness program dedicated to specifically support at risk youth and those with diverse learning styles.

LEADER(S): Tarol Page Clements, G. W. Carver College & Career Academy, Memphis, TN

PRESENTER(S): Tracy Gorea, G. W. Carver College & Career Academy, Memphis, TN; Frederick Collier, G. W. Carver College & Career Academy, Memphis, TN

4:00 PM-4:45 PM SESSION: 553 ROOM: POSTER 23, EAST HALL, 3RD FL

What Is It You Do? Interprofessional Education in Communicative Disabilities and Deafness

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

Interprofessional education assists preservice professionals to learn about, from, and with each other in order to enhance outcomes. Learn how a collaborative case study assignment impacted preservice SLPs' and TODs' understandings of each other's roles, responsibilities, and collaborative possibilities.

LEADER(S): Ann Beste-Guldborg, Minot State University, ND PRESENTER(S): Holly Pedersen, Minot State University, ND

4:00 PM-4:45 PM S

SESSION: 554 ROOM: POSTER 24, EAST HALL, 3RD FL

Schoolwide PBIS as a Framework for Reducing Disciplinary Exclusions: A Meta-Analysis

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

To date, there has not been a meta-analysis of group-based experimental research on the school-level effects of SWPBS implementation to reduce disciplinary exclusion, including ODR and suspensions. We share the results of our systematic review and meta-analysis to investigate that relationship.

LEADER(S): Nicholas Gage, University of Florida, Gainesville PRESENTER(S): Denise Whitford, Purdue University, West

Lafayette, IN; Antonis Katsiyannis, Clemson University, SC

4:00 PM-4:45 PM SESSION: 555 ROOM: POSTER 25, EAST HALL, 3RD FL

The Efficacy of PBIS Interventions Across Demographic Variables (Race, Gender, Age): A Meta-Analysis

TOPIC: Emotional and Behavioral Disorders SECONDARY TOPIC: Research FORMAT: Poster Session

Teachers use FBAs to address behaviors that interfere with the learning of students with disabilities and their peers. However, many demographic variables can interfere with the outcomes. We share the findings of a meta-analysis to find out if certain demographic variables influence the efficacy of the interventions.

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

PRESENTER(S): Siddiq Ahmed, Duquesne University, Pittsburgh, PA; Xiaohan Chen, Duquesne University, Pittsburgh, PA; Maryam Alakhzami, Duquesne University, Pittsburgh, PA; Marwan Alkhudhayri, Duquesne University, Pittsburgh, PA; Omar Alshikhi, Duquesne University, Pittsburgh, PA

4:00 PM-4:45 PM SESSION: 556 ROOM: POSTER 3, EAST HALL, 3RD FL

Using Technology to Increase Teacher Feedback for Teachers Candidates in Remote Settings

TOPIC: Administration/Supervision FORMAT: Poster Session

We highlight a study examining the benefits and drawbacks of remote preservice teacher candidate observation and provide data from university supervisors, teacher candidates, and school administrators regarding their experience. Leave prepared to remotely observe teacher candidates at your university.

LEADER(S): Bushrod White, Colorado Christian University, Lakewood

4:00 PM-4:45 PM	SESSION: 557	ROOM: POSTER 4,
		EAST HALL, 3RD FL

Overcoming Social Segregation in Inclusive Classrooms

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: Research FORMAT: Poster Session

Including students with disabilities in general education classrooms should lead to more opportunities for social participation, but physical inclusion does not automatically result in acceptance or friendships. Learn about adolescents' reasoning processes with regard to the inclusion of peers with disabilities.

LEADER(S): Sarah Manchanda, University of California, Berkeley

4:00 PM-4:45 PM SESSION: 558 ROOM: POSTER 5, EAST HALL, 3RD FL

Negotiating Ambiguity: An Account of How Paraprofessionals Define and Actualize Their Roles

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Administration/Supervision FORMAT: Poster Session

We report findings from a study examining how paraprofessionals support inclusion for students with significant disabilities. Learn how one school communicates job duties to paraprofessionals, how they interpret their roles/responsibilities, and how that interpretation is made visible in classroom practices.

LEADER(S): Erin Stewart, University of Washington, Seattle

4:00 PM-4:45 PM SESSION: 559 ROOM: POSTER 6, EAST HALL, 3RD FL

Using WonderGrove and POW+TREE to Strengthen Self-Advocacy

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

FORMAT: Poster Session

Self-advocacy is an important skill for all students, especially students with disabilities. We provide an overview of selfadvocacy skills and instruction and two tools to use within learning environments to expose students to practice and application of self-advocacy across situations.

LEADER(S): Lindsey Massengale, Saint Patrick Catholic School, Jacksonville, FL

4:00 PM–4:45 PM SESSION: 560 ROOM: POSTER 7, EAST HALL, 3RD FL

Virtual Training of Functional Analysis Skills for Inservice and Preservice Teachers

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

We present findings from a study examining in-service/ preservice teachers' mastery of FA skills in response to practice/feedback in either role play with instructor or a virtual environment. Following practice, participants implemented FA for a single student with chronic, lowintensity behaviors.

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

PRESENTER(S): Cathy Thomas, Texas State University, San Marcos

4:00 PM-4:45 PM SESSION: 561 ROOM: POSTER 8, EAST HALL, 3RD FL

Infusing Field Experiences With Curriculum to Prepare Dual-Licensed Educators

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

We will demonstrate how a dual license teacher education program uses field experiences infused with coursework to support candidate professional skills and confidence in offering learning environments that support all students.

LEADER(S): Megan Purcell, Purdue University, West Lafayette, IN

4:00 PM-4:45 PM SESSION: 562 ROOM: POSTER 9, EAST HALL, 3RD FL

Teach For America Teacher Stories: Why Some Left and Others Stayed

TOPIC: Personnel Preparation SECONDARY TOPIC: Research FORMAT: Poster Session

Teach For America (TFA) turned 25 in 2015. We will present the past 15 years of research on teacher retention/attrition with a content analysis of first-person accounts of why teachers stayed, left, or transferred. We then ask: What can TFA impart on school administrators, teachers, and teachereducators?

LEADER(S): Loretta Serna, University of New Mexico, Albuquerque

PRESENTER(S): Yen Pham, University of New Mexico, Albuquerque

Saturday, February 10

Strands – Saturday	81
8:00 AM–3:15 PM	
Saturday Workshops	.3
9:00 AM-12:00 PM	
Saturday Sessions	4
8:00 AM–3:15 PM	

Final prize drawing, 3:30 PM

CEC Registration Area, Level 2, Tampa Convention Center

Chance to win the 'REALLY, REALLY BIG PRIZE' — A 2019 Registration Package including a workshop of your choice and 3 nights in one of CEC's Official hotels in Indianapolis! (Must be present to win!)

Saturday Sessions

8:00 AM-9:00 AM

SESSION: 565 ROOM: 1

Impacting Culturally Responsive Classrooms: How Global Perspectives and Collaborative Literacy Learning Opportunities Prepare Preservice Teachers for Diverse Classrooms

TOPIC: International Programs/Services FORMAT: Presentation with Q&A

Learn about the 'engagement beyond borders' project for preparing teachers for culturally diverse classrooms through service learning abroad. This study shares global and collaborative learning perspectives in literacy instruction from U.S. preservice teachers and provides insights into teacher preparation.

LEADER(S): Clara Hauth, Marymount University, Arlington, VA PRESENTER(S): Jennifer Gray, Marymount University, Arlington, VA

8:00 AM-9:00 AM SESSION: 566 ROOM: 3

Practical Applications for Teacher Preparation Mentoring and Feedback Using Bug-in-Ear Technology

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

You will learn practical applications, strategies, and resources used in a newly developed teacher preparation program where students are mentored throughout their preparation and into teaching. We share our model for mentor/mentee training using innovative, research-based technology (Bug-in-Ear, virtual coaching).

LEADER(S): Kimberly Zgonc, Indian River State College, Fort Pierce, FL

PRESENTER(S): Ellen Browning, Indian River State College, Fort Piere, FL

8:00 AM-9:00 AM

SESSION: 567 ROOM: 5

Relation Between Implementation of Schoolwide Integrated Framework for Transformation (SWIFT) and Student Outcomes

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

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

SWIFT's equity-based inclusive education framework drives student improvement through a MTSS that includes all students. We provide an analyses of student data from 32 schools in 2 states indicate SWIFT implementation significantly predicts both academic and behavior outcomes.

LEADER(S): Jeong Hoon Choi, University of Kansas, Lawrence

PRESENTER(S): Tyler Hicks, University of Kansas, Lawrence



8:00 AM-9:00 AM • SESSION: 568 • ROOM: 7

KEY ISSUES IN RESEARCH

TOPIC: Research FORMAT: Multi-Presentation Session MODERATOR(S): David Lee, Penn State University, University Park, PA

Active Implementation Frameworks: Bridging the Research to Practice Gap

Often we find that our best efforts are not enough to make highly endorsed practices become accepted and sustained ways of work in schools; instead they fall into the research to practice gap. We share the roles, structures, and functions within Active Implementation Frameworks that are missing in many efforts at scaling up evidence-based practices in schools.

LEADER(S): Angela Preston, University of North Carolina, Chapel Hill

• The Importance of Studies With Null Findings

Although often relegated to researchers' file drawers, studies with null findings are critical to the scientific enterprise. We explore the importance of null findings, review the literature on publication bias, examine studies with null findings in special education, and discuss approaches for increasing the publication of null findings.

LEADER(S): Bryan Cook, University of Hawaii at Manoa, Honolulu

PRESENTER(S): Bill Therrien; University of Virginia, Charlottesville

8:00 AM-9:00 AM

SESSION: 569 ROOM: 9

Assessment for Program Planning for Young Children With Significant Multiple Disabilities

TOPIC: Physical/Health/Multiple Disabilities SECONDARY TOPIC: Assessment FORMAT: Presentation with Q&A

Learn about a family-centered, strengths-based process to conduct initial and ongoing assessments for program planning for young children with significant multiple disabilities. Strategies for developing profiles of a child's learning style and organizing the information to create intervention plans are shared.

LEADER(S): Kimberly Christensen, Bowling Green State University, OH

8:00 AM-9:00 AM SESSION: 570 ROOM: 10

'Looking at the World Through Rose-Colored Glasses': Positive Child-Centered Assessment Approaches for Students With Deafblindness or Multiple Disabilities

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities FORMAT: Presentation with Q&A

This session examines the perspectives and assumptions educators often employ when viewing students with deafblindness or multiple disabilities, specifically looking at capacity-building vs. deficit-framing lenses. Learn childcentered and ecological approaches and resources, which can lead to more effective planning for instruction and supports.

LEADER(S): Julie Maier, California Deafblind Services/San Francisco State University

8:00 AM-9:00 AM	SESSION: 571	ROOM: 11

Analysis of Classroom and State Testing Accommodations for Students With Behavioral Needs

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

The academic and behavioral IEP accommodations of 222 adolescents with EBD were examined. Data will be presented, identifying commonly used classroom and testing accommodations and differences in how accommodations are provided based on individual student characteristics. Implications for programming are discussed.

LEADER(S): Colleen Commisso, Lehigh University, Bethlehem, PA

PRESENTER(S): Allyse Hetrick, Lehigh University, Bethlehem, PA; Lee Kern, Lehigh University, Bethlehem, PA

8:00 AM-9:00 AM

SESSION: 572 ROOM: 12

A Framework for Advancing Critical Reflection and Equitable Practices in Special Education

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Developing school teams' capacity to critically reflect on equity issues is an important step toward creating equitable practices. Learn about equity issues impacting special education and strategies for utilizing critical reflection to effectively lead teams in supporting all students.

LEADER(S): Anne Bowers, Woodridge School District 68, IL PRESENTER(S): Romy DeCristofaro, Wilmette Public Schools District 39, IL

8:00 AM-9:00 AM SESSION: 573 ROOM: 13

Exploring LRE: How IEP Team Members Think About LRE and Placement

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

IEP Team functioning is perhaps the most important facet of the special education process. We share the results of a study investigating IEP team members' understanding of IEP Team functioning. Participants will leave this session with more clarity about how to make IEP Team meetings more beneficial.

LEADER(S): Carl Lashley, University of North Carolina at Greensboro

PRESENTER(S): Julie Bost, Alamance Burlington Schools, NC

8:00 AM-9:00 AM

SESSION: 574 ROOM: 14

SRSD for Writing and Revising Persuasive Responses With and Without Peer-Mediation

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Research FORMAT: Presentation with Q&A

A quasi-experimental design was used to evaluate SRSD LEAF peer-revision strategy in terms of quality and completeness of persuasive responses. Four classes of 4th grade students were assigned to the experimental (LEAF with peer-revision) or control groups (LEAF without peerrevision.) We discuss the findings.

LEADER(S): Anne Mong-Cramer, Penn State Altoona

8:00 AM-9:00 AM

SESSION: 575 ROOM: 15

"Pinning Down" Successful Written Expression in Elementary School Students With Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

Learn about a graphic organizer, WWF + Big Ideas that was developed to align to students' needs. Students identified the audience (Who), topic (What), format (Form), and supportive details for body paragraphs (Big Ideas). We will focus on students' improvements in written expression and usability.

LEADER(S): Sara Flanagan, University of Maine, Orono PRESENTER(S): Deborah Rooks-Ellis, University of Maine, Orono

8:00 AM-9:00 AM

SESSION: 576 ROOM: 16

Explicit Instruction: Effective Lesson Design and Delivery for Increased Student Achievement

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

We define explicit instruction, provide its historical context, discuss the principles upon which it is based, and present 13 key components of Explicit Instruction. This session will provide practical information for teachers and prepare them to incorporate Explicit Instruction into their teaching.

LEADER(S): Charles Hughes, Pennsylvania State University, University Park

PRESENTER(S): Jared Morris, Pennsylvania State University, State College

8:00 AM-9:00 AM	SESSION: 577	ROOM: 17
0.00 AM-7.00 AM	3E351014. 377	

2017 DLD John Wills Lloyd Outstanding Doctoral Research Award Presentation: How Much Is Enough? Short Observations to Improve Intervention Instruction

TOPIC: Learning Disabilities

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

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): Ronda Fritz, Eastern Oregon University, La Grande PRESENTER(S): Beth Harn, University of Oregon, Eugene

8:00 AM-9:00 AM

ROOM: 18 SESSION: 578

Interpreting Profiles From the Test of Integrated Language and Literacy Skills (TILLS)

TOPIC: Assessment **SECONDARY TOPIC:** Learning Disabilities FORMAT: Demonstration

You will practice interpreting profiles from the TILLS and SLS. Interpretation is based on an evidence-based guadrant model for identifying profiles consistent with dyslexia, oralwritten language disorders, and specific comprehension deficits, with implications for intervention planning.

LEADER(S): Nickola Nelson, Western Michigan University, Kalamazoo



8:00 AM-9:00 AM SESSION: 579 • ROOM: 19

CEC-PD SHOWCASE: Special Education: Current and Future Trends

TOPIC: Measuring Special Education Teacher Effectiveness SECONDARY TOPIC: Collaboration and Inclusive

Practices FORMAT: Panel

Leaders from the Pioneer Division address ways that the educational system must expand capacity to deliver specialized instruction to address the strengths and needs of increasingly diverse populations of students with exceptionalities. Findings from a national survey involving CEC members are discussed.

LEADER(S): Susan Fowler, University of Illinois, Urbana-Champaign

PRESENTER(S): Mary Ruth Coleman, University of North Carolina, Chapel Hill

8:00 AM-9:00 AM

SESSION: 580 **ROOM: 20**

Teacher2Teacher: Remixing the Curriculum: The Teacher's Guide to Technology in the Classroom

TOPIC: Technology and Media FORMAT: Presentation with Q&A

Learn how Remixing the Curriculum offers educators a way to rethink traditional curricular approaches through a 'curricular remix.' In this session we will explore the XFW and describe a number of free or low-cost technology tools that help classroom teachers to maximize every student's potential.

LEADER(S): Elizabeth Stringer Keefe, Lesley University, Cambridge, MA

8:00 AM-9:00 AM

SESSION: 581 **ROOM: 21**

University Inclusion: Perspectives of Dual Enrollment **Program Directors**

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Dual enrollment programs are on the rise in the U.S. to provide students with disabilities an inclusive college experience with their same-age peers. Learn the perceptions of program directors on the effectiveness of dual enrollment programs, specifically the social/academic benefits for students with disabilities.

LEADER(S): Mariha Shields, Indiana University of Pennsylvania

8:00 AM-9:00 AM SESSION: 582 **ROOM: 22**

Investigating the Effects of Evidence-Based Strategies on Word Problems With Regrouping

TOPIC: Learning Disabilities **SECONDARY TOPIC: Research** FORMAT: Presentation with Q&A

We will demonstrate several evidence-based strategies to improve problem-solving skills and computation with regrouping. The effects of research to investigate evidencebased practices on four common word problem situations and computation with regrouping will be discussed.

LEADER(S): Bradley Kaffar, St. Cloud State University, MN PRESENTER(S): Margaret Vanderwarn, Osseo School District MN ISD #279

8:00 AM-9:00 AM

SESSION: 583 **ROOM: 23**

STRAND I, Session 1: Improving Self-Determination and Paragraph Writing with GO 4 IT...NOW! Strategy Instruction

TOPIC: Career Development/Transition SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Demonstration

We will describe the mounting research base for GO 4 IT... NOW! strategy instruction: its effectiveness for increasing students' writing skills, results of previous studies, and how to use it in the classroom. Learn how to use this strategy to teach paragraph writing skills while also teaching selfdetermination skills.

LEADER(S): Moira Konrad, The Ohio State University, Columbus

PRESENTER(S): Kelly Clark, University of North Carolina, Charlotte

8:00 AM-9:00 AM

SESSION: 584 ROOM: 24

STRAND J, Session 1: Project LEE: PLUSS Model

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

We highlight Project LEE, which aims to improve the literacy and language outcomes for ELs in Grades 3-5 who are at-risk or with disabilities using a replicable model – PLUSS. This model is an evidence-based overlay to literacy intervention programs that focuses on ELs' unique language and cultural contexts.

LEADER(S): Julie Esparza Brown, Portland State University, OR PRESENTER(S): Amanda Sanford, Portland State University, OR

8:00 AM–9:00 AM SESSION: 585 ROOM: 25

STRAND K, Session 1: Sexual Health for People With Disabilities: Historical Perspectives, Current Policy, and Law

TOPIC: Public Policy SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

People with disabilities have historically been mistreated and undereducated. The significantly higher rates of sexual abuse and maltreatment are linked to historical perspectives influencing today's policy regarding sexual health education. Finding an effective approach has never been more legislatively relevant.

LEADER(S): Elizabeth Harkins, University of Pittsburgh, Johnstown

PRESENTER(S): David Bateman, Shippensburg University, PA; Thomas Gibbon, Shippensburg University

8:00 AM-8:45 AM

SESSION: 588 ROOM: POSTER 1, EAST HALL, 3RD FL

Implementing Morphological Vocabulary Practices and Improving the Academic Achievement of Students With Disabilities

TOPIC: STEM SECONDARY TOPIC: Research FORMAT: Poster Session

We present the findings of a quasi-experimental study examining the effects of participation in a PD innovation for secondary science teachers, specifically teaching them to integrate evidence-based morphological vocabulary practices into their instruction. We will share and discuss the results.

LEADER(S): Alexandra Lauterbach, University of Massachusetts, Amherst

PRESENTER(S): Amber Benedict, University of Florida, Gainesville

8:00 AM-8:45 AM SESSION: 589 ROOM: POSTER 10, EAST HALL, 3RD FL

Promoting Independence for Individuals With Intellectual Disabilities Through Assistive Technology

TOPIC: Technology and Media SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Join us for an opportunity to learn and experience AT apps designed to assist individuals with meal planning and food shopping, community navigation, and prompting and teaching complex tasks in the workplace and home. Learn how the apps help individuals with ID perform tasks independently and efficiently.

LEADER(S): Friggita Johnson, Clemson University, SC

PRESENTER(S): Virginia Morash-MacNeil, University of South Florida, Tampa; Jill Shelnut, Clemson University, SC

8:00 AM-8:45 AM SESSION: 590 ROOM: POSTER 11, EAST HALL, 3RD FL

Using Multimedia-Based Instruction to Improve Preservice Teacher Knowledge About EBPS for Reading Comprehension Instruction

TOPIC: Technology and Media SECONDARY TOPIC: Research FORMAT: Poster Session

We present the results of a study that examined different modes for presenting instruction on reading comprehension strategies to preservice teachers. Implications for teacher education programs will be discussed and how this can benefit preservice teacher knowledge and application.

LEADER(S): Kat Alves, Longwood University, Farmville, VA PRESENTER(S): Michael Kennedy, University of Virginia, Charlottesville

8:00 AM-8:45 AM SESSION: 591 ROOM: POSTER 12, EAST HALL, 3RD FL

Conducting Practitioner Research in Sensory Disabilities

TOPIC: Visual Impairments

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

Learn the basic principles of conducting practitioner research including defining the types, tips for identifying a problem of interest and shaping this into a question, consideration of data sources, analyzing data, and developing an action plan. We provide resources for each phase of practitioner research.

LEADER(S): Susan Bruce, Boston College, Chestnut Hill, MA

PRESENTER(S): Brent Stutzman, Boston College, Chestnut Hill, MA; Allison Nannemann, Boston College, MA/Carroll Center for the Blind, Newton, MA

8:00 AM-8:45 AM

SESSION: 592 ROOM: POSTER 13, EAST HALL, 3RD FL

Using Your Hands to Teach Math: Examination of the Use of Gestures During an Intensive Math Intervention

TOPIC: Learning Disabilities SECONDARY TOPIC: Research

FORMAT: Poster Session

Gestures utilized by educators during math instruction can reduce the cognitive load and impact student learning when used simultaneously with speech to build conceptualization and link new content with prior knowledge. We discuss the use of gestures by a math tutor during an intervention with students with math difficulty.

LEADER(S): Amanda Martinez-Lincoln, University of Texas, Austin

PRESENTER(S): Le Tran, University of Texas, Austin; Sarah Powell, University of Texas, Austin

8:00 AM-8:45 AM

SESSION: 593 ROOM: POSTER 14, EAST HALL, 3RD FL

Intriguing Apps for Children With Low Vision and Multiple Disabilities

TOPIC: Physical/Health/Multiple Disabilities **SECONDARY TOPIC:** Visual Impairments FORMAT: Poster Session

We will share at least 20 educational apps and ways to integrate them in the classroom. Most apps are free and/ or lite versions. We will also display some apps that are not free, but may be motivational cause and effect tools for students with multiple disabilities.

LEADER(S): Christian Whitehead, Kutztown University of Pennsylvania

8:00 AM-8:45 AM SESSION: 594 ROOM: POSTER 15, EAST HALL, 3RD FL

Using UDL Effectively to Plan and Implement Preschool Curriculum in Inclusive Settings

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

UDL enriches the process of early childhood planning and curriculum implementation. This session will help practitioners to learn to embed multiple means of representation, engagement, and expression into each portion of the day and across aspects of the curriculum – both social and academic.

LEADER(S): Susan Palmer, University of Kansas, Lawrence PRESENTER(S): Eva Horn, University of Kansas, Lawrence

8:00 AM-8:45 AM SESSION: 595 ROOM: POSTER 16, EAST HALL, 3RD FL

Responding to the Need: Supporting Refugee Families Whose Children Require Intensive Support

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Parent/Family/School Partnerships FORMAT: Poster Session

We present findings from a study by interdisciplinary professionals to identify areas of need for supporting refugee families whose children have intensive support needs. Recommendations focus on maximizing resources and increasing collaboration through culturally responsive coordination of services and interventions.

LEADER(S): Colby Kervick, University of Vermont, Burlington

PRESENTER(S): Shana Haines, University of Vermont, Burlington; Katharine Shepherd, University of Vermont, Burlington

8:00 AM-8:45 AM	SESSION: 596	ROOM: POSTER 17,
		EAST HALL, 3RD FL

Learning From Bilingualism: Strengths, Needs, and Pathways

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Early Childhood and Early Intervention FORMAT: Poster Session

This session will focus on understanding what bilingualism is and ways to support children's bilingual development. Learn linguistically responsive activities to support executive function skills in young children and how to integrate key components into everyday routines and activities.

LEADER(S): Serra Acar, The Research Institute at Western Oregon University, Monmouth

8:00 AM-8:45 AM

SESSION: 597 ROOM: POSTER 18, EAST HALL, 3RD FL

The Effectiveness of Self-Operated Audio and Video Prompting Strategies in Teaching Students With ASD and DD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

We share the results of a study that compared the effectiveness of self-operated audio and video prompting strategies in teaching students with ASD and DD. Learn practical strategies and tips to develop and implement audio and video prompting interventions to support skill acquisition of high school students.

LEADER(S): Gulnoza Yakubova, University of Maryland, College Park

PRESENTER(S): Louis Leibowitz, Ivymount School & Programs, Rockville, MD; Lauren Lestremau, Ivymount School & Programs, Rockville, MD; Nada Halawani, University of Maryland, College Park

8:00 AM-8:45 AM	SESSION: 599	ROOM: POSTER 2,
		EAST HALL, 3RD FL

Jets Fly High With PBIS: Implementation at the High School Level

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

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

FORMAT: Poster Session

PBIS at the high school level has gained momentum in the past decade. As a PBIS facilitator for 3 years, I will present data demonstrating the effectiveness of PBIS with high school students. Learn strategies for implementing PBIS at your high school including 'things to avoid.'

LEADER(S): Tracy Sinclair, University of Oklahoma, Norman

8:00 AM-8:45 AM SESSION: 600 ROOM: POSTER 20, EAST HALL, 3RD FL

Using Augmented Reality (AR) to Teach Functional Skills to Students With Mild Intellectual Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

We discuss an empirical study on using AR to teach a functional skill to students with mild intellectual disabilities. A multiple probe across participants design was used to examine the effectiveness of AR in teaching telling time to the students. You will learn how to incorporate AR materials with your instruction.

LEADER(S): Minkowan Goo, Texas Woman's University, Denton PRESENTER(S): Robert Serwetz, Texas Woman's University,

Denton

8:00 AM-8:45 AM SESSION: 601 ROOM: POSTER 21, EAST HALL, 3RD FL

Florida's Academic Access and Programs of Study for Co-Eds With Intellectual Disabilities.

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices **FORMAT:** Poster Session

We will discuss the diversity of Florida's established and emergent inclusive postsecondary education (IPSE) programs from the country's 2nd largest university to state, and career and technical colleges. In-depth data will be presented on typical college course access in Florida's IPSE programs.

LEADER(S): Danielle Roberts-Dahm, University of Southern Florida, St. Petersburg

8:00 AM-8:45 AM SESSION: 602 ROOM: POSTER 22, EAST HALL, 3RD FL

Interrelationships Between Self-Determination Constructs and the Career Development for Adolescent Girls With Disabilities

TOPIC: Career Development/Transition SECONDARY TOPIC: Research FORMAT: Poster Session

Learn the outcomes of a study that examined the mechanisms of self-determination constructs and interim social cognitive career processes predicting career development for adolescent girls with disabilities. We discuss implications for research and practice to improve the outcomes of this population.

LEADER(S): Abdalmajeed Alrabiah, University of Wisconsin-Madison

PRESENTER(S): Katie Barofsky, University of Wisconsin-Madison

8:00 AM-8:45 AM

SESSION: 603 ROOM: POSTER 23, EAST HALL, 3RD FL

Examining Teachers' Perceptions of K-11 Students' College Readiness Skills and Student Performance

TOPIC: Assessment SECONDARY TOPIC: Research FORMAT: Poster Session

Motivational skills such as persistence, curiosity, socialemotional behaviors, and critical thinking influence students' academic and behavioral performance. This study examined teachers' perceptions of students' college preparedness skills and students' academic and behavioral performance.

LEADER(S): Suzanne Woods-Groves, University of Iowa, Iowa City

PRESENTER(S): Taehoon Choi, University of Iowa, Iowa City; Allison Bruhn, University of Iowa, Iowa City; Josephine Fernando, University of Iowa, Iowa City

8:00 AM-8:45 AM

SESSION: 604 ROOM: POSTER 24, EAST HALL, 3RD FL

Effects of Kagan Cooperative Learning Structures on the Math Performance of Students With and Without Disabilities

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This study measured the effectiveness of specific Kagan structures, Sage-N-Scribe and Rally Coach, on the math performance of students with and without disabilities. We discuss the effectiveness of the two Kagan Structures in relation to unstructured group work and whole-class instruction.

LEADER(S): Larry Maheady, SUNY Buffalo State PRESENTER(S): Abdullah Alshehri, University at Buffalo, NY

8:00 AM-8:45 AM SESSION: 605 ROOM: POSTER 25, EAST HALL, 3RD FL

Observing Reading Instruction for Students With Disabilities

TOPIC: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

We present findings from a systematic review of observation studies examining reading instruction for struggling readers and students with ID. Findings support previous research highlighting a disconnect between research and practice. Implications for research and practice are discussed.

LEADER(S): Esther Lindstrom, Lehigh University, Bethlehem, PA

PRESENTER(S): Christopher Lemons, Vanderbilt University, Nashville, TN

8:00 AM-8:45 AM SESSION: 606 ROOM: POSTER 26, EAST HALL, 3RD FL

Analysis of the Pattern of Fraction Addition Performance and Solution Pathway for Middle School Students With MLD

TOPIC: STEM SECONDARY TOPIC: Research FORMAT: Poster Session

Our study examined students with MLD in solution pathways of fraction computation to investigate the relation of performance accuracy. Results indicated a solution pathway influenced accuracy and provided a direct link to solution pathway preference and practical application when teaching fractions computation.

LEADER(S): Jiwon Hwang, California State University, Bakersfield

PRESENTER(S): Paul Riccomini, Pennsylvania State University, University Park

8:00 AM-8:45 AM

SESSION: 607 ROOM: POSTER 27, EAST HALL, 3RD FL

Effectiveness of Petitioner Argument on Due Process Hearing Outcomes: Parent Expertise as Knowledge and the Role of Emotion in Policy

TOPIC: Public Policy SECONDARY TOPIC: Research FORMAT: Poster Session

Legal analysis and empirical research focus on case aspects to understand which factors shape due process hearing outcomes. Application of alternate theory from public policy provides insight on how petitioner expertise is framed as knowledge, and the role of emotion to shape hearing outcomes.

LEADER(S): Sarah Salinas, Arizona State University, Tempe

8:00 AM-8:45 AM SESSION: 608 ROOM: POSTER 3, EAST HALL, 3RD FL

Do Students With Learning and Behavioral Differences Really Have a "Choice?": Special Services in an Era of Vouchers

TOPIC: Public Policy SECONDARY TOPIC: Research FORMAT: Poster Session

School choice is increasingly cited as the way to improve educational opportunities for all students. But, families and advocates must understand what they are actually choosing. Based on interviews with private school personnel, community partners, and other contacts, this study exposes inadequate special services for students who have learning and behavioral differences.

LEADER(S): Jody Siker, University of Wisconsin-Parkside

8:00 AM-8:45 AM SESSION: 609 ROOM: POSTER 4, EAST HALL, 3RD FL

How Special Educators Cope With the Stress That Comes With Their Positions

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

One reason for shortage of special education is the stress they face on a daily basis. How do special educators cope with this stress and continue to be successful in their roles? This session reviews a study that involved 211 special educators to determine how they successfully deal with stress.

LEADER(S): Edward Cancio, University of Toledo, OH

PRESENTER(S): Sarup R. Mathur, Arizona State University, Tempe; Mary Bailey Estes, University of North Texas, Denton; Beverley Johns, MacMurray College, Jacksonville, IL 8:00 AM-8:45 AM SESSION: 610 ROOM: POSTER 5, EAST HALL, 3RD FL

Facilitating Inclusion of Students With ID Through Peer Mediation Strategies: Promoting Literacy, Social Involvement, and Academic Engagement

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

Learn about an effective peer mediation program to foster inclusion for students with moderate to severe disabilities at a Junior High School. We will discuss what was most and least effective in the program and how students and teachers felt about the process.

LEADER(S): Julie Fodor, University of Idaho, Moscow PRESENTER(S): Kalley Malone, University of Idaho/Boise School District

8:00 AM-8:45 AM	SESSION: 611	ROOM: POSTER 6,
		EAST HALL, 3RD FL

Talk to Me: Fostering Collaborative Relationships Between General and Special Education Teachers

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Located in East Harlem, Innovation High School is a Title I school that utilizes a schoolwide co-teaching model. Leave with the tools to foster a collaborative relationship between the general education and special education teachers to promote and measure student success in the inclusive classroom.

LEADER(S): Kristen Ahangari, The Renaissance Charter High School for Innovation, New York, NY

PRESENTER(S): Hillary Goldstein, The Renaissance Charter High School for Innovation, New York, NY

8:00 AM-8:45 AM SESSION: 612 ROOM: POSTER 7,

EAST HALL, 3RD FL

A Structural Analysis on Factors Related to Teaching Professionalism of Special Educators in Korea

TOPIC: Accountability Systems for Students with Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

This session provides evidence and knowledge required to improve Korean special education teachers' teaching professionalism. Using variables identified from the literature review, the structural equation models were tested with data collected from 503 Korean special educators. We will share major study findings.

LEADER(S): Byung-un Jeon, Kongju National University, Korea PRESENTER(S): Miae Ham, Kongju National University, Gongju, Korea

8:00 AM-8:45 AM SESSION: 613 ROOM: POSTER 8, EAST HALL. 3RD FL

Preparing Preservice Teachers to Support Students with Challenging Behaviors

TOPIC: Personnel Preparation SECONDARY TOPIC: Assessment FORMAT: Poster Session

The aim of this project is to equip preservice teachers in a special education program with necessary knowledge and skills to conduct FBA and design a BIP to support students with challenging behaviors. We will share the project specifics and discuss how to implement projects of similar nature.

LEADER(S): Lema Kabashi, University of Wisconsin, La Crosse

8:00 AM-8:45 AM SESSION: 614 ROOM: POSTER 9, EAST HALL, 3RD FL

Self-Regulated Strategy Development (SRSD) at the University: Increasing the Quality of Discussion Posts for Preservice Special Education Teachers

TOPIC: Personnel Preparation SECONDARY TOPIC: Research FORMAT: Poster Session

A study which examined SRSD within writing was implemented in a Special Education Reading Methods course at a university with preservice educators. Participants completed a researcher-created online module in SRSD and were asked to respond to discussion posts. Results and future implications are discussed.

LEADER(S): Katie Miller, Florida Atlantic University, Boca Raton

PRESENTER(S): Kristina Bielskus-Barone, Florida Atlantic University, Boca Raton

9:15 AM-10:15 AM

SESSION: 617 ROOM: 1

Understanding Empowerment in Families At Risk: Implications and Strategies for School-Based Settings

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Emotional and Behavioral Disorders FORMAT: Presentation with Q&A

Empowerment plays a crucial role in school engagement for parents who have a child with a disability. Findings from 2 studies are presented on levels of parental empowerment and strategies for facilitating empowerment in caregivers who have a child with EBD in middle and secondary settings.

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

PRESENTER(S): Alex Trout, University of Nebraska, Lincoln

9:15 AM–10:15 AM SESSION: 618

ROOM: 3

Teacher2Teacher: Beyond the Classroom: Systematic Transition Plan for Students With Significant Support Needs

TOPIC: Parent/Family/School Partnerships SECONDARY TOPIC:

FORMAT: Presentation with Q&A

The transition process does not start at the age of 16; it should function no differently than all student education plans, preparing students for life. We focus on coordinated transition plans, the benefits of beginning in early childhood, and strategies to facilitate stakeholder participation.

LEADER(S): Elizabeth Osborne, Frisco Independent School District, TX

PRESENTER(S): Colleen Kugler, Frisco Independent School District, TX

9:15 AM–10:15 AM SESSION: 619 ROOM: 5

Girls and STEM: Improved Math Performance and Confidence Through Intensive Word-Problem Intervention

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Fewer girls than boys participate in STEM and pursue STEM careers. To increase girls' participation and performance in math, we provided a 16-week word-problem intervention to 3rd-grade students with math difficulty. Girls who received the intervention outperformed students in the control condition.

LEADER(S): Katherine A. Berry, University of Texas, Austin PRESENTER(S): Sarah Powell, University of Texas, Austin

9:15 AM–10:15 AM	SESSION: 620	ROOM: 7

Relation of Special Education Teacher Certification and Responsiveness to Verbal Aggression Among Students With EBD

TOPIC: Research

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

Special education certification provides knowledge and skills to respond to student learning/behavior problems, yet teachers of students with EBD are the most likely to be uncertified. We share the results of a survey of teachers of students with EBD to assess how certification relates to responsiveness to verbal aggression.

LEADER(S): Daniel Poling, University of Florida, Gainesville

PRESENTER(S): Stephen Smith, University of Florida, Gainesville; Megan Worth, University of Florida, Gainesville; Gregory Taylor, Florida State University, Tallahassee

9:15 AM–10:15 AM	SESSION: 621	ROOM: 9

What Is Fidelity and Why Does It Matter? Teacher-Friendly Tools to Support Improved Student Outcomes

TOPIC: Measuring Special Education Teacher Effectiveness SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Students benefit when teachers use the most important ingredients of a program for a sufficient amount of time, skillfully adjusting teaching based on student responses. This is teaching with fidelity. We provide teacher-friendly fidelity tools that yield robust data on teacher practices in literacy.

LEADER(S): Jennifer Pierce, American Institutes for Research, Washington, DC

PRESENTER(S): Kathleen Ryan Jackson, National Implementation Research Network, Chapel Hill, NC

9:15 AM-10:15 AM

SESSION: 622 ROOM: 10

The Reading Achievement Gap and Students With Disabilities: Why It Matters

TOPIC: Accountability Systems for Students with Disabilities SECONDARY TOPIC: Public Policy FORMAT: Presentation with Q&A

The reading achievement gap between students with and without disabilities is equivalent to just over 3 years of annual reading gains. We examined variables that influence the size of the achievement gap and what this gap means for teachers and policymakers. Learn how to use the achievement gap in goal setting and interpreting intervention effects.

LEADER(S): Allison Gilmour, Temple University

9:15 AM-10:15 AM SESSION

SESSION: 623 ROOM: 11

Dual Factor Model of Mental Health for High School Students With EBD

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

We describe the findings of a nationwide study that examined the Dual Factor Model of Mental Health for high school students with EBD. Implications for interventions that target life satisfaction will be discussed.

LEADER(S): Talida State, Montclair State University, NJ PRESENTER(S): Imad Zaheer, Montclair State University, NJ

9:15 AM–10:15 AM

SESSION: 624 ROOM: 12

Paving the Way for Culturally Responsive Teaching: An Examination of Teacher Self-Efficacy

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

Culturally responsive teaching holds promise for providing appropriate, meaningful instruction to diverse students and counteracting prevailing negative outcomes. We share the findings of a study examining the factors that influence teachers' self-efficacy beliefs in implementing culturally relevant teaching practices.

LEADER(S): Allison Firestone, University of California, Berkeley

PRESENTER(S): Sarah Manchanda, University of California, Berkeley; Rebecca Bateman, University of California, Berkeley



9:15 AM-10:15 AM • SESSION: 625 • ROOM: 13

TEACHING ACADEMIC AND SOCIAL SKILLS TO STUDENTS WITH DISABILITIES VIA MOBILE DEVICES

TOPIC: Technology and Media FORMAT: Multi-Presentation Session

Exploring the Use of Live Animation and Virtual Characters (Avatars) as a Method of Teaching Social Skills to Individuals With Disabilities

We present the results of a study evaluating the effectiveness of utilizing live animation and virtual characters (avatars) to teach social skills to students with disabilities. Results from the study will be discussed along with suggestions for practitioners wishing to use live animation or avatars with their students.

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

PRESENTER(S): Rachel Ferguson, Brigham Young University, Provo, UT; Bruna Goncalves, Brigham Young University, Provo, UT

Using Augmented Reality and Video Prompting to Teach Grade-Level Math to Students With Disabilities

We present results of a study where Augmented Reality (AR) and Video Prompting (VP) were used to teach common core math skills to students with disabilities using mobile technology (iPads). Commonly used AR apps and suggestions for practitioners wishing to use AR with their students will be discussed.

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

9:15 AM-10:15 AM SESSION: 626 ROOM: 14

Integrating Evidence-Based Practices Into Co-Teaching: A Model for Increasing Outcomes for Students With Disabilities in Inclusive Settings

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Learning Disabilities FORMAT: Presentation with Q&A

Co-teaching is the most often used approach for supporting students with disabilities in the general education setting, however they may have difficulty providing students with specialized instruction to meet individual needs. We provide methods for integrating EBPs within various co-teaching models.

LEADER(S): Sara Cook, University of Hawaii at Manoa, Honolulu

9:15 AM-10:15 AM SESSION: 627 ROOM: 15

ASD and Neurodiversity: Concepts, Controversy, and Practical Strategies for Employment Skills Programming

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

We introduce concepts and controversy related to neurodiversity and a method for using student interests to promote employment skills. A strengths-based approach for identifying and capitalizing on special interests with attention to assessment, planning, and embedding employment skills instruction into various school settings are shared.

LEADER(S): Jason Travers, University of Kansas, Lawrence

PRESENTER(S): Leslie Bross, University of Kansas, Lawrence; Lara Mann, University of Kansas, Lawrence

9:15 AM-10:15 AM SESSION: 628 ROOM: 16

What Happens When We're Not There: Caregiver-Mediated Intervention for Young Children With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

Coaching caregivers is a key aspect of caregiverimplemented intervention for young children with ASD. You will learn about coaching components identified in recent studies of caregiver-implemented intervention models for families of children with ASD, as well as recommendations for future research and practice.

LEADER(S): Robin McWilliam, The University of Alabama, Tuscaloosa

9:15 AM-10:15 AM SESSION: 629 ROOM: 17

Integrating Assistive and Educational Technology for Students With Disabilities From Diverse Backgrounds

TOPIC: Technology and Media

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

As the availability of assistive and educational technology proliferates, it is important that school leaders consider both the legal and ethical requirements for technology use with CLD students with disabilities. We will discuss a conceptual framework for ensuring culturally relevant and appropriate technology integration in schools.

LEADER(S): Joseph Morgan, University of Nevada, Las Vegas PRESENTER(S): Kristopher Yeager, University of Nevada, Las Vegas; Sarah Murphy, University of Nevada, Las Vegas

9:15 AM-10:15 AM

SESSION: 630 ROOM: 18

Academic, Secondary Transition, and Vocational Rehabilitation EBPs: Current Findings From NTACT's Systematic Literature Review

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Research FORMAT: Demonstration

Learn about new academic, secondary transition, and vocational rehabilitation evidence-based practices, including considerations for evaluating and improving transition programs. In addition, attendees will receive resources to evaluate and improve school and district-level transition programs.

LEADER(S): David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

PRESENTER(S): Valerie Mazzotti, University of Oregon, Eugene; Dawn Rowe, National Technical Assistance Center on Transition/University of Oregon, Eugene

9:15 AM-10:15 AM

SESSION: 631 ROOM: 19

Teacher2Teacher: The Benefits and Practical Application of Mindfulness in the Classroom

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Presentation with Q&A

Mindfulness is increases positive social and emotional skills for students with disabilities. Learn strategies to teach selfregulation, focused attention, and overall wellbeing. Specific practices will be shared from a special education teacher who uses these strategies consistently with her students.

LEADER(S): Jessica Rusinkovich, Capistrano Unified School District, CA

PRESENTER(S): Mary Lengel, Spectrum Schools, CA

9:15 AM-10:15 AM SESSION: 632 ROOM: 20

Teacher2Teacher: From the Case Study to the Lesson Plan: Developing a Lesson Plan With Double Accommodations for a Twice Exceptional Student

TOPIC: Gifted and Talented FORMAT: Presentation with Q&A

We discuss a case study of a twice/exceptional student with socio-emotional problems, and provide strategies for teachers to implement in the instruction with a double accommodation plan. Some of the skills taught include solution of conflicts, self-concept, socialization, expression of feelings, and introspection.

LEADER(S): Karla Monge Montanez, University of Puerto Rico, Rio Piedras Campus, San Juan

9:15 AM–10:15 AM

SESSION: 633 ROOM: 21

Program Chair Featured: UDL, Design Thinking, and Makerspaces: An Innovative Approach to Curriculum Design

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Technology and Media FORMAT: Demonstration

In this interactive session, participants will be introduced to two important approaches to improving inclusive education through thoughtful curriculum design: Universal Design for Learning (UDL) and design thinking.

LEADER(S): Elizabeth Hartmann, Lasell College, Newton, MA PRESENTER(S): Jose Blackorby, CAST, Inc., Wakefield, MA

9:15 AM–10:15 AM SESSION: 634 ROOM: 22

Does Strengthening Working Memory Improve Word Problem Performance?

TOPIC: Learning Disabilities

SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

Students with mathematics difficulty respond poorly to word-problem (WP) solving instruction relative to typically developing peers. We discuss the results of our study which evaluated the role of working memory training embedded within and separate from an individually administered tutoring program designed to remediate students' skill with solving WPs.

LEADER(S): Pamela Seethaler, Vanderbilt University, Nashville, TN

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

186

9:15 AM–10:15 AM SESSION: 635 ROOM: 23

STRAND I, Session 2: Using Thematic Literacy Units to Address Transition Skills for Students With Severe Disabilities

TOPIC: Career Development/Transition SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Demonstration

We will demonstrate strategies for designing literacy instruction for secondary students with severe disabilities using personally relevant content. Learn how to choose meaningful texts/digital media for age-appropriate social skills and transition skills, strategies and resources, and how to teach content to diverse learners.

LEADER(S): Pamela Mims, East Tennessee State University, Johnson City

9:15 AM-10:15 AM SESSION: 636 ROOM: 24

STRAND J, Session 2: Project ELLIPSES: English Learner Literacy Intervention Program and Strategies Ensuring Success

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

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

Learn about Project ELLIPSES which uses a culturally and linguistically responsive RTI framework to address the language and literacy needs of ELs. Its goal is to incorporate EBPs, differentiate core instruction, develop language, and design interventions for ELs with and without disabilities to improve student outcomes.

LEADER(S): Linda Cavazos, American Institutes for Research, Austin, TX

PRESENTER(S): Elsa Cardenas-Hagan, Valley Speech Language and Learning Center, Brownsville, TX; Alba Ortiz, University of Texas, Austin

9:15 AM-10:15 AM SESSION: 637 ROOM: 25

STRAND K, Session 2: Self-Determination and Sexual Health for People With Disabilities: To Be or Not to Be?

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Join us as we review sexual health education for students with disabilities across the disabilities categories; barriers to self-determination within the field of sexual health education; barriers specifically in relation to intersectionality, gender, sexual orientation, and disability; and collaboration.

LEADER(S): Anna Treacy, University of Nevada, Reno

PRESENTER(S): Shanon Taylor, University of Nevada, Reno; Tammy Abernathy, University of Nevada, Reno; Elizabeth Harkins, University of Pittsburgh, Johnstown; Gloria Niles, University of Hawaii, West Oahu; Christine Scholma, Trinity Christian College, Palos Heights, IL

9:15 AM–10:00 AM SESSION: 640 ROOM: POSTER 1, EAST HALL, 3RD FL

Families of Young Children With and Without Disabilities as a Team Member in an Informal Assessment Process

TOPIC: Parent/Family/School Partnerships SECONDARY TOPIC: Assessment FORMAT: Poster Session

We share the results of a survey study that explored current practices early educators are utilizing to involve families in the informal assessment data collection process. Furthermore, this interactive session will discuss strategies to partner with families and collect accurate informal data.

LEADER(S): Jean Kang, University of North Carolina, Greensboro

PRESENTER(S): Audra Classen, University of Southern Mississippi, Hattiesburg

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9:15 AM-10:00 AM SESSION: 641 ROOM: POSTER 10, EAST HALL, 3RD FL

Seeing Myself Read! The Video Self-Modeling Path to Reading

TOPIC: Technology and Media **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

In this session, participants are coached through step-bystep instructions in creating effective video self-modeling movies as an intervention for struggling readers. Featuring iMovie software, you will learn best practices in selecting target skills, recording, editing, implementation, and coaching students toward independent reading.

LEADER(S): Sandra Ayala, Sonoma State University, Rohnert Park, CA

9:15 AM–10:00 AM SESSION: 642 ROOM: POSTER 11, EAST HALL, 3RD FL

Spanish and U.S. Faculty Perspectives on Using Inclusive Strategies to Support Diverse University Students

TOPIC: International Programs/Services

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Teacher education faculty were interviewed about their utilization of inclusive practices framed in UDL in Spain and the U.S. Research results describe faculty-reported use of best practice models, challenges, and perspectives of inclusion for university students with disabilities and CLD learners in both countries.

LEADER(S): Patricia Peterson, Northern Arizona University, Flagstaff

PRESENTER(S): Susan Stoddard, Northern Arizona University, Flagstaff; Kathleen Abou-Rjaily, Northern Arizona University, Flagstaff

9:15 AM–10:00 AM SESSION: 643 ROOM: POSTER 12, EAST HALL, 3RD FL

Development of Context-Dependent Vowel Pronunciations in Typically Developing Students and Students With LD

TOPIC: Learning Disabilities FORMAT: Poster Session

We present findings from a new study on how children with learning disabilities read words with variable vowel pronunciations. We explore the course of general development and predictors of individual differences in children's sensitivity to consonantal context as it affects vowel pronunciations.

LEADER(S): Laura Steacy, Florida Center for Reading Research, Florida State University, Tallahassee

9:15 AM–10:00 AM SESSION: 644 ROOM: POSTER 13, EAST HALL, 3RD FL

Current and Former Students' Perspectives on Disability Awareness and Self-Advocacy

TOPIC: Learning Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

How do adolescents understand their own disability, how should they be informed, and what are their aversion and resilience factors associated with self-advocacy? High schoolers with LD/ADHD described their experiences and perspectives for in- and out-of school. Implications for interventions are shared.

LEADER(S): Ariella Suchow, Boston College, Chestnut Hill, MA

PRESENTER(S): David Scanlon, Boston College, Chestnut Hill, MA; Allison Nannemann, Boston College, MA/Carroll Center for the Blind, Newton, MA; Josephine Cuda, Boston College, Chestnut Hill, MA

9:15 AM–10:00 AM SESSION: 645 ROOM: POSTER 14, EAST HALL, 3RD FL

Teachers' Perceptions of Students' Abilities and Difficulties With Visual Representations in Mathematics

TOPIC: Learning Disabilities SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

We share data from a survey that explored special education teachers' perceptions of their students' abilities, difficulties, and instructional needs to use visual-representations when solving mathematics problems. Learn to identify effective instructional practices for supporting your students.

LEADER(S): Amy Scheuermann, Minnesota State University, Mankato

PRESENTER(S): Delinda van Garderen, University of Missouri, Columbia; Apryl Poch, Duquesne University, Pittsburgh, PA

9:15 AM–10:00 AM SESSION: 646 ROOM: POSTER 15, EAST HALL, 3RD FL

Perceptions of Preservice Teachers Regarding Serving in Racially Diverse, High Poverty Schools Through Field Experiences

TOPIC: Cultural and/or Linguistic Diversity SECONDARY TOPIC: Research FORMAT: Poster Session

Preservice teachers at this midwest university have little experience teaching in racially diverse, high poverty schools. We will discuss the findings from field experiences that were created and a mixed-method study that was conducted to determine the perceptions of the candidates.

LEADER(S): Shantel Farnan, Northwest Missouri State University, Maryville

PRESENTER(S): Vicki Seeger, Northwest Missouri State University, Maryville; David Kiene, Northwest Missouri State University, Maryville; Linda Gray Smith, Northwest Missouri State University, Maryville

9:15 AM–10:00 AM SESSION: 647 ROOM: POSTER 16, EAST HALL, 3RD FL

A Systematic Review of Aided AAC Modeling: Findings, Implications, and Future Directions

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research

FORMAT: Poster Session

Students learning to use aided AAC need more than a communication device--they need to be taught. We will focus on a review of interventions involving aided AAC modeling, and offer information implementing aided AAC modeling, its effectiveness, and future research needs.

LEADER(S): Elizabeth Biggs, University of Illinois, Urbana-Champaign

9:15 AM–10:00 AM SESSION: 648 ROOM: POSTER 17, EAST HALL, 3RD FL

The Digital Propensity of Students With Intellectual Disability and Their Support Needs

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Technology and Media

FORMAT: Poster Session

Our study identified relationships between the digital propensity of students with ID and support needs. Among the findings, students that showed higher social maturity and required less care used information and communication technology more than those lower in social development and needing more attention.

LEADER(S): Soonhwa Seok, Korea University, Seoul, Korea PRESENTER(S): Boaventura DaCosta, Solers Research Group, Orlando, FL

9:15 AM–10:00 AM SESSION: 649 ROOM: POSTER 18, EAST HALL, 3RD FL

Increasing Food Intake of a Child With ASD Using High-Probability Sequencing

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Physical/Health/Multiple Disabilities FORMAT: Poster Session

Individuals with ASD have an increased risk of food selectivity and related health concerns. Results are discussed from a study that evaluated the effectiveness of using highprobability foods to increase acceptance of low-probability foods in an adolescent with autism and parent reported food selectivity.

LEADER(S): Seth King, Tennessee Tech University, Cookeville

9:15 AM-10:00 AM SESSION: 650 ROOM: POSTER 19, EAST HALL, 3RD FL

Implementation of an Online Transition Curriculum: Does the Instructional Setting Matter?

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

We discuss findings of a study of an online transition curriculum implemented across general education, resource room, and self-contained classrooms in 9 high schools and 2 states. Findings show the general education setting is most effective in improving student reading and career readiness outcomes.

LEADER(S): Jessica Monahan, University of Connecticut, Storrs

PRESENTER(S): Allison Lombardi, University of Connecticut, Storrs; Graham Rifenbark, University of Connecticut, Storrs

9:15 AM–10:00 AM SESSION: 651 ROOM: POSTER 2, EAST HALL, 3RD FL

Supporting Arabic Families of Children With Disabilities in the United States

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

We highlight a website that supports the families of children with disabilities when seeking special education services. This website, written in Arabic, will help families of children with disabilities understand their rights under IDEA, their students' needs, and special education procedures.

LEADER(S): Turki Alqarni, Saint Louis, MO

9:15 AM–10:00 AM SESSION: 652 ROOM: POSTER 20, EAST HALL, 3RD FL

Effects of Reading Racetrack Instruction on Reading Fluency of Elementary Students Who Are Deaf or Hard of Hearing

TOPIC: Communicative Disabilities and Deafness **SECONDARY TOPIC:** Research FORMAT: Poster Session

Learn the effects of a reading racetrack on the acquisition, maintenance, and generalization of sight words for 4 kindergarteners who are deaf. A multiple probe design across picture sets was used to determine if the game was functionally related to acquisition of words to 100% mastery for participants.

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

PRESENTER(S): Sheila Alber-Morgan, The Ohio State University, Columbus; Moira Konrad, The Ohio State University, Columbus

9:15 AM–10:00 AM SESSION: 653 ROOM: POSTER 21, EAST HALL, 3RD FL

Success Beyond High School: Effective Transition to College for Students With ASD

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Our study investigated the perceptions of college students with ASD related to successful transition into postsecondary education environments. We discuss the results and provide educators and other stakeholders with practical information they can use to support students with ASD transitioning to PSE.

LEADER(S): Mariya Davis, Texas A&M University, San Antonio PRESENTER(S): Diane Myers, Texas Woman's University, Denton

9:15 AM–10:00 AM SESSION: 654 ROOM: POSTER 22, EAST HALL, 3RD FL

Assessment of Students With Sensory Disabilities: Evidence-Based Practices

TOPIC: Assessment SECONDARY TOPIC: Visual Impairments FORMAT: Poster Session

Learners benefit when practitioners apply EBPs and all parents will benefit from learning about EBPs in assessment. Families of diverse groups may feel less comfortable making suggestions or challenging assessment practices. We provide the information they need to be an informed advocate on assessment.

LEADER(S): Susan Bruce, Boston College, Chestnut Hill, MA PRESENTER(S): Brent Stutzman, Boston College, Chestnut Hill, MA

9:15 AM-10:00 AM SESSION: 655 ROOM: POSTER 23, EAST HALL, 3RD FL

Cyberbullying Crisis: The Efficacy of Interventions in Schools

TOPIC: Research

SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

Cyberbullying is a relevant threat to all students, in particular students with disabilities. Join us to better understand prevalence rates of cyberbullying, effective interventions, and what we as educators can all do to help. Implications of cyberbullying and interventions are shared.

LEADER(S): Simone Adams, Clemson University, SC

9:15 AM–10:00 AM SESSION: 656 ROOM: POSTER 24, EAST HALL, 3RD FL

Explicit Instruction Reading Intervention for Students With Challenging Behaviors

TOPIC: Emotional and Behavioral Disorders SECONDARY TOPIC: Research FORMAT: Poster Session

This study implemented an explicit instruction reading intervention program, Orton-Gillingham, with 3 elementary school teachers. OTRs, positive feedback, and student engagement was examined for students identified with/at risk of challenging behaviors. Method, results, recommendations, and limitations are presented.

LEADER(S): Lauren Evanovich, University of South Florida, Tampa

9:15 AM–10:00 AM SESSION: 657 ROOM: POSTER 25, EAST HALL, 3RD FL

Using a Positive Behavior Solutions to Support Students With EBD in a Multi-Tiered Framework

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Learn how best practices within a multiple-tiered framework can be used to provide support at each level. We present the results of a study chronicling the impact on student behavioral and academic outcomes and how practices can be expanded to teachers instructing students in general education classrooms.

LEADER(S): Chris Huzinec, Review360 Pearson, Houston, TX

9:15 AM–10:00 AM SESSION: 658 ROOM: POSTER 26, EAST HALL, 3RD FL

What We Don't See Still Hurts (Badly!): Provision of a Legally Compliant Education for Students With Pain Disorders

TOPIC: Administration/Supervision SECONDARY TOPIC: Public Policy FORMAT: Poster Session

We provide an overview of the law impacting provision of educational services to students with pain disorders. You will learn to identify signs, symptoms, and diagnoses of pain disorders in students and implement legally-appropriate procedures and services for them.

LEADER(S): Kelly Sherrill, George Washington University, Washington, DC

9:15 AM–10:00 AM SESSION: 659 ROOM: POSTER 3, EAST HALL, 3RD FL

The Family and Professional Partnership Project (FP3)

TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

Learn about an evaluation of the Families-Professionals Partnership Project which incorporated parent co-teachers in learning communities during preservice teacher training. We discuss the results which indicated the model improved student's understanding of parent collaboration and IDEArelated knowledge.

LEADER(S): Rebecca Morsefield, Kent State University, OH

9:15 AM–10:00 AM SESSION: 660 ROOM: POSTER 4, EAST HALL, 3RD FL

The Top Ten PBS Strategies Parents (and Teachers) Can Use on Monday

TOPIC: Parent/Family/School Partnerships **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Let's simplify the positive behavior support planning process by identifying 10 principles that can be used tomorrow to support students with challenging behavior at home and school. Learn simple yet effective strategies with specific examples across all age levels in an interactive and engaging session.

LEADER(S): Kiki McGough, Denver Great Kids Head Start, CO PRESENTER(S): Kat Kimling, Morgridge Academy, Denver, CO

9:15 AM–10:00 AM SESSION: 661 ROOM: POSTER 5, EAST HALL, 3RD FL

Working With Advocates: From Conflict to Collaboration to Resolution

TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

We discuss the steps and strategies advocates and school district personnel used to work through moving a family from points of conflict with a school, to collaboration, and resolution to better support their child. We will share specific examples and outcomes.

LEADER(S): Diann Richardson, Arvada, CO PRESENTER(S): Pamela Bisceglia, AdvocacyDenver, CO

9:15 AM–10:00 AM SESSION: 662 ROOM: POSTER 6, EAST HALL, 3RD FL

Building Bridges: Critical Concepts of Collaboration in a Cyber Environment

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

We explore the need for effective collaboration when supporting students in cyber education. Research on collaboration is shared as a platform to build bridges that close distance and time gaps existing in virtual environments. Learn successful practices and strategies that you can implement regardless of setting.

LEADER(S): Janet Sloand, Drexel University, Philadelphia, PA

PRESENTER(S): Breah Kinney, Commonwealth Charter Academy, Harrisburg, PA

9:15 AM–10:00 AM SESSION: 663 ROOM: POSTER 7, EAST HALL, 3RD FL

Exploring Accessibility Strategies and Challenges Through Teacher Interviews

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: Assessment FORMAT: Poster Session

We explore trends in the use of accessibility features and accommodations in K-12 classrooms identified by teachers in 7 states. The teachers' strategies and challenges when making decisions about accessibility features and accommodations are presented, along with their recommendations for PD.

LEADER(S): Christopher Rogers, National Center on Educational Outcomes, University of Minnesota, Minneapolis PRESENTER(S): Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis;

Educational Outcomes, University of Minnesota, Minneapolis; Erik Larson, University of Minnesota, Minneapolis

9:15 AM–10:00 AM SESSION: 664 ROOM: POSTER 8, EAST HALL, 3RD FL

Developing the Attitude of Teaching All Students in Teacher Education Year 4

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Understanding how teacher preparation programs support the development of appropriate attitudes, knowledge, and skills to instruct all children for success is the focus of this study. We review Year 4 of results including the scope/ sequence of course activities to help develop inclusive attitudes.

LEADER(S): Dennis Cavitt, Abilene Christian University, TX

9:15 AM–10:00 AM SESSION: 665 ROOM: POSTER 9, EAST HALL, 3RD FL

Adapting Picture Books for All Children: Service Project in Preschool Special Education

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Early Childhood and Early Intervention FORMAT: Poster Session

In order to develop early literacy skills, young children with developmental disabilities need to be able to access and interact with picture books. We will share information about a service project along with special education candidates' perceptions of it. Tips for adapting books will also be shared.

LEADER(S): Shawn Huisinga, Indiana State University, Terre Haute

PRESENTER(S): Rebecca Cook, Eastern Illinois University, Charleston; Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston; Frank Mullins, Stephen F. Austin State University, Nacogdoches

10:30 AM-11:30 AM SESSION: 668

ROOM: 1

Intersection of Family-Centered Practice and Parent Satisfaction With the Preschool IEP Process

TOPIC: Parent/Family/School Partnerships SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

We will share the results of our study that explored parental perspectives and satisfaction with their preschool child's IEP process. Parental views of interaction with special education and of using an evidence-based tool to promote satisfaction and involvement in the IEP are discussed.

LEADER(S): Chris Miller, Colorado Department of Education, Denver

10:30 AM-11:30 AM

SESSION: 669 ROOM: 3

Making All Teachers Better Teachers for Students With Disabilities

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

University faculty collaborated with state department of education personnel and faculty at other universities to identify the features of effective instruction that teachers should have to work with students with diverse needs and students with disabilities. We share the process used to integrate these features in undergraduate and graduate programs.

LEADER(S): Cheryl Wold, Northern State University, Aberdeen, SD

PRESENTER(S): Andria Moon, Northern State University, Aberdeen, SD; Alan Neville, Northern State University, Aberdeen, SD

10:30 AM-11:30 AM

SESSION: 670 ROOM: 5

Biggest Mover Program: Promoting Wellness in Individuals Through Teacher and Student Education

TOPIC: Physical/Health/Multiple Disabilities **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Demonstration

The Biggest Mover[™] consists of 3 components to improve health and wellness in individuals with special needs through teacher and student education. Learn about a Moodle course with modules in health, exercise, UDL, specialized teaching; community newsletter; and Biggest Mover[™] for students (5-22).

LEADER(S): Michelle Brown, AT Still University, Mesa, AZ/ Worcester Public Schools, MA



10:30 AM-11:30 AM • SESSION: 671 • ROOM: 7

WHAT YOU NEED TO KNOW ABOUT RESULTS DRIVEN ACCOUNTABILITY AND HOW TO NAVIGATE ITS IMPLEMENTATION

TOPIC: Public Policy FORMAT: Multi-Presentation Session MODERATOR(S): Megan Worth, University of Florida, Gainesville

The Federal Initiative You Haven't Heard About: What Every Educator Needs to Know About Results-Driven Accountability

Across the country, states are taking powerful steps to improve academic and behavioral outcomes for students with disabilities under the federal initiative called Results Driven Accountability (RDA). This session provides an easyto-understand overview of RDA for school and district staff.

LEADER(S): Jennifer Pierce, American Institutes for Research, Washington, DC

Navigating Data Collection, Analysis and Action: North Carolina's Results Driven Accountability (RDA)

LEA Self-Assessment allows school systems to operationalize the provision of special education into knowable, teachable, doable, and assessable implementation activities. Learn how the use of the tool in a continuous improvement process has led to enhanced local and state implementation of evidence-based practices.

LEADER(S): Matt Hoskins, North Carolina Department of Public Instruction, Raleigh

PRESENTER(S): Nancy Johnson; North Carolina Department of Public Instruction, Raleigh

10:30 AM-11:30 AM SESSION: 672 ROOM: 9

Supplemental Services in Secondary Schools: A Close Look at What's Being Done

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We present findings of a study of supplemental services for students with LD in high school resource settings. We will also describe and analyze strategies used to support students' mastery of content and IEP goals. Recommendations for providing effective supplemental services will be discussed.

LEADER(S): Leslie Soodak, Pace University, New York, NY

PRESENTER(S): Shobana Musti-Rao, Pace University, New York, NY; Roberta Wiener, Pace University, New York, NY

10:30 AM-11:30 AM SESSION

SESSION: 673 ROOM: 10

Systematic Informal Assessment Practices: Round Table Discussions of How We Can Improve

TOPIC: Early Childhood and Early Intervention SECONDARY TOPIC: Assessment FORMAT: Presentation with Q&A

In three round tables, participants will discuss informal assessment methods for diverse populations of young children. We will rotate to each small group facilitating deeper discussion of survey study results examining current practices, knowledge, beliefs, and PD needs related to informal assessment.

LEADER(S): Audra Classen, University of Southern Mississippi, Hattiesburg

PRESENTER(S): Gregory Cheatham, University of Kansas, Lawrence; Jean Kang, University of North Carolina, Greensboro

10:30 AM-11:30 AM SESSION: 674 ROOM: 11

Children With Gifts and Talents: A Category of Exceptional Children

TOPIC: Gifted and Talented SECONDARY TOPIC: Assessment FORMAT: Presentation with Q&A

Too often well meaning 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

10:30 AM-11:30 AM SESSION

SESSION: 675 ROOM: 12

Teacher2Teacher: Creating Culturally Sustaining Dramatic Play Centers to Engage Early Childhood Learners and Their Families

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

Come learn how to engage in culturally sustaining pedagogy that builds cultural capital among all your students. We will share what participants are already doing to enact CSP and commit to action steps that we can take back to our EC settings that can support our CLD students.

LEADER(S): Lauren Davis, King Early Learning Center, AZ

PRESENTER(S): Margarita Jimenez-Silva, University of California, Davis

10:30 AM-11:30 AM

ROOM: 13

Teacher2Teacher: Using Data-Based Decision to Create Quality Goals and Objectives

SESSION: 676

TOPIC: Research

FORMAT: Presentation with Q&A

Teachers today must show their effectiveness based on the performance of the students. This interactive session will teach you how to use Grant Wiggins backwards design. This form of curriculum begins at the end of the process by matching your assessments to the goals and standards of the lesson.

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



10:30 AM-11:30 AM • SESSION: 677 • ROOM: 14

RAISING THE BAR ON CO-TEACHING: INCORPORATING SPECIALLY DESIGNED INSTRUCTION

TOPIC: Collaboration and Inclusive Practices FORMAT: Multi-Presentation Session MODERATOR(S): Jennifer Holbrook, University of Central Florida, Orlando

• Beyond the Six Models: Instruction in Co-Taught Mathematics and Social Studies Classrooms

Instruction in secondary co-taught classes should incorporate a combination of EBPs from the content area and from special education. We describe what this combination might look like and demonstrate the combination of practices in action within high school mathematics and social studies co-taught classrooms.

LEADER(S): Wendy Rodgers, University of Nevada, Las Vegas

PRESENTER(S): Margaret Weiss, George Mason University, Fairfax, VA; John Romig, University of Virginia, Charlottesville; Michael Kennedy, University of Virginia, Charlottesville

Delivering Specially Designed Instruction in Inclusive Classrooms: Maximizing Outcomes Through Flexible Groupings

Flexible grouping practices have a positive impact on academic outcomes for students with disabilities when based on formative assessment and progress monitoring data, and used to deliver specially designed instruction. Learn research-based grouping practices and techniques for implementation in co-taught classrooms.

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

PRESENTER(S): Cathleen Buyrn; College of William and Mary, Williamsburg, VA

10:30 AM–11:30 AM SESSION: 678 ROOM: 15

Effective Use of Applications to Enhance Social and Communicative Skills for Young Children With ASD in Classrooms

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

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

We present various tablet applications that have been investigated and proved to have a positive effect on improving social and communication competency in young children with ASD. Practical strategies are demonstrated on application selection, effective utility, accommodation to class activities, and individualized customization.

LEADER(S): Ke Huang, University of Florida, Gainesville PRESENTER(S): Daisy Pua, University of Florida, Gainesville; Maureen Conroy, University of Florida, Gainesville



10:30 AM-11:30 AM • SESSION: 680 • ROOM: 17

IMPLEMENTING ACC SUPPORTS IN THE CLASSROOM FOR STUDENTS WITH COMPLEX COMMUNICATION NEEDS

TOPIC: Technology and Media FORMAT: Multi-Presentation Session MODERATOR(S): Janet Good, University of South Florida, Tampa

• A Step-by-Step Process in Designing IEPs for Students With Complex Communication Needs

A key element in writing IEPs is identifying skills for increasing independence and strategies for implementation. This session will focus on how special education teachers can incorporate augmentative and alternative communication strategies into the IEP and key considerations of this process.

LEADER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

PRESENTER(S): Miriam Boesch; University of North Texas, Denton

Florida Sun Shines on Systematic Approach to AAC Implementation

An analysis of the knowledge, skills, and attitudes that educators possess, and those they require, to provide legally compliant AT implementation is a great challenge. Florida committed to a multiyear plan to implement the Environmental Communication Teaching, a series of workshops on the use of AAC supports in the classroom.

LEADER(S): Janet Good, University of South Florida, Tampa PRESENTER(S): Susan McCloskey; Consultant, Ponce Inlet, FL 10:30 AM–11:30 AM SESSION: 681

The Vocabulary Conundrum: Which Words Do I Teach?

ROOM: 18

TOPIC: Learning Disabilities FORMAT: Demonstration

In this session participants will learn and practice a researchbased procedure for effectively and efficiently selecting vocabulary from content area textbooks. You will also learn to implement the procedure with your context area textbook or supplemental informational text.

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

10:30 AM–11:30 AM SESSION: 682 ROOM: 19

Program Chair Featured: Learner Ready Day One: Systemic Approaches to Preparing and Supporting New Teachers

TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

To ensure that new special education teachers are learner ready day one, teacher educators and district personnel must approach the task of developing and supporting new teachers differently. We discuss how practice-based approaches to teacher education can create stronger connections between preparation and induction and help develop and retain effective special education teachers.

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

PRESENTER(S): Erica McCray, University of Florida, Gainesville; Margaret Kamman, University of Florida, Gainesville

10:30 AM–11:30 AM SESSION: 683

Teacher2Teacher: Project Au-Some: Building a Culture of Empathy and Acceptance

TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

Learn to build a community of acceptance schoolwide through social/emotional learning and opportunities for collaboration between special and general education students. Leave with research-based strategies and a toolbox of how to build social/emotional development between all students.

LEADER(S): Bethany Reilly, District Five of Lexington and Richland Counties, SC

PRESENTER(S): Brenna Lamprey, District Five of Lexington and Richland Counties, SC

ROOM: 20

10:30 AM-11:30 AM

SESSION: 684 **ROOM: 21**

Using General Case Analysis to Develop Simulated Instruction for Secondary Students With Disabilities

TOPIC: Career Development/Transition SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

Simulated instruction uses simulations that approximate the natural stimulus conditions and response associated with performing functional skills. Learn how to use general case programming to develop efficient, cost-effective simulated instruction to support generalization and maintenance of transition skills.

LEADER(S): Dana Rusher, University of North Carolina, Charlotte

PRESENTER(S): Dawn Rowe, National Technical Assistance Center on Transition/University of Oregon, Eugene; Valerie Mazzotti, University of Oregon, Eugene

10:30 AM-11:30 AM SESSION: 685 **ROOM: 22**

Teacher2Teacher: Exploring the Virtual Learning **Environment: Learning Intervention Without Boundaries** for SEN

TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Practical evidence of the numerous uses of the VLE to significantly improve the effectiveness of learning interventions and to increase achievement for students with SEN will be highlighted and explored. Learn strategies that will accelerate the learning of your students with learning difficulties.

LEADER(S): Adewunmi Payne-Akinhanmi, Grange School, Lagos, Nigeria

10:30 AM-11:30 AM

SESSION: 686 **ROOM: 23**

STRAND I, Session 3: Promoting Self-Management Within STEM for Students With Autism and Intellectual Disability

TOPIC: Career Development/Transition SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Presentation with Q&A

We will demonstrate how to promote independence in STEM learning by teaching self-management through selfmonitoring using a pictorial task analysis. Many STEM tasks require problem solving, which can be difficult for students with ASD/ID. Learn research-based strategies to teach students self-management within STEM tasks.

LEADER(S): Jenny Root, Florida State University, Tallahassee PRESENTER(S): Victoria Knight, Vanderbilt University, Nashville, TN

SESSION: 687 **ROOM: 24**

STRAND J, Session 3: Project ELITE: English Learner Institute Teaching and Excellence

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

SECONDARY TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

Learn about Project ELITE, which uses a culturally responsive multitiered instructional framework for addressing the unique language and learning needs of ELs in the elementary grades. A primary goal of the project is to support pedagogical change through a job-embedded PD model that emphasizes self-reflection and assessment, and supports sustainability.

LEADER(S): Leticia Grimaldo, Meadows Center for Preventing Educational Risk at UT, Austin

PRESENTER(S): Shannon Giroir, Meadows Center for Preventing Educational Risk at UT, Austin

SESSION: 688 10:30 AM-11:30 AM

ROOM: 25

STRAND K, Session 3: An Uneven Road: Teaching Sexual Health Education Across Disability Categories

TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

Current research is helpful in guiding practitioners to implement comprehensive sexuality education using effective instructional strategies. We will provide specific guidelines for educators and family members/caregivers to understand what to teach and how to teach sexuality education concepts.

LEADER(S): Ruth Eyres, Easter Seals Arkansas, Little Rock

PRESENTER(S): Anna Treacy, University of Nevada, Reno; Christine Scholma, Trinity Christian College, Palos Heights, IL; Victoria Slocum, Morehead State University, KY; Elizabeth Harkins, University of Pittsburgh, Johnstown

10:30 AM-11:30 AM

10:30 AM–11:15 AM SESSION: 691 ROOM: POSTER 1, EAST HALL, 3RD FL

Using the 'Teaching Tools for Young Children With Challenging Behavior' in Kindergarten Classrooms

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

This session presents the results of a single-subject study that demonstrated successful use of the Teaching Tools for Young Children With Challenging Behavior (TTYC) in kindergarten classrooms to support children with autism who are developing severe challenging behavior.

LEADER(S): Kwang-Sun Blair, University of South Florida, Tampa

10:30 AM–11:15 AM SESSION: 692 ROOM: POSTER 10, EAST HALL, 3RD FL

Fitness Trackers: Using Technology to Teach Goal Setting and Attainment

TOPIC: Technology and Media SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Learn how Fitbits and other types of technology can be used to promote healthy lifestyles in educational settings. Adults with a DD were taught to set exercise and nutrition goals and monitor progress using a Fitbit. We will discuss the positive results and strategies for teaching goal setting and attainment.

LEADER(S): Karen Douglas, Illinois State University, Normal PRESENTER(S): Nicole Uphold, Illinois State University, Normal

10:30 AM–11:15 AM SESSION: 693 ROOM: POSTER 11, EAST HALL, 3RD FL

Keyboarding Versus Handwriting: Are There Differences for Students With a Learning Disability?

TOPIC: Learning Disabilities SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

As many as 75% of students struggle with writing skills. This number has increased where students employed pen and paper; the CCSS now emphasize students' use of keyboarding in Grades 2 and following. We discuss research about students' writing products using handwriting/stylus or keyboarding.

LEADER(S): Michael Dunn, Washington State University, Vancouver

PRESENTER(S): Darcy Miller, Washington State University, Pullman

10:30 AM–11:15 AM SESSION: 694 ROOM: POSTER 12, EAST HALL, 3RD FL

Mathematics Computer-Assisted Instructions (CAI) for Students With Learning Difficulties: A Research Synthesis

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

Our study analyzed the effect of CAI to facilitate the mathematics performance for students with or at risk for learning difficulties in mathematics at the elementary and secondary level. The results indicated that CAI was effective in promoting mathematics performance for these students.

LEADER(S): Soojung Kim, Purdue University, West Lafayette, IN

10:30 AM–11:15 AM SESSION: 695 ROOM: POSTER 13, EAST HALL, 3RD FL

The Effects of a Multisensory Approach to the Mastery of Basic Multiplication Facts on Elementary Students With LD

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

Elementary school students with LD often struggle in mathematics and specifically in foundational multiplication computation. We share the findings of this study which investigated the influence of multisensory instruction on the mastery of multiplication facts for elementary students with LD.

LEADER(S): Kelly Green, Florida International University, Miami

10:30 AM–11:15 AM SESSION: 696 ROOM: POSTER 14, EAST HALL, 3RD FL

Reducing Implicit Bias in Educational Settings: Strategies and Recommendations

TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

There has been a growing awareness about implicit bias and its role in educational practices. We will discuss specific PD activities developed to reduce the impact of these unconscious attitudes within schools. You will practice PD strategies to improve culturally responsive practices.

LEADER(S): Megan Vinh, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

PRESENTER(S): Jen Neitzel, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

10:30 AM-11:15 AM SESSION: 697 ROOM: POSTER 15, EAST HALL, 3RD FL

Increasing Independence: Fading and Shifting Supports for Individuals With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

We share findings from a study that evaluated the use of technology and positive reinforcement to increase engagement in physical activity for individuals with ASD. Learn about using reinforcement to increase engagement in activities and technology to shift stimulus from educators to technology for student support.

LEADER(S): Melissa Savage, University of North Carolina, Chapel Hill

10:30 AM–11:15 AM SESSION: 698 ROOM: POSTER 16, EAST HALL, 3RD FL

The Effects of a Token Economy on Escape-Maintained Problem Behavior Without Extinction

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Poster Session

This session will review the limitations of extinction and discuss how to eliminate escape-maintained problem behaviors without extinction. A recent study that eliminated escaped-maintained problem behavior using a token economy will be reviewed. Learn how to apply these procedure in your own practices.

LEADER(S): Corinne Gist, The Ohio State University, Columbus PRESENTER(S): Natalie Andzik, Northern Illinois University, Dekalb

10:30 AM–11:15 AM SESSION: 699 ROOM: POSTER 17, EAST HALL, 3RD FL

Parent-Professional Partnerships in Postsecondary Education Settings: Barriers and Promising Practices

TOPIC: Career Development/Transition SECONDARY TOPIC: Parent/Family/School Partnerships FORMAT: Poster Session

We describe the perspectives and experiences of postsecondary education program staff concerning barriers and promising practices to student success and parentprofessional collaboration in postsecondary settings. We will discuss implications for students, families, and educators.

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

PRESENTER(S): Ashley Stride, George Mason University, Fairfax, VA

10:30 AM-11:15 AM SESSION: 700 ROOM: POSTER 18, EAST HALL, 3RD FL

Making It Happen: Students With Disabilities Attending Postsecondary Education Settings

TOPIC: Career Development/Transition SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

This study determined factors that contributed to students with disabilities successfully transitioning to a postsecondary education setting. We provide student insights on how well their transition planning prepared them for postsecondary education and strategies that were useful in their successful transition.

LEADER(S): Andrea Jasper, Central Michigan University, Mt. Pleasant

PRESENTER(S): Will Hunter, University of Memphis, TN

10:30 AM-11:15 AM SESSION: 701 ROOM: POSTER 19, EAST HALL, 3RD FL

The Impact of iCoaching on Teacher Delivered Opportunities to Respond (OTR)

TOPIC: Research

SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

We discuss the findings of a study to determine if the combination of a teacher preparation session and live teacher coaching via iPods (iCoaching) increased OTR. All teachers increased and maintained their delivered OTR rates which also increased student engagement and student achievement.

LEADER(S): Kathleen Randolph, Florida Atlantic University, Boca Raton

10:30 AM-11:15 AM	SESSION: 702	ROOM: POSTER 2,
		EAST HALL, 3RD FL

Progress Monitoring + Effective Writing Strategies + Technology Solutions = Improved Student Writing Outcomes

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

We highlight a project that combined technology tools with effective strategies to improve students' writing. Learn about the process, bi-monthly progress monitoring outcomes, an interactive online professional learning system to further teacher application, and overall resources to improve student writing.

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

10:30 AM–11:15 AM SESSION: 703 ROOM: POSTER 20, EAST HALL, 3RD FL

Behavior Management Interventions for School Buses: A Review of the Literature

TOPIC: Research

FORMAT: Poster Session

We identified studies evaluating behavior interventions designed to improve student behaviors on school buses. Studies yielded modest findings and did not satisfy the most recent quality indicators of CEC. Implications for practice and future research follow a discussion of the findings.

LEADER(S): Seth King, Tennessee Tech University, Cookeville

10:30 AM–11:15 AM SESSION: 704 ROOM: POSTER 21, EAST HALL, 3RD FL

Yes You Can: Effectively Providing Cyber-Education to Students With Exceptionalities!

TOPIC: Administration/Supervision SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Join us as we explore the challenges and opportunities associated with students with exceptionalities participating in cyber education. Learn why the number of students

included in cyber options is growing and practical ideas and strategies for how to effectively include them.

LEADER(S): Janet Sloand, Drexel University, Philadelphia, PA PRESENTER(S): Breah Kinney, Commonwealth Charter Academy, Harrisburg, PA

10:30 AM–11:15 AM SESSION: 705 ROOM: POSTER 22, EAST HALL, 3RD FL

Working Conditions and Special Educators' Commitment to Teach

TOPIC: Administration/Supervision SECONDARY TOPIC: Public Policy FORMAT: Poster Session

Special education teacher (SET) attrition is financially and academically costly, and sustaining SETs' commitment to teaching is a priority for school leaders. Based on the results of a study, we discuss efforts to sustain SETs' commitment over the course of their careers.

LEADER(S): Elizabeth Bettini, Boston University, MA

PRESENTER(S): Allison Gilmour, Temple University, Philadelphia, PA; Thomas Williams, Virginia Tech, Blacksburg

10:30 AM–11:15 AM SESSION: 706 ROOM: POSTER 3, EAST HALL, 3RD FL

A Book in Hand: How a Spanish Emergent Literacy Intervention Affects English Outcomes

TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

With a growing ELL population, many of whom struggle with reading, it is crucial that interventions address these difficulties. We share the results of a study that looked at how an intervention provided in Spanish affects emergent literacy and phonological skills in both languages.

LEADER(S): Wendy Gonzales, University of Illinois, Chicago

10:30 AM-11:15 AM SESSION: 707 ROOM: POSTER 4, EAST HALL, 3RD FL

Self-Management Systems for Students With Disabilities in Inclusive Settings

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Emotional and Behavioral Disorders FORMAT: Poster Session

Self-management procedures can promote independence and skill-development in students. We describe a selfmanagement procedures, including self-monitoring, goal setting, and self-graphing. Prerequisite steps before implementing a self-management procedure are discussed, as well as information on implementation.

LEADER(S): Margaret Schulze, University of Washington, Seattle

PRESENTER(S): Erin Stewart, University of Washington, Seattle

10:30 AM–11:15 AM SESSION: 708 ROOM: POSTER 6, EAST HALL, 3RD FL

Going Beyond the Syllabus: Gains Made by the Infusion of Disability Specific Content in Collaboratively Taught Preservice Courses

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

Findings from case studies show the potential impact of utilization of the infusion model of teaching disability specific content in preservice programs where professors collaborated across the general-special education spectrum. We discuss student perceptions of taking a collaborative preservice course.

LEADER(S): Talya Drescher, California State University Channel Islands, Camarillo

10:30 AM–11:15 AM SESSION: 709 ROOM: POSTER 7, EAST HALL, 3RD FL

Can Distance Education Play a Role In Educating Rural Teachers?

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

Students who live in rural areas or far from an institute of higher learning were not always able to attend classes. Thanks to a device as small as their cell phone, they can now access their classes from anywhere they receive a signal. Learn how colleges and universities can begin to meet the needs of all students.

LEADER(S): Carlos Flores, Angelo State University, San Angelo, TX

10:30 AM–11:15 AM SESSION: 710 ROOM: POSTER 8, EAST HALL, 3RD FL

Multicultural Preparation of Personnel: Doctoral, Master's, Bachelor's Partnership Programs With High-Need Schools

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Partnerships with high-need schools were developed for rural multicultural personnel preparation programs. We discuss how they can provide solutions to meet the need for special education teachers and university faculty who can improve services for CLDE students.

LEADER(S): Patricia Peterson, Northern Arizona University, Flagstaff

PRESENTER(S): Claudia Rodas, Northern Arizona University, Flagstaff; Daniel Barraza, Northern Arizona University, Flagstaff; Susan Stoddard, Northern Arizona University, Flagstaff; Kathleen Abou-Rjaily, Northern Arizona University, Flagstaff

10:30 AM–11:15 AM SESSION: 711 ROOM: POSTER 9, EAST HALL, 3RD FL

Assistive Technology: Efficacy of AT Support for Individuals With ID in the Workplace

TOPIC: Technology and Media SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Research has shown that AT can support employment skills for individuals with ID. This session examines the findings of a systematic review which found AT was successful for increasing work performance of individuals with ID in respect to productivity, navigation, time management, and task completion.

LEADER(S): Virginia Morash-MacNeil, University of South Florida, Tampa

PRESENTER(S): Friggita Johnson, Clemson University, SC

1:00 PM-2:00 PM SESSION: 714 ROOM: 1

Teacher2Teacher: Increasing High School Students' Engagement Through Goal Attentive Behavior: A Learning Seminar Program

TOPIC: Accountability Systems for Students with Disabilities

FORMAT: Presentation with Q&A

Students with high incidence disabilities who are included in the general education classroom in high school benefit from the explicit instruction of self-regulation learning strategies. We discuss the UDL-based program used in a Learning Seminar class for 9th-grade students.

LEADER(S): Jude Wolf, Kehillah Jewish High School, Palo Alto, CA

1:00 PM-2:00 PM SESSION: 715 ROOM: 3

Implementation of Intensive Interventions Within a Multi-Tier System of Support Framework

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

Scholars participating in an OSEP-funded personnel preparation project created, implemented, and evaluated school change efforts. The focus was improvement of outcomes for students with severe and persistent needs who required intensive intervention and supports within an MTSS framework. Results and implications for personnel development are shared.

LEADER(S): Mary Little, University of Central Florida, Orlando PRESENTER(S): Cynthia Pearl, University of Central Florida, Orlando; Dena Slanda, University of Central Florida, Orlando

1:00 PM-2:00 PM SESSION: 716

ROOM: 5

Teacher2Teacher: Argue With Me

TOPIC: Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

Science education is notable for the lack of argument skills taught to students, and teachers can provide an environment conducive to argumentative opportunities. Join us and engage in scientific argumentation, and generate evidence to support claims, evaluate opposing arguments, and revise arguments based on peer critiques.

LEADER(S): Mindy Gumpert, Old Dominion University, Norfolk, VA

1:00 PM-2:00 PM SESSION: 717 ROOM: 7

Administrators Promoting Inclusive Classrooms Through Universal Design

TOPIC: Administration/Supervision **SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness **FORMAT:** Presentation with O&A

We offer a practical description of UDL for administrators or those who want to bring back resources for administrators. Learn what UDL looks like in a classroom and how to evaluate the implementation of these concepts, which will allow administrators to promote inclusive classrooms to meet the needs of all students.

LEADER(S): Danielle Eadens, Northern Arizona University, Flagstaff

PRESENTER(S): Daniel Eadens, Northern Arizona University, Flagstaff

SESSION: 718

1:00 PM-2:00 PM

ROOM: 9

Making Data-Based Decisions Within Inclusive Early Childhood Settings

TOPIC: Early Childhood and Early Intervention **SECONDARY TOPIC:** Assessment FORMAT: Presentation with Q&A

EC teachers have expressed challenges using data to inform practice due to a lack of time and skills related to interpreting and applying data. Learn how to choose among different types of data procedures, interpret data, and apply progress monitoring data to inform instruction and intervention.

LEADER(S): Hailey Love, University of Kansas, Lawrence PRESENTER(S): Zhe An, University of Kansas, Lawrence

1:00 PM-2:00 PM SESSION: 719 ROOM: 10

Consideration of Assistive Technology Strategies Through Collaboration Between Arts and Special Educators

TOPIC: Arts in Special Education **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Presentation with Q&A

Many arts educators' lack of knowledge of AT may adversely affect students' ability to be successful in their arts classes. We discuss connecting arts and special educators through AT supports, offering collaboration strategies to provide shared knowledge and optimal learning environments for all students.

LEADER(S): Susan Loesl, Milwaukee Public Schools, WI

Executive Function and Students With EBD: Support Through Self-Regulation Intervention Strategies

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

Students who experience executive function deficits, including students with EBD, are likely to struggle academically and have an inability to effectively regulate their own behavior. We will discuss features of executive function and the EBPs that target self-regulation skills and can increase executive function.

LEADER(S): Megan Worth, University of Florida, Gainesville PRESENTER(S): Stephen Smith, University of Florida, Gainesville; Daniel Poling, University of Florida, Gainesville

1:00 PM-2:00 PM SESSION: 721

ROOM: 12

What the Research Says About Gifted and Talented English Language Learners

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

We will discuss recent research in the area of giftedness, specifically focusing on students identified as English Language Learners. In addition, participants will learn instructional strategies as well as how to identify characteristics of giftedness and/or high achievement in ELLs.

LEADER(S): Kim Hardin, Abilene Christian University, TX

PRESENTER(S): Yara Farah, William and Mary, Williamsburg, VA; Corina Kaul, Baylor University, Waco, TX; Brenda Davis, Baylor University, Waco, TX

1:00 PM-2:00 PM

ROOM: 13

Evidence-Based Strategies for Enhancing the Capacity of Urban Special Education Leaders

SESSION: 722

TOPIC: Administration/Supervision **SECONDARY TOPIC:** Personnel Preparation FORMAT: Panel

Structuring preparation programs to use strategies that are effective in helping aspiring special education leaders grow into the profession is essential. We examine elements of successful preparation programs for special education leaders to support diverse learners, especially in urban settings.

LEADER(S): Constance Lyttle, Esq., Urban Special Leaders for Tomorrow (USELT) Project, Drexel University, Philadelphia, PA

PRESENTER(S): Pamela Baker, George Mason University, Fairfax, VA/Drexel University USELT Project, Philadelphia, PA; LaTwyne Wise, School District of Philadelphia, PA; Charlotte Brickhouse, Drexel University, Philadelphia, PA; Angel Shelley Royal, Drexel University, Philadelphia, PA

SESSION: 723

1:00 PM-2:00 PM

Implementing an Emergent Literacy Curriculum for Students With ID in General Education Classrooms

TOPIC: Collaboration and Inclusive Practices SECONDARY TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

FORMAT: Presentation with Q&A

We will describe the effectiveness of a promising emergent reading program developed for students with intellectual disabilities and autism when it is implemented in small group contexts in general education classrooms--with classmates participating in the lessons as 'reading buddies.'

LEADER(S): Pam Hunt, San Francisco State University, CA

PRESENTER(S): Elizabeth Kozleski, University of Kansas, Lawrence; Lakshmi Balasubramanian, University of California, Berkeley/San Francisco State University; Kristin Dunlap, University of Kansas, Lawrence; Danielle Fleming, University of California, Berkeley/San Francisco State University; Tyler Hicks, University of Kansas, Lawrence

1:00 PM-2:00 PM SESSION: 724 **ROOM: 15**

Early Numeracy Interventions for Students With ID: **Guidance for Special Education Teachers From Four Experimental Studies**

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Panel

This panel shares findings from studies in which the efficacy of early numeracy interventions were evaluated with children with ID. We describe the interventions and progress monitoring measures, give guidance on integrating the interventions and assessment procedures into instruction, and provide suggestions for intensifying and individualizing interventions.

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

PRESENTER(S): Victoria Knight, Vanderbilt University, Nashville, TN; Kimberly Davidson, Vanderbilt University, Nashville, TN; Esther Lindstrom, Lehigh University, Bethlehem, PA; John Wright, Vanderbilt University, Nashville, TN

1:00 PM-2:00 PM SESSION: 725 **ROOM: 16**

Teacher2Teacher: Compassion Fatigue and Self-Care

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

Have you ever heard of Empathy Fatigue? Empathy Fatigue can be described as 'the cost of caring.' We discuss teacher stress, burnout, and vicarious trauma and will examine the impact that it plays in our profession. Learn self-care strategies to ensure that we are maintaining a balanced lifestyle.

LEADER(S): Amanda Lynch, Richmond Public Schools, VA

1:00 PM-2:00 PM	SESSION: 726	ROOM: 17

Riding Through Transition: How to Utilize a Connection Between Therapeutic Riding Centers and Schools

TOPIC: Career Development/Transition SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Equine-assisted activities are popular amongst individuals with disabilities as shown through hundreds of accredited equine therapy centers. Learn about this valuable resource which can be developed into an interagency collaboration to assist youth with disabilities in attaining positive postschool outcomes.

LEADER(S): Andrea Suk, University of Oklahoma, Norman PRESENTER(S): Malarie Deardorff, University of Oklahoma, Norman

ROOM: 14

1:00 PM-2:00 PM

SESSION: 727 ROOM: 18

You CAN Get There From Here: The IRIS Center's Online Modules on Secondary Transition

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Demonstration

Join our OSEP-funded center for a fun, informative, and interactive overview of our free online learning Modules about secondary transition. Learn how all stakeholders can work together to help plan for them! Participants are strongly encouraged to come equipped with their onlineenabled devices.

LEADER(S): Amy Harris, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

1:00 PM-2:00 PM SESSION: 729 ROOM: 20

More Time for Teaching! Google and SPED: 60 Tools and Tips in 60 Minutes

TOPIC: Technology and Media **SECONDARY TOPIC:** Personnel Preparation FORMAT: Demonstration

We will demonstrate tools that enable us to efficiently collaborate with our teams, innovate to instruct, and illuminate the world for our students. We will cover technology to easily gather progress monitoring data, AT tools for students, tools for organization and to help students become college and career ready.

LEADER(S): Kelly Hall, Boise School District, ID

1:00 PM-2:00 PM SESSION: 730 ROOM: 21

Early MTSS: Scale-Up and Continuous Improvement Using a Breakthrough Series Collaborative

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

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

We describe the results and lessons learned related to statewide scale-up and continuous quality improvement of Early MTSS in early intervention using the Institute for Health Care Improvement Breakthrough Series Collaborative model. Both frameworks reflect recent innovations in the infant-toddler field.

LEADER(S): Virginia Buysse, Frank Porter Graham Child Development Institute UNC-Chapel Hill

PRESENTER(S): Jill Pentimonti, American Institutes for Research, Washington, DC; Dale Walker, Life Spans Institute: Juniper Gardens Children's Project; Michael Brink, Early Intervention Technical Assistance/Pennsylvania Training and Technical Assistance Network; Taletha Derrington, American Institutes for Research, Washington, DC



1:00 PM-2:00 PM • SESSION: 731 • ROOM: 22

SRSD FOR SOLVING MATHEMATIC WORD PROBLEMS

TOPIC: Learning Disabilities FORMAT: Multi-Presentation Session MODERATOR(S): Lisa Liberty, Northern Illinois University, DeKalb

Using Self-Regulated Strategy Development to Enhance the Equation Problem-Solving Skills of Students With Disabilities

Many students with disabilities struggle to solve equations with variables on both sides. We will discuss the results of a single-subject experiment that examined the effects of a SRSD strategy on the equation-solving skills of students with disabilities, and share the strategies implemented and results.

LEADER(S): Yojanna Cuenca Carlino, Illinois State University, Normal

PRESENTER(S): Catherine Thompson, Fairfax County Public Schools, VA; Clara Hauth, Marymount University, Arlington, VA; Dannette Allen-Bronaugh, James Madison University, Harrisonburg, VA

What Is It Asking? Using SRSD to Solve Math Word Problems

This session will focus on use of SRSD to teach two specific approaches solving word problems: BUCK and DRAW. We will practice steps in the SRSD instructional model, complete practice problems using BUCK and DRAW, and discuss other multi-step math strategies that can be taught using the SRSD instructional framework.

LEADER(S): Lisa Liberty, Northern Illinois University, DeKalb PRESENTER(S): Laura Hedin, Northern Illinois University, DeKalb

1:00 PM-2:00 PM SESSION: 732 ROOM: 23

A Color-Coding Strategy for Students With Mild-Moderate LD to Access the General Education Language Arts Instruction

TOPIC: Learning Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Demonstration

Learn the effects of a color-coding strategy to ease students' information processing by simplifying complex textual information into visual segments. You will also learn 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

1:00 PM-2:00 PM SESSION: 733 ROOM: 24

Ain't Misbehavin

TOPIC: Starting the Teaching Career **SECONDARY TOPIC:** Personnel Preparation FORMAT: Presentation with Q&A

Learn about a process that will help create a learning environment that is safe with effective classroom management, better discipline, and positive student relationships. You will see an increase in student self-esteem, prevent teacher burnout, and change the punishment paradigm.

LEADER(S): Rita Molino, iTutor and Center for Teacher Effectiveness, Williamsville, NY

1:00 PM-2:00 PM SESSION: 734 ROOM: 25

STRAND K, Session 4: What Can You Do Now? Effective Implementation and Evaluation of Sexual Health Curriculum for Students With Disabilities

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Personnel Preparation FORMAT: Presentation with Q&A

We will present EBPs for including sexuality education in special education curricula and IEPs, resources currently available for teaching sexual health education by disability category, and strategies to use when facing barriers. A resource list will be shared with participants.

LEADER(S): Victoria Slocum, Morehead State University, KY; Christine Scholma, Trinity Christian College, Palos Heights, IL

PRESENTER(S): Ruth Eyres, Easter Seals Arkansas, Little Rock; Elizabeth Harkins, University of Pittsburgh, Johnstown; Anna Treacy, University of Nevada, Reno

1:00 PM-2:00 PM SESSION: 735 ROOM: BALLROOM A

Building Vocabulary for Young Learners With Reading Difficulties Through Shared Reading Interventions

TOPIC: Learning Disabilities FORMAT: Presentation with Q&A

Interactive shared reading interventions are effective in improving vocabulary skills for young children at risk for reading difficulties. Learn about the importance of vocabulary knowledge and the evidenced-based intervention of read-alouds to address vocabulary knowledge for children with or at risk for disabilities.

LEADER(S): Jill Shelnut, Clemson University, SC PRESENTER(S): Janie Hodge, Clemson University, SC

1:00 PM-2:00 PM SESSION: 736 ROOM: BALLROOM B

Digitability: Enable Workforce Inclusion Through Digital Literacy

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Technology and Media FORMAT: Presentation with Q&A

This award-winning facilitator demonstrates best practices for developing workplace skills through transition programing, while simultaneously building social and emotional capacity. Receive free materials and learn to extend materials to behaviors or tasks taught in the home, school, or therapeutic environment.

LEADER(S): Michele McKeone, Digitability, Philadelphia, PA

1:00 PM–1:45 PM SESSION: 739 ROOM: POSTER 1, EAST HALL, 3RD FL

The Relation Between Extracurricular Science Activities and Students With Disabilities' Performance on a Standardized Science Assessment

TOPIC: STEM

SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

Learn the results of a study to determine the statistical significance between students with and without disabilities' performance in science. We found there was a positive correlation between the number of activities offered and students with disabilities' performance on the science assessment.

LEADER(S): Karin Fisher, Georgia Southern University, Statesboro

1:00 PM–1:45 PM SESSION: 740 ROOM: POSTER 10, EAST HALL, 3RD FL

What Do Secondary Teachers Believe About Writing?: Results From a Survey Study

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness FORMAT: Poster Session

Writing is a complex yet key component of secondary classrooms, but many secondary teachers are unprepared to support students' writing, particularly students who struggle or who have a writing disability. We will explore secondary teachers' theoretical beliefs about writing self-efficacy and instruction.

LEADER(S): Apryl Poch, Duquesne University, Pittsburgh, PA

1:00 PM-1:45 PM SESSION: 741 ROOM: POSTER 11, EAST HALL, 3RD FL

Apps to Keep Teacher Candidates (and Their Students!) on Task

TOPIC: Technology and Media SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

Technology in the classroom is all the rage, but if we can't motivate our teacher candidates to stay on task in our college courses, how can we teach them to motivate their students to do the same? In this interactive bring your own device session, you will learn about several apps that can engage students of all ages.

LEADER(S): Janet Josephson, Millersville University, PA

1:00 PM–1:45 PM SESSION: 742 ROOM: POSTER 12, EAST HALL, 3RD FL

Multi-Modal Online Math Assessments for Students With Visual Impairments

TOPIC: Visual Impairments SECONDARY TOPIC: STEM FORMAT: Poster Session

We discuss software for accessible online math assessments for students with VI, including real-time online Nemeth Braille and spoken math input and output. Learn how accessible online math reduces test accommodations and closes the gap for equitable automated machine scoring.

LEADER(S): Sam Dooley, Pearson, Albuquerque, NM

PRESENTER(S): Dan Brown, Pearson, Austin, TX; Susan Osterhaus, Texas School for the Blind and Visually Impaired, Austin

1:00 PM-1:45 PM SESSION: 743 ROOM: POSTER 13, EAST HALL, 3RD FL

E-books = Stories + Visual Representation => Engaging Math Word Problems

TOPIC: Learning Disabilities SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

Word problems, which require reading skills, pose a major obstacle for students with LD. AT can facilitate the development of academic achievement in reading, spelling, social communications, and math. We will address how AT can support students with LD in solving math word problems using e-books.

LEADER(S): Bedoor Alazemi, University of Northern Colorado, Greeley

1:00 PM–1:45 PM SESSION: 744 ROOM: POSTER 14, EAST HALL, 3RD FL

Meeting the Unique Needs of Students With Dyslexia: One Public School District's Successful Approach

TOPIC: Learning Disabilities

SECONDARY TOPIC: Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Poster Session

Learn how Fairfax County Public schools, a large, diverse school system in Northern Virginia, developed a comprehensive plan to meet the unique needs of students with dyslexia. Data will be presented as to the identification of appropriate services through the RTI and special education service delivery models.

LEADER(S): Irene Meier, Fairfax County Public Schools, VA

PRESENTER(S): Diane Leipzig, Fairfax County Public Schools, VA; Kelly Brady, Fairfax County Public Schools, VA

1:00 PM–1:45 PM SESSION: 745 ROOM: POSTER 15, EAST HALL, 3RD FL

The Making of Reading Intervention Master Teachers

TOPIC: Learning Disabilities SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness FORMAT: Poster Session

The Reading Intervention Master Teacher training is an intensive district developed training program created to increase teacher knowledge about best practices in reading intervention. Learn what one district has implemented to address the gap between teacher knowledge and student need.

LEADER(S): Kimberly Workman, School District Hillsborough County, FL

PRESENTER(S): Tina Herbst, Hillsborough County Public Schools, FL

1:00 PM–1:45 PM SESSION: 746 ROOM: POSTER 16, EAST HALL, 3RD FL

Special Educators' Instruction for English Learners in Three Settings: Urban, Suburban, and Rural

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

This study examined the instructional practices special educators use when working with ELs. The data was collected across urban, suburban, and rural school districts. Extensive observations, interviews, and document reviews were conducted and analyzed, and results will be shared.

LEADER(S): Donna Sacco, University of North Carolina, Charlotte

PRESENTER(S): Sheri Berkeley, George Mason University, Fairfax, VA

1:00 PM–1:45 PM SESSION: 747 ROOM: POSTER 17, EAST HALL, 3RD FL

Literature Circle Superheroes: Enhancing Oral Language and Social Skills for Students With ASD

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Successful participation in literature circles provides students with ASD the self-confidence and opportunity to develop interpersonal relationships. We will provide participants with six structured literature circle student roles that support the needs of students with ASD in inclusive classrooms.

LEADER(S): Sarah Saltmarsh, Arizona State University, Tempe

PRESENTER(S): Ruhi Khan, Arizona State University, Tempe; Malissa Chavez-Thibault, Arizona State University, Tempe; William Butler, Arizona State University, Tempe; Wendy Farr, Arizona State University, Tempe

1:00 PM-1:45 PM

SESSION: 748 ROOM: POSTER 18, EAST HALL, 3RD FL

Postsecondary Inclusive Education: The Inclusion of Students With ID in Higher Education: Perceptions, Realities, and Strategies

TOPIC: Research SECONDARY TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

A growing number of colleges/universities now support inclusive postsecondary education for students with IDD. We discuss how you can recognize the benefits, how to access postsecondary education, and identify the skills needed to support students with IDD in this transition.

LEADER(S): Robin Brewer, University of Northern Colorado, Greeley

1:00 PM–1:45 PM SESSION: 749 ROOM: POSTER 19, EAST HALL, 3RD FL

School Administrators' Opinion Towards Adapted Physical Education

TOPIC: Research **SECONDARY TOPIC:** Administration/Supervision FORMAT: Poster Session

We discuss the results of a study that determined Texas school administrators' opinions of the importance of adapted physical education services for students with disabilities. The theory of planned behavior was used to identify their awareness and opinions of adapted physical education services.

LEADER(S): Melissa Bittner, California State University, Long Beach

1:00 PM-1:45 PM SESSION: 750 ROOM: POSTER 2, EAST HALL, 3RD FL

Multi-Tiered Systems of Support for Writing Instruction

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

FORMAT: Poster Session

How are schools supporting all students as writers? Hear about evidence-based instructional and assessment practices for teaching and assessing writing at Tier 1 in an RTI/MTSS framework. Learn ways you can collect and use writing and self-regulation data to differentiate instruction and offer more intensive levels of support.

LEADER(S): Laura Boynton Hauerwas, Providence College, RI

1:00 PM-1:45 PM SESSION: 751 ROOM: POSTER 20, EAST HALL, 3RD FL

Preparing for College: Strategies for Teachers, Parents, and Students

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

As more colleges and universities learn about changes in the process for obtaining services in postsecondary settings, the strategies for helping students with disabilities have also changed. We will present strategies that make the transition to postsecondary education a positive one.

LEADER(S): Mary Louise Duffy, Florida Atlantic University, Jupiter

1:00 PM-1:45 PM SESSION: 752 ROOM: POSTER 21, EAST HALL, 3RD FL

A Position of Ambiguity: The Experiences of a First-Year Transition Specialist

TOPIC: Career Development/Transition SECONDARY TOPIC: Personnel Preparation FORMAT: Poster Session

The role of transition specialist aims to help improve postsecondary outcomes for youth with disabilities. Role ambiguity related to the responsibilities, expectations, and evaluation of the work remain challenging. We share findings of an urban high school transition specialist working and designing the role.

LEADER(S): Michele Schutz, Ridgewood High School, Norridge, IL

PRESENTER(S): Michelle Parker-Katz, University of Illinois, Chicago

1:00 PM-1:45 PM

Using Mindfulness-Based Interventions With Students With Intellectual and Behavioral Disability

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Physical/Health/Multiple Disabilities FORMAT: Poster Session

A growing body of research indicates that mindfulnessbased interventions have a positive effect on the academic and emotional behaviors of students with ID. We will provide information and research on mindfulness for teachers on how to implement mindfulness-based interventions in their classrooms.

LEADER(S): Nikki Murdick, Saint Louis University, MO

PRESENTER(S): Amrita Chaturvedi, Saint Louis University, MO; JoNell Wood, Saint Louis University, MO

SESSION: 753 ROOM: POSTER 3, EAST HALL, 3RD FL

1:00 PM-1:45 PM SESSION: 754 ROOM: POSTER 4, EAST HALL, 3RD FL

Building Capacity: What Principals Need to Support Achievement of Students in Exclusionary Schools

TOPIC: Public Policy

SECONDARY TOPIC: Administration/Supervision FORMAT: Poster Session

In our examination of a nationally representative data set, we found that not all principals have the same opportunities for mentorship and PD. We discuss the findings and share the implications for teacher and student learning, administrator growth, and state policies.

LEADER(S): Loretta Mason-Williams, Binghamton University, NY PRESENTER(S): Elizabeth Bettini, Boston University, MA

1:00 PM–1:45 PM SESSION: 755 ROOM: POSTER 5, EAST HALL, 3RD FL

Using Technology to Scaffold ELA Common Core Curriculum for Diverse Learners in Inclusive Classrooms

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

We will explore the integration of technology within a classroom of students who are ELLs and/or students with special needs. Examples of technology integration are provided and vignettes from the presenter's classroom are utilized. Leave with a list of over 100 resources to infuse technology and literacy!

LEADER(S): Amy MacKenzie, Ph.D., SUNY New Paltz

1:00 PM–1:45 PM SESSION: 756 ROOM: POSTER 6, EAST HALL. 3RD FL

Students With Emotional and Behavioral Disorders in General Education Settings

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Emotional and Behavioral Disorders FORMAT: Poster Session

We will describe available research on inclusive practices with students with EBD in general education settings. Learn about factors perceived to influence student success, effective strategies, key stakeholder experiences, and similarities and differences in instruction across settings.

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

1:00 PM–1:45 PM SESSION: 757 ROOM: POSTER 7, EAST HALL, 3RD FL

Voices From the Classroom: Examining the Perceptions of General Education Teachers and Their Preparation for Working With Students With Disabilities

TOPIC: Collaboration and Inclusive Practices FORMAT: Poster Session

We examined the perceptions of practicing general education teachers regarding their preparation program and its effectiveness in preparing them to support the needs of students with disabilities included in their class. Results from the questionnaire will serve as a guide to improve teacher preparation programs.

LEADER(S): Rebecca Canges, Metropolitan State University of Denver, CO

PRESENTER(S): Kara Halley, Metro State University of Denver, CO; William Gustashaw, Metropolitan State University, Denver

1:00 PM–1:45 PM SESSION: 758 ROOM: POSTER 8, EAST HALL, 3RD FL

Preparing Student Teachers to Instruct English Learners With Disabilities

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

We report on a qualitative review of research and other writing related to preparing student teachers to instruct English Learners who have disabilities. For each theme, questions are posed for you to reflect and consider with regard to your experiences as teachers and as teacher preparation faculty.

LEADER(S): Andrea Prola, University of St Francis, Joliet, IL PRESENTER(S): Norma Lopez-Reyna, University of Illinois, Chicago

1:00 PM–1:45 PM	SESSION: 759	ROOM: POSTER 9,
		EAST HALL, 3RD FL

Understanding the Implementation of the Twice-Exceptional Professional Development in Colorado

TOPIC: Personnel Preparation **SECONDARY TOPIC:** Gifted and Talented FORMAT: Poster Session

Quality PD can improve educators' learning of twiceexceptional students. We provide an overview of a 2-year, twice-exceptional professional development. It will also provide LEAs and PD providers with implications for training design, implementation, and evaluation.

LEADER(S): Chin-Wen Lee, University of Louisville, KY

ROOM: 1

2:15 PM–3:15 PM SESSION: 762

Creative Learning: Arts Integration and Differentiated Instruction

TOPIC: Arts in Special Education **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Demonstration

This interactive session introduces arts integration as a way to improve classroom engagement and academic achievement, especially for students with learning differences. Learn how arts integration can address the needs of students with cognitive, learning, emotional, and physical disabilities.

LEADER(S): Katherine Koch, St. Mary's College of Maryland, St. Mary's City

PRESENTER(S): Janna Thompson, St. Mary's College of Maryland, St. Mary's City

2:15 PM-3:15 PM	SESSION: 763	ROOM: 3
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Systems Thinking: Developing Comprehensive and Integrated Systems of Personnel Development for All

TOPIC: Personnel Preparation

SECONDARY TOPIC: Early Childhood and Early Intervention FORMAT: Presentation with Q&A

The ECPC Center is facilitating the development of statewide comprehensive and integrated systems of personnel development across 12 states in order to positively impact child and family outcomes. We describe the strategic planning process used and individual state plans that differ by state systems, context, resources, and outcomes.

LEADER(S): Mary Beth Bruder, Univ. of Connecticut, A.J. Pappanikou Ctr for Excellence in Developmental Disabilities, Farmington

PRESENTER(S): Darla Gundler, North Adams, MA; Kimberly Sopko, The Early Childhood Personnel Center, Burke, VA; Vicki Stayton, Western Kentucky University, Bowling Green

SESSION: 764

ROOM: 7

2:15 PM-3:15 PM SESSION: 765 ROOM: 9

Using DVIDB Standards and DEC Recommended Practices to Prepare Practicioners to Serve Parents and Their Children With Vision Loss in Early Intervention

TOPIC: Visual Impairments SECONDARY TOPIC: Early Childhood and Early Intervention FORMAT: Presentation with Q&A

We describe a parent intervention model to improve practitioners' use of the DVIDB standards and DEC recommended practices. The model can be used in multidisciplinary early intervention graduate training programs for teachers of students with VI and Orientation and Mobility Specialists who serve children with VI and their parents.

LEADER(S): Maribeth Lartz, Illinois State University, Normal PRESENTER(S): Mindy Ely, Illinois State University, Normal

2:15 PM-3:15 PM SESSION: 766 ROOM: 10

Effective High School Reading Intervention for Students With Disabilities: What Really Works?

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Demonstration

We present the results of a 4-year study focused on improving reading outcomes for adolescents with disabilities. Try out innovative, engaging intervention strategies that you can put to use in your classrooms the very next day and leave with new tools and activities for your intervention programs.

LEADER(S): Sally Spencer, California State University, Northridge

PRESENTER(S): Vanessa Goodwin, CSU Northridge; Lindsay Young, Los Angeles Unified School District, CA; Sue Sears, CSU, Northridge

Training Paraeducators to Implement Interventions for Students With Disabilities

TOPIC: Research

2:15 PM-3:15 PM

SECONDARY TOPIC: Communicative Disabilities and Deafness FORMAT: Panel

We discuss the effects of a training model that translates PD to student success. This model has proven effective with school-based teams when implementing interventions with students with disabilities. We discuss an example when used to increase students' spontaneous initiation with augmentative communication systems.

LEADER(S): Natalie Andzik, Northern Illinois University

2:15 PM-3:15 PM SESSION: 767 ROOM: 11

The Effects of Teaching Students With or At Risk for EBD to Self-Advocate Function-Based Needs to General Education Teachers

TOPIC: Emotional and Behavioral Disorders **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This study examined the effects of teaching students with or at risk for EBD to advocate their needs in the general education setting. Results of strategy impact as well as teacher response to student self-advocacy and recruiting reinforcement of replacement behaviors will be discussed.

LEADER(S): Tosha Owens, East Carolina University, Greenville, NC

PRESENTER(S): Ya-yu Lo, University of North Carolina at Charlotte

2:15 PM-3:15 PM	SESSION: 768	ROOM: 12
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The Efficacy of a Critical Literacy Reading Comprehension Model for Students With Disabilities

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

We discuss a study that examined the effects of reading comprehension strategies guided by the theoretical framework of critical literacy. Participants will learn about critical literacy and how to apply its perspectives and approaches to their respective contexts.

LEADER(S): Amy Boele, University of Colorado, Denver

2:15 PM–3:15 PM SESSION: 769

Implementing Successful Behavioral Interventions With Gifted Students

TOPIC: Gifted and Talented SECONDARY TOPIC: Assessment FORMAT: Presentation with Q&A

Educators are aware of gifted students in classrooms who exhibit behaviors affecting their engagement in learning activities and eventual success in the classroom. We will describe a problem-solving process that teachers can use in implementing effective interventions with gifted students in their classrooms.

LEADER(S): Yara Farah, William and Mary, Williamsburg, VA PRESENTER(S): Susan Johnsen, Baylor University, Waco, TX

2:15 PM-3:15 PM SESSION: 770

ROOM: 14

Educational Predictors and Interventions for Postsecondary Community Living

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Career Development/Transition FORMAT: Presentation with Q&A

We identify and describe the educational predictors and interventions that are associated with increased postsecondary community living for youth with IDD. It includes both original research findings from a secondary data analysis and literature review findings.

LEADER(S): Irina Cain, Lurie Institute for Disability Policy, Waltham, MA

2:15 PM–3:15 PM SESSION: 771 ROOM: 15

Using Simultaneous Prompting to Teach Problem Solving and Paragraph Writing Skills to Students With ID

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

We discuss the results of a study to teach problem-solution paragraph writing to middle school students with ID. We examined instructional effects on the number of completed steps of paragraph writing and evaluated whether paragraph writing skills generalize to nonproblem-solution writing and maintain over time.

LEADER(S): Nicole Uphold, Illinois State University, Normal

2:15 PM–3:15 PM SESSION: 772 ROOM: 17

How to Avoid Special Education Litigation: Legal Strategies to Keep Schools Compliant

TOPIC: Public Policy

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

Since the establishment of PL 94-142, adhering to law has presented many challenges for special education leaders resulting in misconceptions, deficient policies, and an increase in due process hearing filings. Review and create legal tips and strategies to improve best practices in your schools and district.

LEADER(S): Charlotte Brickhouse, Drexel University, Philadelphia, PA

PRESENTER(S): Justin Lien, Drexel University, Philadelphia, PA/District of Columbia Public School, Washington, DC; Angel Shelley Royal, Drexel University, Philadelphia, PA; Constance Lyttle, Esq., Urban Special Leaders for Tomorrow (USELT) Project, Drexel University, Philadelphia, PA

ROOM: 13

2:15 PM-3:15 PM SESSION: 773 ROOM: 18

Meaningful IEPs for Children With ASD: Markedly More Demanding Than De Minimus

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Early Childhood and Early

Intervention

FORMAT: Demonstration

We will demonstrate a process for developing IEPs that provide meaningful benefit for young students with autism. Practice data collection techniques and learn to construct IEPs that are calculated to enable children to make markedly more than the 'de minimus' progress expected by the U.S. Supreme Court.

LEADER(S): Wendy Ashcroft, Christian Brothers University, Memphis, TN

PRESENTER(S): Angela Delloso, Lakeland School System, Arlington, TN; Anne Quinn, Shelby County Schools, TN

2:15 PM-3:15 PM SESSION: 774 ROOM: 19

Reading to Engage Learners With Autism in Language and Learning (RECALL)

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Demonstration

We describe RECALL, an adapted shared reading intervention that combines the instructional procedures of dialogic reading with EBPs to support children with ASD. Children with ASD have increased their initiations, responses, and vocabulary knowledge after participating in RECALL. Video examples will be shared.

LEADER(S): Elizabeth Jackson, Florida State University, Tallahassee

PRESENTER(S): Gregory Garris, Florida State University, Tallahassee; Kelly Whalon, Florida State University, Tallahassee; Seyma Intepe, Florida State University, Tallahassee

2:15 PM–3:15 PM SESSION: 775 ROOM: 20

When I'm Gone: Parents Preparing Their Adult Children With the Necessary Tools to Become Guardians for Sibling(s) With Autism

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research FORMAT: Presentation with Q&A

This subject is one that most people do not like to talk about, but one that every parent has to prepare their children for. The time will come when the parents will no longer be able to care to for their adult child with ASD, and sibling(s) will step into the guardianship role. Join us for a frank discussion of this topic.

LEADER(S): Jude Matyo-Cepero, University of Nebraska, Kearney

PRESENTER(S): Stathene Varvisotis, University of Nebraska, Kearney; Lauren Cepero, Orlando, FL



2:15 PM-3:15 PM • SESSION: 777 • ROOM: 22

WRITING INSTRUCTION FOR STUDENTS WITH LEARNING DISABILITIES

TOPIC: Learning Disabilities FORMAT: Multi-Presentation Session MODERATOR(S): Shawn Datchuk, University of Iowa, Iowa City

An Exploratory Analysis of Art, Technology, and Writing With Elementary Students

Many students struggle with writing. We will demonstrate how students used digital art applications on iPads to plan and generate text. We will also provide an analysis of the integration of art with writing, and ideas for intervention components to promote writing development.

LEADER(S): Darcy Miller, Washington State University, Pullman

PRESENTER(S): Michael Dunn, Washington State University, Vancouver

How to Design and Deliver Explicit Writing Instruction for Students With Learning Disabilities in General and Special Education Classrooms

We share a framework of explicit instruction to help teachers design and deliver effective, evidence-based instruction to improve writing. We detail each component and guide you through the design of your own explicit instructional lesson on a targeted writing skill, including handwriting, sentence construction, and grammar/usage.

LEADER(S): Shawn Datchuk, University of Iowa, Iowa City PRESENTER(S): Derek Rodgers, University of Iowa, Iowa City; Kristin Panos, University of Iowa, Iowa City; Lanqi Wang, University of Iowa, Iowa City 2:15 PM-3:15 PM SESSION: 778 ROOM: 23

Florida's Statewide Scale-up of Check & Connect for Students in Grades 6-12

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

SECONDARY TOPIC: Career Development/Transition FORMAT: Presentation with Q&A

Learn how Check & Connect, an evidence-based dropout prevention intervention, has been implemented utilizing primarily teachers as mentors. Participants will learn the structures used to build capacity for implementation and plans for further scale-up and alignment with SSIP and MTSS.

LEADER(S): Margaret Sullivan, Florida Gulf Coast University, Fort Myers

PRESENTER(S): Eileen Klemm, University of Minnesota | Check & Connect, Minneapolis

2:15 PM-3:15 PM SESSION: 779 ROOM: 24

Using Word Boxes to Meet the Early Literacy Needs of Diverse Learners

TOPIC: Learning Disabilities

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

Research supports the use of word boxes to promote and strengthen phonemic awareness. Learn to implement word boxes in individual, small group, and whole class settings, and how instruction can be differentiated to match the learning needs of English Learners and students with disabilities.

LEADER(S): Susan Keesey, Western Kentucky University, Bowling Green

PRESENTER(S): Lauren Tucker, Western Kentucky University, Bowling Green

2:15 PM-3:15 PM SESSION: 780 ROOM: 25

Everyday Social Emotional Learning (SEL) in the Classroom

TOPIC: Physical/Health/Multiple Disabilities **SECONDARY TOPIC:** Response to Intervention (Rtl): Multi-Tier System of Supports FORMAT: Presentation with Q&A

Embedding SEL practices into the classroom enhances students' cognitive control, empowering them to participate appropriately in the classroom setting. Learn strategies to enhance their students' overall SEL well-being and teach them to respond appropriately to stressors and self-regulate more effectively.

LEADER(S): Stefanie Piatkiewicz, Mindful Practices, Chicago, IL

2:15 PM-3:00 PM SESSION: 783 ROOM: POSTER 1, EAST HALL, 3RD FL

Social Problem-Solving Instruction for Students With Behavior Problems: A Conceptual Framework

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

SPS instruction is an effective way to promote socialemotional learning and self-regulation for students with or at-risk for EBD. We present a conceptual framework of SPS instruction and discuss implications for research and schoolbased programming.

LEADER(S): Kristen Merrill O'Brien, George Mason University, Fairfax, VA

PRESENTER(S): Stephen Smith, University of Florida, Gainesville; Michelle Cumming, Florida International University, Miami

2:15 PM-3:00 PM

SESSION: 784 ROOM: POSTER 10, EAST HALL, 3RD FL

Developing a Technology-Based Early Language Comprehension Intervention (TeLCI)

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Poster Session

We will demonstrate a technology-based early language comprehension intervention called TeLCI that is designed to improve inferencing skills in 1st- and 2nd-graders who are struggling with reading. We share results from a field trial and discuss next steps in the research.

LEADER(S): Kristen McMaster, University of Minnesota, Minneapolis

PRESENTER(S): Britta Bresina, University of Minnesota, Minneapolis

2:15 PM–3:00 PM SESSION: 785 ROOM: POSTER 11, EAST HALL, 3RD FL

What Do These Words Mean? Supporting Content-Area Vocabulary Growth

TOPIC: Learning Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Understanding vocabulary plays a key role in access to learning across academic domains. Learn what types of vocabulary are related to content knowledge. Effective strategies to increase vocabulary knowledge for students with learning difficulties and English learners will be presented.

LEADER(S): Le Tran, University of Texas, Austin

PRESENTER(S): Suzanne Forsyth, University of Texas, Austin; Sarah Powell, University of Texas, Austin

2:15 PM–3:00 PM SESSION: 786 ROOM: POSTER 12, EAST HALL, 3RD FL

Utilizing Classroom Meetings to Create Culturally Responsive and Inclusive Communities

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

Teachers who enter classrooms with a lack of multicultural competence have a difficult time forming relationships, and managing behavior and communication patterns of CLD students. Learn how classroom meetings are a culturally responsive intervention to develop communities that support all students.

LEADER(S): Yelena Patish, University of Washington, Seattle PRESENTER(S): Selma Powell, University of Washington, Seattle

2:15 PM–3:00 PM SESSION: 787 ROOM: POSTER 13, EAST HALL, 3RD FL

We've Come So Far, Haven't We?

TOPIC: Cultural and/or Linguistic Diversity **SECONDARY TOPIC:** Collaboration and Inclusive Practices

FORMAT: Poster Session

We've come so far, haven't we? This question was posed as we studied the experiences of families in Russia and made comparisons across cultures. We discuss the underlying issues faced by families with disabilities and provide valuable information to guide practitioners when collaborating with families.

LEADER(S): Martha Howard, Tennessee Tech University, Cookeville

PRESENTER(S): Amy Callender, Tennessee Technological University, Cookeville

2:15 PM-3:00 PM

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SESSION: 788 ROOM: POSTER 14,
EAST HALL, 3RD FL
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Video Modeling for Students With ASD and ID: A Meta-Analysis

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Technology and Media FORMAT: Poster Session

This meta-analysis reviews 19 single-subject studies including 65 participants with ASD or ID. Included studies investigated the use of VM to improve independent living skills of students with ASD or ID. We will discuss the efficacy of VM for the two student populations.

LEADER(S): Kaylee Wynkoop, Indiana University of Pennsylvania

2:15 PM-3:00 PM SESSION: 789 ROOM: POSTER 15, EAST HALL, 3RD FL

Using Video Modeling to Teach Soft Skills to Young Adults With ID

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities **SECONDARY TOPIC:** Career Development/Transition FORMAT: Poster Session

This session will present data and information regarding why and how to use video modeling to teach soft skills for young adults with ID. The effectiveness of the video modeling as well as how students and teacher find the video modeling approach beneficial to teach soft skills will be shared.

LEADER(S): Jiyoon Park, Michigan State University, East Lansing

PRESENTER(S): Emily Bouck, Michigan State University, East Lansing

2:15 PM–3:00 PM SESSION: 790 ROOM: POSTER 16, EAST HALL, 3RD FL

The Use of an iPad to Promote Early Numeracy Skills Through Virtual Manipulatives

TOPIC: Autism Spectrum Disorder / Intellectual Disabilities SECONDARY TOPIC: Research

FORMAT: Poster Session

The use of iPads to support learning for students with disability is on the rise. We discuss the results of a study that focused on the use of virtual manipulatives via an iPad application to increase early numeracy skill acquisition through evidence-based systematic prompting and feedback.

LEADER(S): Bree Jimenez, University of Sydney/Mater Dei School, Australia

2:15 PM-3:00 PM

SESSION: 791 ROOM: POSTER 17, EAST HALL, 3RD FL

Transition Components of Saudi Students With Disabilities: An Evaluation of Their IEPs

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Autism Spectrum Disorder / Intellectual Disabilities FORMAT: Poster Session

Transition planning and services have important components such as training, courses, and working on job sites to ensure they are prepared for independent life. We evaluated the transition components of Saudi students' IEPs and will discuss the services and components of transition for them.

LEADER(S): Hussain Almalky, Prince Sattam bin Abdulaziz University, Saudi Arabia

2:15 PM-3:00 PM SESSION: 792 ROOM: POSTER 18, EAST HALL, 3RD FL

Creating Career Opportunities for Students With Disabilities: Transition to Employment

TOPIC: Career Development/Transition **SECONDARY TOPIC:** Collaboration and Inclusive Practices FORMAT: Poster Session

This session focuses on PRIDE initiatives that address the growing skills gap in today's demanding workforce within the construction trade industry. Learn how this can be accomplished by building industrial and educational partnerships, supporting transitional programs, and increasing community involvement.

LEADER(S): Lonny Wright, PRIDE ASCEND / PRIDE Industries, El Paso, TX

2:15 PM–3:00 PM SESSION: 793 ROOM: POSTER 2, EAST HALL, 3RD FL

A Snapshot of RTI Implementation a Decade Later: New Picture, Same Story?

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

SECONDARY TOPIC: Learning Disabilities FORMAT: Poster Session

We provide a snapshot of the implementation of state RTI models throughout the country. Findings are presented from a current study that systematically reviewed information about the implementation of RTI in each state. The influence of policy and research on state practices will be discussed.

LEADER(S): Sheri Berkeley, George Mason University, Fairfax, VA

PRESENTER(S): Donna Sacco, University of North Carolina, Charlotte

2:15 PM-3:00 PM	SESSION: 794	ROOM: POSTER 3,
		EAST HALL, 3RD FL

Monolingual Bias in IDEA Identification of Bi/ Multilingual Students With or At Risk for Disabilities

TOPIC: Public Policy

SECONDARY TOPIC: Cultural and/or Linguistic Diversity FORMAT: Poster Session

Monolingual bias on SLA has imposed deficit views on ELLs in educational research, policy, and practice. We will discuss monolingual perspectives and deficit views in special education policy to resolve the persistent issues of misidentification and disproportional placement of bi/ multilingual students.

LEADER(S): Sumin Mullins, University of Kansas, Lawrence PRESENTER(S): Gregory Cheatham, University of Kansas, Lawrence

2:15 PM–3:00 PM SESSION: 795 ROOM: POSTER 4, EAST HALL, 3RD FL

Doing and Seeing: Supportive Instruction in a Clinical Semester and the Feedback Provided by Supervisors

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Personnel Preparation FORMAT: Poster Session

This session provides information on the instructional techniques demonstrated by preservice teachers during their clinical semester in a general education classroom, and the reflective feedback provided by supervisors. Findings will be shared that provide examples of practice.

LEADER(S): Rebecca Elder Hinshaw, Indiana State University, Terre Haute

PRESENTER(S): Robin Burden, Indiana State University, Terre Haute; Shawn Huisinga, Indiana State University, Terre Haute

2:15 PM–3:00 PM SESSION: 796 ROOM: POSTER 5, EAST HALL, 3RD FL

Integrating Specially Designed Instruction in Co-Taught Inclusive Classrooms.

TOPIC: Collaboration and Inclusive Practices **SECONDARY TOPIC:** Measuring Special Education Teacher Effectiveness FORMAT: Poster Session

We will consider how specially designed instruction can be effectively delivered in co-taught classrooms. Who can/ should deliver this instruction? What are effective delivery mechanisms? How does planning impact delivery and student outcomes? Explore these questions and answers from teachers in co-taught classrooms.

LEADER(S): Barbara Serianni, Armstrong State University, Savannah, GA

PRESENTER(S): Kelly Brooksher, Armstrong State University, Savannah, GA

2:15 PM-3:00 PM

SESSION: 797 ROOM: POSTER 6, EAST HALL, 3RD FL

Special Education Teacher Retention: Principal Support

TOPIC: Administration/Supervision FORMAT: Poster Session

Learn the results of a study that indicate that principals perceive themselves providing support to special education teachers much more frequently than the teachers perceive receiving it. We identify areas for school district personnel and their leadership teams to better support and retain special education teachers.

LEADER(S): Steven Bailey, Madison Middle School/Vista Unified District, CA

2:15 PM-3:00 PM SESSION: 798 ROOM: POSTER 7, EAST HALL, 3RD FL

Connecting Preparation, Practice, and Professionalism Through CEC Involvement

TOPIC: Personnel Preparation SECONDARY TOPIC: FORMAT: Poster Session

We examine the role of professional organizations in providing support for preservice teacher involvement in organizations such as student chapters of CEC. Such involvement can provide support between preparation and early employment, reduce teacher attrition, and improve satisfaction in careers.

LEADER(S): Shirley Dawson, Weber State University, Ogden, UT

PRESENTER(S): Natalie Williams, Weber State University, Ogden, UT; Nate Marsden, Canyons School District, UT; Melissa Vaughn, Weber State University, Ogden, UT

2:15 PM-3:00 PM SESSION: 799 ROOM: POSTER 8, EAST HALL, 3RD FL

Using Synchronous Streaming for Remote Teacher Candidate Observation

TOPIC: Personnel Preparation

SECONDARY TOPIC: Technology and Media FORMAT: Poster Session

We explain the steps of implementing a synchronously streamed observation practice for undergraduate practicum students in a Special Education teacher preparation who are placed in remote locations. Student and supervisor perceptions of the practice compared to traditional onsite observations are shared.

LEADER(S): Kim Viel-Ruma, University of Georgia, Athens

PRESENTER(S): Rubia Anderson, University of Georgia, Athens; Amber Atkinson, University of Georgia, Athens

2:15 PM-3:00 PM

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SESSION: 800 ROOM: POSTER 9,
EAST HALL, 3RD FL
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Tips for Teachers: Implementing Mindfulness in the Classroom to Improve Challenging Behaviors

TOPIC: Emotional and Behavioral Disorders FORMAT: Poster Session

Managing challenging student behaviors can be difficult for both novice and veteran educators. Emerging research suggests interventions incorporating mindfulness may be effective in reducing troubling behavior. Join us and learn tips you can use to implement mindfulness in your classroom.

LEADER(S): Staci Zolkoski, University of Texas, Tyler PRESENTER(S): Calli Lewis, California State University, Bakersfield

Program Advisory Committee

The Program Advisory Committee (PAC) headed by chairpersons, Claudia Rinaldi and Cindy Perras, reviewed over 1,200 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.

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Jean Crockett, Public Policy

Marilyn Friend, Collaboration and Inclusive Practices

Shana Haines, Parent/Family/School Partnerships

Ally Hermann, Starting the Teaching Career

Nathan Jones, Measuring Special Education Teacher Effectiveness

Stephanie Morano, Science, Technology, Engineering, and Math

Paul J. Riccomini, Science, Technology, Engineering, and Math

Jerry Tindal, Accountability Systems for Students with Disabilities

Jeannie Wanzek, Response to Intervention (RTI)

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Lisa Jester and Diana Morales, CEC 2018 Local Arrangements Co-Chairpersons began working more than a year ago preparing for CEC 2018. A remarkable group of individuals accepted responsibilities to cover important tasks such as staffing registration, program hosts, the CEC Store, 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 2018 Convention & Expo is a professional development activity of the highest quality.

A very special thank you to following individuals:

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Kim Pavlonnis, Orange County Public Schools Harold Thomas, Dunbar High School

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Special thanks to ALL individuals who volunteered during CEC 2018!

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1945 No Convention
1946 Detroit, Michigan Florence Dunlop (1945-47)
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1947 Ottawa, Canada
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1972 Washington, D.CJean R. Hebeler
1973 Dallas, TexasStella A. Edwards
1974 New York, New York Jack C. Dinger
1975 Los Angeles, California Raphael F. Simches
1976 Chicago, Illinois Philip R. Jones
1977 Atlanta, GeorgiaJasper E. Harvey,
Harold Perry
1978 Kansas City, MissouriHarold Perry
1979 Dallas, Texas Parthenia Cogdell
1980 Philadelphia, Pennsylvania Kenneth Wyatt
1981 New York, New York William E. Johnson
1982 Houston, TexasJo Thomason
1983 Detroit, Michigan Lyndal M. Bullock (1982-84)
1984 Washington, D.C.
1985 Anaheim, California Joseph P. Gaughan
1986 New Orleans, Louisiana Michael K. Grimes
1987 Chicago, Illinois Judy Ashmore
1988 Washington, D.C Charles M. Heuchert
1989 San Francisco, California
1990 Toronto, Ontario
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1991 Atlanta, Georgia Joni Alberg
1992 Baltimore, MarylandRonald J. Anderson
1993 San Antonio, Texas Alba A. Ortiz
1994 Denver, ColoradoSuana L. Wessendorf
1995 Indianapolis, IndianaPamela K. Gillet
1996 Orlando, FloridaDiane L. Johnson
1997 Salt Lake City, Utah Gerald Hime
1998 Minneapolis, Minnesota Linda S. Marsal
1999 Charlotte, North Carolina
2000 Vancouver, British Columbia William K. Bogdan
2001 Kansas City, Missouri Hellen Bogie
2002 New York, New York Jacquelyn Alexander
2003 Seattle, Washington Janet Burdick
2004 New Orleans, Louisiana Suzanne Martin
2005 Baltimore, Maryland Jim McCormick
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2006 Salt Lake City, UtahJamie Hopkins
2007 Louisville, KentuckyMary Ruth Coleman
2008 Boston, MassachusettsSusan A. Fowler
2009 Seattle, Washington Kathleen Puckett
2010 Nashville, Tennessee Jacqueline L. Mault
2011 National Harbor, Maryland Marilyn Friend
2012 Denver, Colorado Margaret McLaughlin
2013 San Antonio, Texas Christy A. Chambers
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CEC 2018 EXPO FLOOR PLAN

MEET THE EXHIBITORS

GRAND OPENING

WEDNESDAY, February 7

President's Welcome Reception: **6:30 – 8:30 PM** (Immediately following the Opening General Session)

THURSDAY, February 8

8:30 AM – 5:30 PM Exclusive Exhibit Times: 9:00–9:45 AM | 12:00–1:00 PM Social and Prize Drawings: 4:30–5:30 PM

FRIDAY, February 9

8:30 AM – 2:00 PM Exclusive Exhibit Times: 9:00–9:45 AM | 12:00–1:30 PM Prize Drawings: 1:00 PM

2018 Exhibitor Listing (As of January 4, 2018)

American Printing House for the Blind BOOTH: 1901

1839 Frankfort Avenue Louisville, KY 40206 www.aph.org

APH is the world's largest company devoted to making products for people who are blind and visually impaired, 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 ww w.aph.org, shopping site at shop.aph.org, or call 800-223-1839 for more information.

Anderson Center for Autism

BOOTH: 1931

4885 Route 9 PO Box 367 Staatsburg, NY 12580 www.andersoncenterforautism.org

Founded in 1924, Anderson Center for Autism provides residential and day services to individuals on the Autism spectrum. Rooted in the principles of ABA, Anderson's core philosophy is that all people deserve to live a life of quality. ACA has evolved i nto an organization that has the expertise, resources and technology to enable the agency to contribute much toward the optimization of the quality of life of those it serves.

Arizona Department of Education BOOTH: 2103

1535 West Jefferson Street, Bin #24 Phoenix, AZ 85007 www.arizonaeducationjobs.com

The Arizona Department of Education supports the recruitment of qualified special education teachers and related service providers for Arizona districts and charter schools through the promotion of the Arizona Education Employment Board (AEEB) www.arizon aeducationjob.com. View open positions on the AEEB and visit us at booth 2103.

ASCD Student Growth Center BOOTH: 2029

851 Corporate Drive, Suite 201 Lexington, KY 40503 studentgrowth.org

The ASCD Student Growth Center provides products and services focused on improving educational outcomes for all students. Our GoalWorks progress monitoring platform streamlines the entire growth plan process while unifying growth teams and affording admi nistrators the information they need to make data-based decisions to drive student progress.

Attainment Company BOOTH: 1904, 1905

504 Commerce Parkway Verona, WI 53593 www.attainmentcompany.com

Attainment is the leader in providing blended learning solutions with traditional curricula/resources, manipulatives, apps, software, iwb programs, and AT solutions for special education Prek-12+. Attainment is the district wide leader of skill development in core instruction, vocational-workforce skills, supported living, & community outcomes for over 39 years!. Stop by booths 1904-1905 to learn more and receive a free gift. www.attainmentcompany.com

Behavior Intervention Monitoring & Assessment System-2

BOOTH: 1829

766 Co. Route 4 Central Square, NY 13036 www.bimas2.com

Screening for Students' Mental Health and Behavior

The Behavior Intervention Monitoring Assessment System (BIMAS-2) is a web based measure of social, emotional, and behavioral functioning in school-aged children and adolescents. The BIMAS-2 is the only product designed for both screening and monitoring student response to intervention.

Behavioral Perspective, Inc. BOOTH: 1423

452 North Eola Road Aurora, IL 60502 bpiaba.com

Behavioral Perspective Inc's (BPI) mission is to be a leader in the field of ABA by providing top quality service, supporting families, and empowering individuals to reach their full potential. Through intensive and client-centered programming, advanced staff development, and continued staff and parent support, children can reach their goals of maximized independence and an improved quality of life. BPI provides services in Illinois and Ohio, intending to reach those with the highest need for ABA.

Benchmark Education BOOTH: 1803

145 Huguenot Street New Rochelle, NY 10801 www.benchmarkeducation.com

Receive your free sample of the new Steps to Advance special education program or supplemental high-interest, low-readability resources that help striving readers progress to grade-level text and content. Benchmark Education's leveled books scaffold lite racy and language development, while our multi-leveled Reader's Theater scripts engage students in active and effective learning.

Boardmaker

BOOTH: 2121

2100 Wharton Street Pittsburgh, PA 15203 www.tobiidynavox.com

Tobii Dynavox is the leading provider of touch and eye tracking based assistive technology hardware and software for those with communication and mobility impairments. We stand at the forefront of assistive technology, delivering the most advanced commun ication and computer access tools available while also providing an unparalleled ecosystem of support.

Brookes Publishing Company BOOTH: 1900

409 Washington Avenue, Suite 500 Towson, MD 21204 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, researchbased 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.

Camelot Learning Math Intervention BOOTH: 2120

518 Virginia Avenue, Suite 300 Towson, MD 21286 www.camelotlearning.com

Established in 1997 to create a model to improve math skills using non-traditional learning styles, Camelot Learning Math Intervention features hands-on learning, fun manipulatives, and interactive assessments. A third party review determined that Camelo t Learning students performed 30% better on standardized tests than peers. Camelot Learning, designed for pre-K through 9th grade, serves best in out-of-school time and pull out programs. All required materials for implementation are included.

Catapult Learning BOOTH: 1431

Two Aquarium Drive, Suite 100 Camden, NJ 08103 www.catapultlearning.com

Center for AAC and Autism /Prentke Romich Company

BOOTH: 1614

1022 Heyl Road Wooster, OH 44691 www.prentrom.com

For over 50 years, PRC has been leading the way in giving a voice to those who cannot speak for themselves. Since 1966, PRC has paved the way in the development of speech-generating devices and continues to innovate in the field of language development. We believe "Everyone deserves a voice."

Center on Teaching & Learning – University of Oregon

BOOTH: 2203

5292 University of Oregon Eugene, OR 97403 dibels.uoregon.edu

CTL offers new educational interventions, rigorous cuttingedge research, and a robust data monitoring system for assessing student performance in reading and math.

College Living Experience BOOTH: 1830

401 North Washington Street, Suite 420 Rockville, MD 20850 www.experiencecel.com

College Living Experience (CLE) provides individualized services to young adults with learning differences and varying disabilities in the areas of academics, independent living, social skills, and career development.

Conover Company BOOTH: 2004

4 Brookwood Court Appleton, WI 54914 www.conovercompany.com

Conover Company has two main focuses — Assessments & Technology. Our programs assess career interests & aptitudes, teach soft skills and target independent living skills effectively preparing youth for life after school. Our technology automatically admi nisters, tracks and saves results to give schools the accountability you need for each student on an IEP.

Conscious Discipline BOOTH: 1603

PO Box 622407 Oviedo, FL 32765 consciousdiscipline.com

Conscious Discipline is an evidence-based program that equips educators, administrators and parents to integrate social-emotional learning, discipline and self-regulation; while creating a safe, connected environment for children. Conscious Discipline is practiced in over 47 countries, and has impacted an estimated 15.8 million children while inspiring and training more than 3 million educators and caregivers.

Council of Administrators of Special Education BOOTH: 2025

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.

Crisis Prevention Institute (CPI)

BOOTH: 1616

10850 West Park Place, Suite 600 Milwaukee, WI 53224 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 ele ven million individuals have participated in CPI's Nonviolent Crisis Intervention[®] training.

Crotched Mountain School BOOTH: 2128

1 Verney Drive Greenfield, NH 03047 www.cmf.org

Crotched Mountain School has been a leader in special education for over sixty years. Since 1953, we have served students with complex needs, using world-class clinical supports (OT, PT, SLP, BCBA, Therapeutic Recreation, Equine Therapy, counseling) and cutting-edge assistive technology.

Curriculum Associates BOOTH: 1913

153 Rangeway Road North Billerica, MA 01862 curriculumassociates.com

Curriculum Associates is an education company committed to making classrooms better places for teachers and students. 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 datadriven, differentiated instruction for children.

Demme Learning / Math U See BOOTH: 2124

PO Box 8888 Lancaster, PA 17681 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, masterybased 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.

Devereaux Advanced Behavioral Health BOOTH: 1728

60 Miles Road PO Box 219 Rutland, MA 01543

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 BOOTH: 2122

121 West 27th Street, 1003B New York, NY 10001 www.differentroads.com

Different Roads to Learning is your one-stop shop for autism spectrum resources and teaching materials! With over 600 products, our carefully curated product line supports the social, academic and communicative development of children on the autism spect rum through Applied Behavior Analysis (ABA) and Verbal Behavior interventions.

Drexel University School of Education BOOTH: 2015

3141 Chestnut Street Philadelphia, PA 19014 drexel.edu/soe

Drexel University's School of Education prepares students to help children with exceptionalities achieve success. Our 100% online programs include MS in Applied Behavior Analysis, MS in Special Education Leadership, and EdD in Educational Leadership and Management. Learn more by visiting our booth, email at education@drexel.edu, or visit www.drexel.edu.

Education Associates BOOTH: 1413

PO Box 23308 Louisville, KY 40223 iloveprojectdiscovery.com

"Project Discovery: Hands-on career education for all students with special needs!

Project Discovery is a dynamic, hands-on Career Education, Job Prep and Life Skills curriculum that improves transition outcomes, promotes school retention and helps ALL students with special needs to succeed. Evidence-based practices embedded in the program support students with autism and other development disabilities to discover their passions and interests!"

eLuma / Online Therapy

BOOTH: 2013 2801 North Thanksgiving Parkway Suite 170 Lehi, UT 84043 www.elumatherapy.com

eLuma is one of the premier providers of related services. With a national network of high-quality therapists, a cuttingedge therapy platform & caseload management system, and an array of game-changing blended solutions — eLuma stands alone in providin g the most cost-effective and dependable teletherapy services available.

E-Therapy

BOOTH: 1707

1863 West Shellie Drive Flagstaff, AZ 86001 www.electronic-therapy.com

E-Therapy is a leading pioneer in Teletherapy, providing the highest quality, face-to-face online Speech Therapy, Occupational Therapy, Physical Therapy and counseling services to schools and their students nationwide. E-Therapy provides a level of perso nal support and dedication, allowing you to feel confident your students receive the highest quality services available.

Evergreen Center BOOTH: 1607

345 Fortune Blvd. Milford, MA 01757 www.evergreenctr.org

Sutdents 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 ch ange the quaility 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.

Everlast Climbing

BOOTH: 1702

42 Northern Stacks Drive, Suite 100 Minneapolis, MN 55421 everlastclimbing.com

Everlast Climbing is committed to improving youth fitness with innovative climbing walls and other products that engage and inspire physical activity. Products include adaptive climbing walls, educational accessories, and more!

Exceptional Child

BOOTH: 2107

2135 Dana Avenue, Suite 300 Cincinnati, OH 45207 www.exceptionalchild.com

Fairbanks North Star Borough School District BOOTH: 2028

520 Fifth Avenue Fairbanks, AK 99701 www.k12northstar.org

Fairfax County Public Schools BOOTH: 2228

8115 Gatehouse Road Falls Church, VA 22042 www.fcps.edu

Welcome to Fairfax County Public Schools! Engage with us as we inspire young minds toward a thriving future. We strive for Excellence, Equity, and Effectiveness.

Feel Good, Inc. BOOTH: 2212

1460 Gemini Blvd. #8 Orlando, FL 32837 www.feelgoodinc.org

Feel Good, Inc. provides portable TENS (transcutaneous electrical nerve stimulation) units offering wide variety of benefits, including alleviating back, nerve and diabetic pain and migraines. Our units can also improve circulation, sleep patterns and ha ve been shown to decrease the use of pain relievers that can cause negative side effects.

Florida Institute of Technology BOOTH: 1801

150 West University Blvd. Melbourne, FL 32901 aba.fit.edu

Florida Tech's Continuing Education offers courses in ABA. Students receive the coursework necessary for certification and CE courses to maintain certification. Dr. Jose Martinez-Diaz shares his passion and dedication to helping improve the lives of othe rs by providing students with the education to master the concepts and principles of ABA.

Florida School for the Deaf and Blind BOOTH: 2100

207 North San Marco Avenue St. Augustine, FL 32084 www.fsdb.k12.fl.us

The Florida School for the Deaf and the Blind is a tuition-free state public school and outreach center available to eligible Pre-K and K-12 students who are deaf/hard of hearing or blind/visually impaired. At FSDB, students discover how to do more, be m ore, and achieve more for lifelong success.

Florida State University, School of Teacher Education

BOOTH: 1415

1114 West Call Street Tallahassee, FL 32306 education.fsu.edu

In the FSU School of Teacher Education, you'll find your home away from home. Our close-knit community offers a small-school atmosphere rarely found at a major research university, providing you with unique and valuable experiences both in and out of the classroom. Visit education.fsu.edu/curriculum-and-instruction to learn more.

Free Spirit Publishing

BOOTH: 1512

6325 Sandburg Road, Suite 100 Minneapolis, MN 55427 www.freespirit.com

Frog Publications

BOOTH: 2101

11820 Uradco Place, Suite 105 San Antonio, FL 33576-7139 www.frog.com

Ready-to-use, self-checking and hands-on classroom learning. Instant parental-involvement, homework, and test-preparation program that lasts the entire year — a little drop a day of reveiw makes old skills easy to remember and new skills easy to grasp with Drops in the Bucket daily review books. Critical thinking, dual language, reading, math and social studies

Georgia Southern University BOOTH: 1417

1332 Southern Drive Statesboro, GA 30458 georgiasouthern.edu

Georgia Southern University is the state's largest and most comprehensive center of higher education south of Atlanta. Founded in 1906, Georgia Southern has enjoyed a long history of preparing education professionals. The college of education is comprise d of 3 academic departments and has over 19,000 alumni located throughout the world. The department of teaching and learning has degree programs for students interested in working with school children who qualify for special education services.

Global Autism Project BOOTH: 2215

252 3rd Avenue Brooklyn, NY 11215 globalautismproject.org

Got-Special Kids BOOTH: 2222

10052 Commerce Park Drive Cincinnati, OH 45246 www.got-specialkids.com

We provide therapeutic, educational and sensory solutions for children with autism, developmental delays, sensory processing and other learning and behavioral challenges. At Got-Special KIDS, we strive to provide multi-purposeful products that will help children achieve their goals through fun and learning. From therapy toys, special education tools to assistive technology, we are your all-in-one stop for products designed to support special children.

Graceland University

BOOTH: 2205

1401 West Truman Road Independence, MO 64050 www.graceland.edu

Graceland University offers online M.Ed. degrees in Differentiated Instruction, Curriculum & Instruction, Literacy and Special Ed. Assignments are done in your classroom with students, for relevant utilization of concepts. We are HLC accredited, with a 9 5% graduation rate, and US News and World Report consistently ranks our programs in the top tier, Become a better teacher, earn a salary increase or get re-certification credit. For more information contact us at 816-423-4716 or jcali1@graceland.edu.

Great Leaps Learning and Math Fluency BOOTH: 2204

PO Box 357580 Gainesville, FL 32635 www.greatleaps.com

Great Leaps has been providing innovative materials in reading and math for 23 years. We now have a digital product that can revolutionize remedial and reading instruction — visit the author at the booth and learn more. Take the time to compare! When we guarantee substantive student growth — we mean it.

Grow Brains System, Inc. BOOTH: 1520

2324 Ocean Park Blvd., Suite D Santa Monica, CA 90405 growbrainsgame.com

Healthtec Industries

BOOTH: 2021

1968 South Coast Highway, Suite 355 Laguna Beach, CA 92651

EMS tech

Hiawatha Academies

BOOTH: 2202

1611 East 46th Street Minneapolis, MN 55407 www.hiawathaacademies.org

Hiawatha Academies is a network of high performing college-preparatory schools focused on closing the opportunity gap in Minneapolis, MN. Our college preparatory educational program is based on true inquiry, intellect, and character.

HIDOE

BOOTH: 1405

94-569 Farrington Waipahu, HI 96757 hipublicschools.org

Hawaii Department of Education recruiters will be visiting the Council of Exceptional Children's (CEC) Conference to interview Special Education, Math, Science teachers for the more rural areas of Oahu and neighbor islands. Recruiters will be providing i nformation about other Special Education Support Services Personnel positions for the 2018-19 school year.

High Noon Books/ Academic Therapy Pub. BOOTH: 1504

20 Leveroni Court Novato, CA 94949-5746 www.highnoonbooks.com

Academic Therapy Publications (ATP) publishes normreferenced assessments for the speech-language and occupational therapy fields. ATP's High Noon Books division publishes phonics-based and high interest low level books for struggling readers. Come check out our new titles at booth #1504.

Houghton Mifflin Harcourt BOOTH: 2225

9400 Southpark Center Loop Orlando, FL 32819 hmhco.com

Houghton Mifflin Harcourt offers premier clinical and special needs assessments for psychological, special education, early childhood, speech-language, and bilingual testing. Of particular note are the Woodcock-Johnson IV, the WJ IV Tests of Early Cognit ive and Academic Development, and the Woodcock-Munoz Language Survey III.

Illinois State University BOOTH: 1633

Campus Box 5300 Normal, IL 61790-5300 education.illinoisstate.edu

The College of Education at Illinois State University ranks in the top 5 percent in the US for quality and value (College Factual), enrolls more than 4,400 students across its teacher preparation programs, and has trained one in seven of all teachers in the state of Illinois.

Insights to Behavior BOOTH: 2024

6620 Acorn Drive Oklahoma City, OK 73151 insightstobehavior.com

Insights to Behavior is your behavior management solution in schools. We offer software to create quality behavior plans in under an hour. We provide 38 different online workshops totaling 47 hours of professional development.

Institute for Behavioral Training BOOTH: 1629

103 Elford Court Spartanburg, SC 29306

The Institute for Behavioral Training (IBT) is a one-stop training hub for people who interact with, teach, care for, and treat individuals with autism spectrum disorder (ASD). IBT was developed by a professional team of BCBAs; all with over 20 years of experience in the field. This dynamic team has worked together to create and implement diverse training programs. Our innovative course offerings meet the current and emerging needs of the community, parents, caregivers, and human service professionals.

IRIS Center BOOTH: 2220

Vanderbilt University, Peabody College Box 275, 230 Appleton Place Nashville, TN 37203 iris.peabody.vanderbilt.edu

Funded by OSEP, the IRIS Center (iriscenter.com) develops and disseminates engaging online resources about evidence-based practices to improve education outcomes for all students, including struggling learners and those with disabilities. IRIS resources are used in teacher preparation programs, in professional development (PD) activities for practicing professionals, and by independent learners.

Lakeshore Learning Materials BOOTH: 1800

2695 East Dominguez Street Carson, CA 90895 lakeshorelearning.com

Since 1954, Lakeshore Learning Materials has been providing schools and educational programs with innovative products, training and customized materials that span the curriculum. Designed to meet state and national standards in early childhood and elemen tary education, our top-quality products reflect the latest research in teaching and child development.

Laurent Clerc National Deaf Education Center BOOTH: 1505

800 Florida Avenue, NE, KDES 3400 Washington, DC 20002 http://clerccenter.gallaudet.edu

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 q uality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.

Learning A-Z BOOTH: 2002

1840 East RIver Road, #320 Tucson, AZ 85718 www.learninga-z.com

Learning A-Z[®] is a literacy-focused PreK-6 education technology provider. Our products blend traditional teacherled instruction with technology-enabled resources to make teaching more effective and efficient, and learning more informed and proactive. Our products include: Raz-Plus, Reading A-Z, Raz-Kids[®], Headsprout[®], Science A-Z[®], Writing A-Z, Vocabulary A-Z, and ReadyTest A-Z.

Learning Without Tears BOOTH: 1525

806 West Diamond Avenue, Suite 230 Gaithersburg, MD 20878 www.lwtears.com

Learning Without Tears is an education company that offers a unique approach to teaching and learning, from crucial readiness skills in Pre-K to foundational writing skills in elementary school. Our programs support learners and teachers with engaging, e ffective products and instruction.

LessonPix, Inc. BOOTH: 1700

35246 US Highway 19 North, #139 Palm Harbor, FL 34684 www.lessonpix.com

LessonPix is an easy-to-use, affordable, online resource that allows users to create customized learning materials. Benefits include access to 36,000 images and 100's of templates, a free sharing center, the ability to uploading photos and clipart, Micr osoft integration, and the Soundfinder capabilities which are based on the IPA.

LifeShare Educational Resources BOOTH: 1500

875 South Cooper Road Gillbert, AZ 85233 lifeshareusa.com

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.

Little Johnny BOOTH: 1929

PO Box 850701 Mobile, AL 36685 www.mylittlejohnny.com

Little Johnny is a teacher and student driven company that provides teachers and students the tools they need to be successful academically, behaviorally, and socially. Little Johnny allows teachers to prescribe and create time sensitive academic, behavi oral, and social goals for students, and when they have met their goals, GOTCHA points are distributed to the students' online bank account. Students can use their GOTCHA points to shop on www.mygotchas.org.

Los Angeles Unified School District BOOTH: 2105

333 South Beaudry Avenue, 15th Floor Los Angeles, CA 90017 www.lausd.net

Los Angeles Unified School District, the second largest school district in the nation, wants talented educators like you who are committed to making a difference in the lives of students!

manimo by fdmt BOOTH: 2104

2199 Metropole Street Longueuil, QC J4G 1S5 www.manimo.ca

Our manimo weighted animals were the starting point of the company in 2002. We wanted to provide a wide range of solutions for all children with learning difficulties or those who struggle to achieve academic success. Our manimo help children remain attentive in class, maintain focus during homework, alleviates excess energy and provide the necessary calmness for bedtime.

Maplebrook School BOOTH: 2125

5142 Route 22 Amenia, NY 12501 www.maplebrookschool.org

Maplebrook School is a private, co-ed, international boarding and day school providing quality academic programs for individuals with complex learning differences. Our goal is to assist each student in reaching his or her academic, social, vocational, an d physical potential through social and leadership activities.

MatchWare

BOOTH: 2123

311 South Brevard Avenue Tampa, FL 33606 www.matchware.com

Matchware is a global leader in educational mind mapping and assistive technology solutions. The award winning "MindView" mind mapping software is a comprehensive visual learning tool designed to help students develop and present ideas visually and then export into several different formats. Mindview is based on the proven mind mpaping theory and enhances creativity, clarifies thinking, and improves understanding of the subject at hand.

Math Teachers Press, Inc. BOOTH: 1600

4850 Park Glen Road Minneapolis, MN 55416 www.movingwithmath.com

The Moving with Math[®] Pre-K-12 intervention math programs are research-based, integrating manipulatives, problem solving and games with scripted lesson plans. Built-in assessment monitors achievement, measures progress and differentiates instruction for RTI. Results are scientifically based. Online assessment suite and professional development are available. Programs meet the needs of Special Education.

McGraw-Hill Education BOOTH: 1730

8787 Orion Place Columbus, OH 43240 www.mheducation.com

McGraw-Hill Education is a learning science company that delivers personalized learning experiences that help students, parents, educators, and professionals drive results. McGraw-Hill Education has offices across North America, India, China, Europe, the Middle East and South America, and makes its learning solutions available in more than 60 languages. Visit us at mheducation.com.

Monarch Teaching Technologies, Inc. The Creators of Vizzle

BOOTH: 1522

7100 Euclid Avenue, Suite 155 Cleveland, OH 44103 www.monarchtt.com

Vizzle offers educators and administrators an easy-to-use, online visual learning solution to help students learn the curriculum, develop skills and demonstrate understanding. We have a library with more than 15,000 interactive activities that are aligned and searchable by state learning standards. Getting started with Vizzle is easy! Simply add your students, assign lessons and see the data. Visit our booth for a demonstration and a free trial!

N2Y Inc. BOOTH: 2207

n2y.com

n2y's dynamic suite of special education solutions includes News-2-You[®], a weekly current events newspaper, Unique Learning System[®], a standards-based curriculum, and SymbolStix PRIME[®], a dynamic symbol set and creation platform. These age-appropriate I earning solutions impact and advance the lives of individuals with special needs. For more information visit n2y.com

Nasco

BOOTH: 2012

901 Janesville Avenue Fort Atkinson, WI 53538 enasco.com

Nasco's Special Education catalog offers a wide range of classroom supplies for K-12 Special Education teachers, OTs, PTs, and SLPs in such areas as sensory processing and sensory motor skills; fine motor skills; assistive technology; language arts; assi stive communication; social skills; basic math, time, and money; life skills; time management; arts and crafts; equipment; resources and more.

National Professional Resources, Inc. BOOTH: 1612

1455 Railhead Blvd., Suite 6 Naples, FL 34110 www.nprinc.com

National Professional Resources (NPR Inc.) is a leading source of classrom 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 pu blish, produce, and distribute books, quick-reference laminated reference 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).

National Resource Center on ADHD @ CHADD BOOTH: 1523

4601 Presidents Drive, Suite 300 Lanham, MD 20706 www.chadd.org/nrc

The National Resource Center on ADHD is a CDC-funded program of CHADD (Children & Adults with ADHD), a 30-year-old national nonprofit delivering science-based education, advocacy, and support to individuals and families with ADHD. We also deliver eviden ce-based information and training for teachers and professionals (medical & mental healthcare).

Nessy Learning LLC BOOTH: 1521

Nessy Learning Centre 4519 North Garfield #16B Midland, TX 79705 nessy.com

Nessy programs are designed to help students of all abilities learn to read, write, spell and type, especially those who learn differently. Nessy believes that if children have fun then learning becomes more memorable. Where children play games the incre ased level of engagement leads to dramatic improvements.

Novel Ideas, Inc. BOOTH: 1925

5915 Old West Saanich Victoria, BC V9E 2H1 novelideas-inc.com

Successful Teachers = Successful Students = Successful Schools. Research-based explicit instruction materials, effective training, academic coaching. Language arts materials K-12 offer reading/written expression lessons for Common Core Standards. Range o f novel studies for popular novels. Writing lessons/rubrics based on Six Traits. Embedded test prep/tools for assessing individual progress.

ONEder

BOOTH: 1729

60 Park Place, Suite 504 Newark, NJ 07102

ONEder is a cross platform, system-wide solution that connects the many moving parts in special education including IEPs, curriculum integration, lesson creation, and reporting to address all the needs of those involved in one seamless and easy to use pl atform. 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.

Pearson

BOOTH: 1513

5601 Green Valley Drive Bloomington, MN 55437 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.

Phonic Books, Ltd.

BOOTH: 1401

Westhill House, 74 Bristol Street Malmesbury Wiltshire, UK SN16 0AX www.phonicbooks.co.uk

Phonic Books, Ltd. publishes series of structured decodeable books following a step-by-step phonic progression. They are designed to re-engage and meet the needs of older struggling readers with motivating stories and beautiful illustrations. These are complimented by our popular card games and workbooks.

Plural Publishing

BOOTH: 2200

5521 Ruffin Road San Diego, CA 92123 www.pluralpublishing.com

Plural Publishing produces leading academic, scientific and clinical publications in the fields of speech-language pathology, audiology, otolaryngology, and special education.

Portia International BOOTH: 2001

50 Steacie Drive Kanata, ON K2K 2A9 www.portiainternational.com

Portia's revolutionary ABA clinic software is the all-in-one solution to data collection, curriculum, reporting, insurance, and much more; all while maintaining the flexibility of paper. Teachers have 24/7 access to their learner's data; enabling swift p rogrammatic changes to individual programs and more effective treatment. Contact us at www.portiainternational.com.

PowerSchool

BOOTH: 1705

150 Parkshore Drive Folsom, CA 95630 www.powerschool.com

PowerSchool is the #1 leading education technology platform for K-12. We provide the industry's first Unified Classroom experience with best-in-class, secure, and compliant online solutions, including registration and school choice, student information systems, learning management and classroom collaboration, assessment, analytics, and special education management.

Presence Learning

BOOTH: 2106

180 Montgomery Street San Francisco, CA 94104

Presence Learning 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. Presence Learning's nationwide network of online p rofessionals and telehealth providers includes hundreds of highly-qualified speech language pathologists, occupational therapists, special education teachers, and behavioral and mental health professionals.

Pro-ACT, Inc. BOOTH: 2116

154-A West Foothill Blvd., Suite 316 Upland, CA 91786 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.

QBS, Inc.

BOOTH: 2023

49 Plain Street, #200 North Attleboro, MA 02260 qbscompanies.com

QBS Inc., a leading national consulting and behavioral training company, offers Safety-Care[™] Behavioral Safety Training. Safety-Care is founded upon principles and procedure of Applied Behavior Analysis and Positive Behavioral Supports, training staff in evidence-based practices toward the prevention, minimization, and management of behavioral challenges.

Read Naturally

BOOTH: 2000

1284 Corporate Center Drive, #600 St. Paul, MN 55121 www.readnaturally.com

Read Naturally provides research-proven reading interventions for struggling readers. The flagship program has been improving reading fluency and comprehension skills for over 25 years. The newest version, Read Live, is completely web-based and compatib le with iPads and Chromebooks. Read Naturally also offers programs targeting specific skills like phonics and vocabulary.

Reading Horizons BOOTH: 2221

1194 West Flint Meadow Drive Kaysville, UT 84037 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.

Really Good Stuff BOOTH: 1601

448 Pepper Street Monroe, CT 06468 www.reallygoodstuff.com

Really Good Stuff offers fun and creative teaching management and supplemental curriculum solutions that help educators make a difference in children's lives. Our collection of innovative products facilitate efficient classroom management, organize work space materials, motivate student learning with high-interest, grade-appropriate material, and support and enhance lessons to promote effective teaching.

Relias Learning BOOTH: 1529

111 Corning Road, Suite 250 Cary, NC 27518 www.reliaslearning.com

Relias, a trusted leader in online healthcare staff training, offers unparalleled course content and innovative learning tools to help organizations solve key business challenges and improve the outcomes of the people they serve.

Research Press Publishers BOOTH: 2201

2612 North Mattis Avenue Champaign, IL 61822 www.researchpress.com

Read Naturally provides research-proven reading interventions for struggling readers. The flagship program has been improving reading fluency and comprehension skills for over 25 years. The newest version, Read Live, is completely web-based and compatib le with iPads and Chromebooks. Read Naturally also offers programs targeting specific skills like phonics and vocabulary.

Rhythm Works Integrative Dance BOOTH: 1502

615 South Catalina Avenue, #314 Redondo Beach, CA 90277 www.rhythmworksid.com

Rhythm Works Integrative Dance is a groundbreaking rhythm & dance program that uses evidence-based practices from occupational therapy, physical therapy, and ABA therapy! Fun & functional hip hop based dance steps are used to create cusomizable curriculu m to support therapeutic goals across 5 developmental domains! No dance experience required. Appropriate for all ages and abilities!

Saddleback Educational, Inc. BOOTH: 2005

3120 A Pullman Street Costa Mesa, CA 92626 sdlback.com

Saddleback Educational Publishing has been the leading source of solutions for struggling learners for grades 3-12 for over 30 years. Saddleback set the standard in Hi-Lo (highinterest, low-readablity) 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!

SAGE Publishing BOOTH: 2020

2455 Teller Road Thousand Oaks, CA 91320 https://us.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

Sarasota County School Board BOOTH: 2102

1960 Landings Blvd. Sarasota, FL 34231 sarasotacountyschools.net

Sarasota County Schools is home to 53 schools, 43,000 students and 5,000 employees. One of only two A-rated districts in Florida, we offer exceptional starting salaries and an incredible benefits package. U.S. News and World Report ranked Sarasota the top place to live in Florida.

Scanning Pens, Inc. BOOTH: 2129

4500 140th Avenue North, Suite 101 Clearwater, FL 33762 www.scanningpens.com

Scanning Pens, Inc. is at the cutting edge of portable AT. We supply small, sleek pen scanners that help those who struggle with learning differences and dyslexia improve their reading and learning experiences. Our goal is to help reduce reading and exam an xiety while empowering the student with independence.

School Health Corporation BOOTH: 2017

865 Muirfield Drive Hanover Park, IL 60133 www.schoolhealth.com

School Health Corporation serves specialists and consumers with an outstanding selection of over 3,000 products along with personalized service. We are dedicated to enabling people to learn and perform to the best of their abilities.

School Specialty, Inc. BOOTH: 2113

80 Northwest Blvd. Nashua, NH 03063 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 innovative ideas. We're determined to make learning safe and fun and improve the quality of life for ALL Students ... EVERY Need.

SLACK Incorporated BOOTH: 1831

6900 Grove Road Thorofare, NJ 08086 www.healio.com

SLACK Incorporated is a leading publisher in multiple areas of medicine and allie health professions. We are excited to be exhibiting and CEC and to expand our product offerings.

Sonday System BOOTH: 1921

3001 Metro Drive, Suite 480 Bloomington, MN 55425 winsorlearning.com

Since 1997, Winsor Learning has helped thousands of school districts improve reading scores by providing Orton-Gillingham based tools and training to educators working with struggling students. Orton-Gillingham is one of the most widely studied, effecti ve teaching methodologies used today. Today, more than 40,000 educators around the county use the Sonday System.

SpedTrack BOOTH: 1807

Springfield, MO

SpedTrack is a leading IEP, Evaluation, Progress Monitoring and Report writing and tracking system. Our intuitive, price competitive solution also includes a robust OCR compliant Section 504 module that can be used in conjunction with the Special Educati on suite or as a stand-alone option.

STAR Autism Support BOOTH: 1620

9905 SW Arctic Drive Beaverton, OR 97005 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!

StudySkills.com BOOTH: 2213

2640 Canoe Circle Drive Lake Orion, MI 48360 studyskills.com

TAPit

BOOTH: 1606

55 Woodridge Drive Amherst, NY 14228 www.teachsmart.org

The TAPit platform is the first interactive learning station designed to provide accessibility to all students. This technology recognizes the difference between an arm resting upon the screen and a finger "tapping" or selecting an image. Providing inter face for teaching students with special educational needs at their own pace.

Teach 4 Mastery, Inc. BOOTH: 1501

258 Skyridge Lane Escondido, CA 92026 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-bylesson videos provide individualized instruction for both teacher and student. Mas terFractions 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: 1701

330 West Cummings Park Woburn, MA 01801 web.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: 2217

570 First Street, SE St. Cloud, MN 55304 tensigma.org

Ten Sigma is a 501(c)(3) non-profit corporation in St. Cloud, MN dedicated to providing quality tools and resources to aid educators in helping students succeed in the classroom and life. Ten Sigma offers a variety of tools including software, assessmen ts, rubrics, and workbooks related to behavior and Special Education Transition.

TFH USA Ltd. BOOTH: 1429

4537 Gibsonia Road Gibsonia, PA 15044 tfhusa.com

Sensory is our specialty at TFH Special Needs Toys USA. Our 25 year history in the design, manufacture, and distribuiton of therapeutic and educational sensory products has established us as the go-to company in the sensory industry. We have provided a r ange of hand-picked special needs toys, including many of our own design, to customers throughout the United States, Mexico, and Latin America. We also offer a free multisensory environment design and consultation service.

The Described and Captioned Media Program BOOTH: 1403

1447 East Main Street Spartanburg, SC 29307 www.dcmp.org

DCMP's is a federally funded project administered through the National Association of the Deaf. Our mission is to promote equal access to communication and learning through described and captioned educational media. We provide a free-loan library of ac cessible videos for student who are deaf, hard-of-hearing, blind, low-vision, and deaf-blind.

The Master Teacher BOOTH: 2112

One Leadership Lane Manhattan, KS 66502 masterteacher.com

The Master Teacher has many special education focused training options including our top-selling program, Paraeductor 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 My Friend Series BOOTH: 1602

104 Old Landing Road Yorktown, VA 23692 themyfriendseries.com

The My Friend Series are books designed to aid teachers in explaining various characteristics that some students may demonstrate in a school environment. This is done in a way that will promote understanding and foster positive peer relationships in their classrooms.

The School Planner Company BOOTH: 1524

3350 Miac Cove Memphis, TN 38118 www.schoolplanner.com

The School Planner Company, a division of Mimeo.com, Inc., is a global, leading producer of fully customized student and teacher planners serving over 2.5 million students in 2016. For nearly two decades, we have been dedicated to working closely with sc hools to help evolve their school planners into a valuable learning resource.

Therapro, Inc. BOOTH: 1804

225 Arlington Street 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 produc ts, online shopping, and our e-newsletter.

Time Timer, LLC BOOTH: 2214

7707 Camargo Road Cincinnati, OH 45243 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. Time 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.

Tourette Association of America

BOOTH: 1630

42-40 Bell Blvd., Suite 205 Bayside, NY 11361 tourette.org

Founded in 1972, the Tourette Association of America is dedicated to making life better for all individuals affected by Tourette and Tic Disorders. The only nationwide organization serving this community, the Association works to raise awareness, fund re search, and provide ongoing support. The Association directs a network of 32 chapters and over 80 support groups across the country. For more information, call 1-888-4-TOURET, visit tourette.org, or visit Facebook, Twitter, Instagram, and YouTube.

Treetop Publishing/Bare Books BOOTH: 1507

450 South 92nd Street Milwaukee, WI 53214 www.barebooks.com

We provide schools and educators across the country with high quality, durable, inexpensive, blank educational products. Our books, puzzles, and game boards not only instill creativity in children but also serve as cherished keepsakes for parents.

Ukeru Systems A Division of Grafton Integrated Health Network

BOOTH: 1828

PO Box 2500 Winchester, VA 22604 www.ukerusystems.com

Ukeru Systems, a division of Grafton, was a creation of necessity from overuse of restraint/seclusion. It is a proven, crisis intervention system sharing a physical alternative for safety, a philosophy of comfort vs. control, and strategies for culture change. We model using creativity to turn problems into solutions and inventions.

University of Central Florida BOOTH: 1514

4000 Central Florida Blvd. Orlando, FL 32816 www.ucf.edu

The University of Central Florida in Orlando, Florida is offering innovative graduate programs with financial support. We have an amazing fully online or face-to-face master's program and a fulltime Ph.D. program. The doctoral program has a 98% graduat ion rate. Stop by our booth and hear about your programs!

University of Florida BOOTH: 1628

1422 Norman Hall PO Box 117050 Gainesville, FL 32611

The University of Florida's School of Special Education, School Psychology and Early Childhood Studies (SESPECS) offers a variety of programs for current and future education professionals. Our graduate program in special education is among the top 5 in the nation, and our online master's program ranks #1. Come visit us at Booth #1628 to learn more.

University of Minnesota – Check & Connect BOOTH: 1516

150 Pillsbury Drive, SE 6 Pattee Hall Minneapolis, MN 55455 checkandconnect.umn.edu

Check & Connect is an intervention used with K-12 students who show warning signs of disengagement with school and who are at risk of dropping out. At the core of Check & Connect is a trusting relationship between the student and a caring, trained mentor who both advocates for an challenges the student to keep education salient. Students are referred to Check & Connect when they show swarning signs of disengagement from school, such as poor attendance, behavioral issues, and/or low grades.

University of Nebraska – Lincoln Department of Special Education & Communication Disorders

BOOTH: 1604

4075 East Campus Loop Lincoln, NE 68583-0738 cehs.unl.edu/secd

The University of Nebraska-Lincoln (http://cehs.unl.edu/ secd/) is nationally known for its graduate programs in Special Education and is committed to innovative inquiry to understand learning and behavior disorders, speech/ language and sensory impairment s. Faculty are developing interventions that facilitate academic success, well-managed behavior, autonomous communication, and sensory access and rehabilitation throughout the lifespan.

University of Northern Colorado Extension Campus

BOOTH: 1631

2915 Rocky Mountain Avenue Loveland, CO 80538

Advocate and Innovate for Students and Families. Founded in 1954, the University of Northern Colorado School of Special Education is committed to excellence in basic and advanced teacher preparation in special education. Our expert, experienced faculty d evelop educators who advocate for children and youth with exceptionalities. UNC Extended Campus offers special education programs online, designed with the working educator in mind. EXTENDED. UNCO.EDU

University of South Florida College of Education

BOOTH: 1421

4202 East Fowler Avenue EDU 105 Tampa, FL 33620 www.usf.edu/education

The University of South Florida College of Education is committed to promoting transformative education and social justice through rigorous research and innovative teaching, as well as through locally and globally engaged partnerships.

Vocational Research Institute BOOTH: 1503

1845 Walnut Street, Suite 660 Philadelphia, PA 19103 www.vri.org

For 55 years, Vocational Research Institute has developed solutions that enhance career and educational planning, improve employability, and result in better opportunities and more positive outcomes for individuals. CareerScope® is a valid, reliable, an d objective interest and aptitude assessment available via the internet or on CD, with options such as audio, Spanish, and untimed assessments.

Whale Shark Software BOOTH: 1528

Apex, NC 27502 www.whalesharksoftware.com

Whale Shark Software introduces an application that simplifies the collection and reporting of IEP goal progress and accommodation data. Developed with EC teachers and specialists, EC-AID enables all your staff to collect data with the click of a button and uses this data to generate graphs and reports that facilitate data-driven decisions while ensuring progress-monitoring compliance. Our FERPA-compliant platform leverages role-based access and encryption technology, ensuring your data is secure.

Wilson Language BOOTH: 1704

47 Old Webster Road Oxford, MA 01540 www.wilsonlanguage.com

Wilson Language Training is dedicated to providing educators the resources needed to help their students become fluent, independent readers. Wilson provides professional development and research-based reading and spelling curricula for all ages. Its mult isensory, structured curricula—the Wilson Reading System[®], Wilson Fundations[®], Wilson Just Words[®], and Wilson Fluency[®]—have proven highly effective.

WriteReflections BOOTH: 2016

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 and sequence, lesson plans, classroom PowerPoints, prompts, organizers, rubrics, writing samples and more.

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