CEC 2019

special education
convention & expo
indianapolis • jan. 29-feb. 2

ALL EDUCATORS. EVERY CHILD. NO LIMITS.

Council for Exceptional Children

INDIANA COUNCIL of ADMINISTRATORS of SPECIAL EDUCATION
ICASE

IEP
Indiana IEP Resource Center

CONVENTION PROGRAM

INDIANAPOLIS

CONOVER®
Tools for Success®

Social & Emotional Learning
Specifically Designed for Special Education

Self-Esteem

Assertion

Awareness of Self and Others

Empathy

Time Management

Leadership

Commitment Ethic

Stress Management

Motivation

Decision Making

Physical Wellness

Conflict Resolution

See us at booth **#407** for a demo of our
NEW **Functional Social & Emotional Learning Programs**

Conover.

800-933-1933 • www.conovercompany.com • sales@conovercompany.com

SCHEDULE AT-A-GLANCE

(Schedule subject to change.)

MEALS ARE NOT PROVIDED. ATTENDEES ARE RESPONSIBLE FOR THEIR OWN MEALS.

TUESDAY, JANUARY 29

2:00–7:00 PM..Registration

WEDNESDAY, JANUARY 30

7:00 AM–8:00 PM......................................Registration
9:00 AM–4:00 PM..................... Convention Workshops

> **CONCURRENT SESSIONS:**
> 1:00–2:00 PM
> 2:15–3:15 PM
> 3:30–4:30 PM

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

THURSDAY, JANUARY 31

7:00 AM–5:30 PM......................................Registration
8:00–9:00 AM ....Second General Session
9:00–9:45 AM ....Exclusive Expo Time
(*Immediately following Second General Session*)

> **CONCURRENT SESSIONS & POSTER SESSIONS:**
> 9:45–10:45 AM
> 11:00 AM–12:00 PM
> 1:00–2:00 PM
> 2:15–3:15 PM
> 3:30–4:30 PM

EXPO HALL

8:30 AM–5:30 PM.......................... Expo Hall Open
9:00–9:45 AM and
12:00–1:00 PM...............Exclusive Expo Time + Lunch
4:30–5:30 PM .... Prize Drawing
(Must be present to win!)

FRIDAY, FEBRUARY 1

7:00 AM–5:30 PM ....Registration
8:00–9:00 AM ....Third General Session
9:00–9:45 AM ....Exclusive Expo Time
(*Immediately following Third General Session*)

> **CONCURRENT SESSIONS & POSTER SESSIONS:**
> 9:45–10:45 AM
> 11:00 AM–12:00 PM
> 1:30–2:30 PM
> 2:45–3:45 PM
> 4:00–5:00 PM

EXPO HALL

8:30 AM–2:00 PM.......................... Expo Hall Open
12:00–1:30 PM ....Exclusive Expo Hours, Lunch + Prize Drawing at 1:00 PM (Must be present to win!)

REPRESENTATIVE ASSEMBLY

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

SATURDAY, FEBRUARY 2

7:00 AM–4:00 PM.....................................Registration
9:00 AM–12:00 PM.......Convention Workshops (half day)

> **CONCURRENT SESSIONS & POSTER SESSIONS:**
> 8:00–9:00 AM
> 9:15–10:15 AM
> 10:30–11:30 AM
> 1:00–2:00 PM
> 2:15–3:15 PM

11:30 AM–1:00 PM.................... Lunch + Prize Drawings Drawing will take place in the CEC Registration Area (Must be present to win!)

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

Are you thinking about leading in your university, school or district, higher education, or consulting? How about honing your skills as a CEC leader? This interactive session, for ALL convention attendees, highlights CEC leadership opportunities at the local/state/provincial/special interest division /international levels. Turn your commitment to students with disabilities and gifts/talents into action by realizing your leadership potential.

Council for Exceptional Children

"BE A CEC LEADER" SESSION

Thursday, January 31st 2:15-3:15

Convention Center Room 125

MAKE A DIFFERENCE!

PRESENTED BY

The CEC Leadership Development Committee

TABLE OF CONTENTS

CONVENTION INFORMATION

● **ACCESSIBILITY ASSISTANCE**

Convention Center, Level 1

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

● **ADMISSION TO CONVENTION WORKSHOPS**

Level 1, Convention Center.

To register for a Convention Workshop, go to the REGISTER NOW Counter in the CEC Registration Area.

● **CEC CENTRAL**

Center of Hall D/E, Level 1, 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, January 30:
Welcome Reception .... 6:30–8:30 p.m.
Thursday, January 31 .... 8:30 a.m.–5:30 p.m.
Friday, February 1 .... 8:30 a.m.–2:00 p.m.

● **CEC CENTRAL MOVES TO CEC REGISTRATION AREA (LEVEL 1)**

Friday, February 1 .... 2:00–5:00 p.m.
Saturday, February 2 .... 7:00 a.m.–4:00 p.m.

● **CEC 2020 CONVENTION & EXPO – PORTLAND**

Center of Hall D/E, Level 1, Convention Center

Visit the Portland table in CEC Central and learn more about why you don't want to miss CEC 2020 Convention & Expo in Portland, February 5–8, 2020!

● **CONVENTION LANGUAGE**

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

● **EXPO**

Halls D/E, Level 1, 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, programs, and more. Please welcome the vendors who have joined us from companies, organizations, and school systems.

● **PROFESSIONAL DEVELOPMENT (PDHS) HOURS**

Please see complete information on page 18.

● **REGISTRATION**

CEC Registration Area, Level 1, 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, January 29 .... 2:00–7:00 p.m.
Wednesday, January 30.......... 7:00 a.m.–8:00 p.m.
Thursday, January 31.............. 7:00 a.m.–5:30 p.m.
Friday, February 1 .... 7:00 a.m.–5:30 p.m.
Saturday, February 2 .... 7:00 a.m.–4:00 p.m.

EXPO GRAND OPENING

WEDNESDAY, JANUARY 30

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

(immediately following the Opening General Session in the Expo Hall)

THURSDAY, JANUARY 31

Exhibit Hours:
 8:30 a.m.–5:30 p.m.

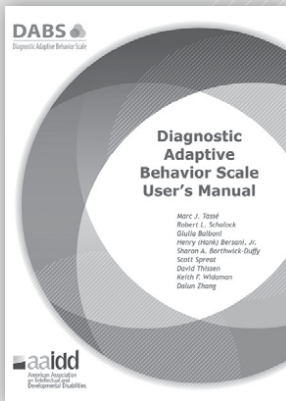FREE TIME TO EXPLORE and LUNCH:
 12:00–1:00 p.m.

Expo and Prize Drawings:
 4:30–5:30 p.m.

FRIDAY, FEBRUARY 1

Exhibit Hours:
 8:30 a.m.–2:00 p.m.

FREE TIME TO EXPLORE and LUNCH:

12:00–1:30 p.m.

● ROOM OVERCROWDING/FIRE CODES

We try to schedule popular topics in rooms large enough to accommodate potential attendance. Please note that there are approximately 30 meetings convening at any given time during the convention. Please select alternative sessions in advance so that you can quickly move to another session if you are unable to arrive early enough to get a seat at your first choice. For your safety and to adhere to fire regulations, meeting rooms that are full 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 2019 Convention & Expo is on TWITTER @CECconvention. Let us know about your experiences at the convention. Be sure to include #CEC19 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.

INDIANA CONVENTION CENTER FLOOR PLAN • LEVEL 1
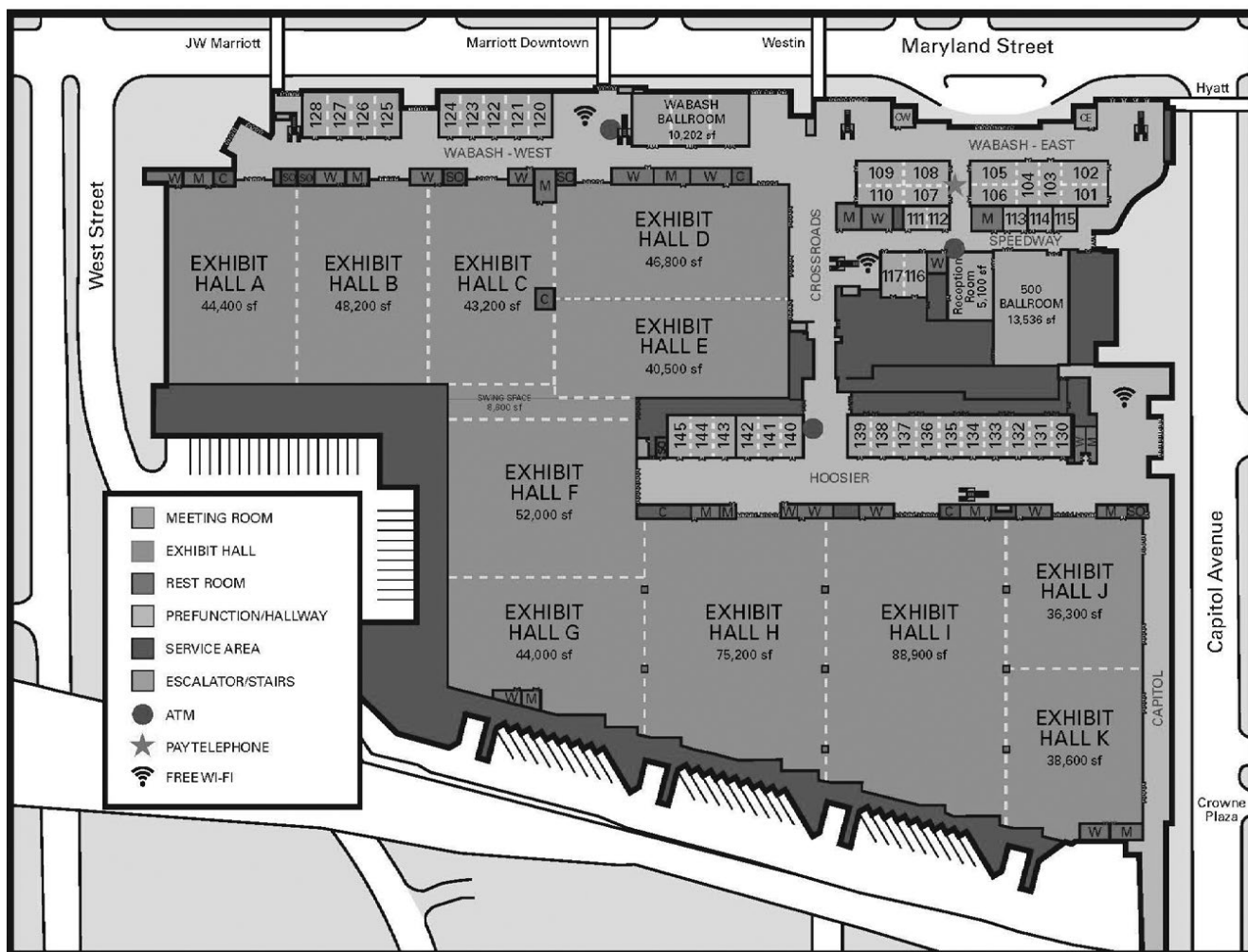
Photos courtesy of Indiana Convention Center & Lucas Oil Stadium

INDIANA CONVENTION CENTER FLOOR PLAN • LEVEL 2
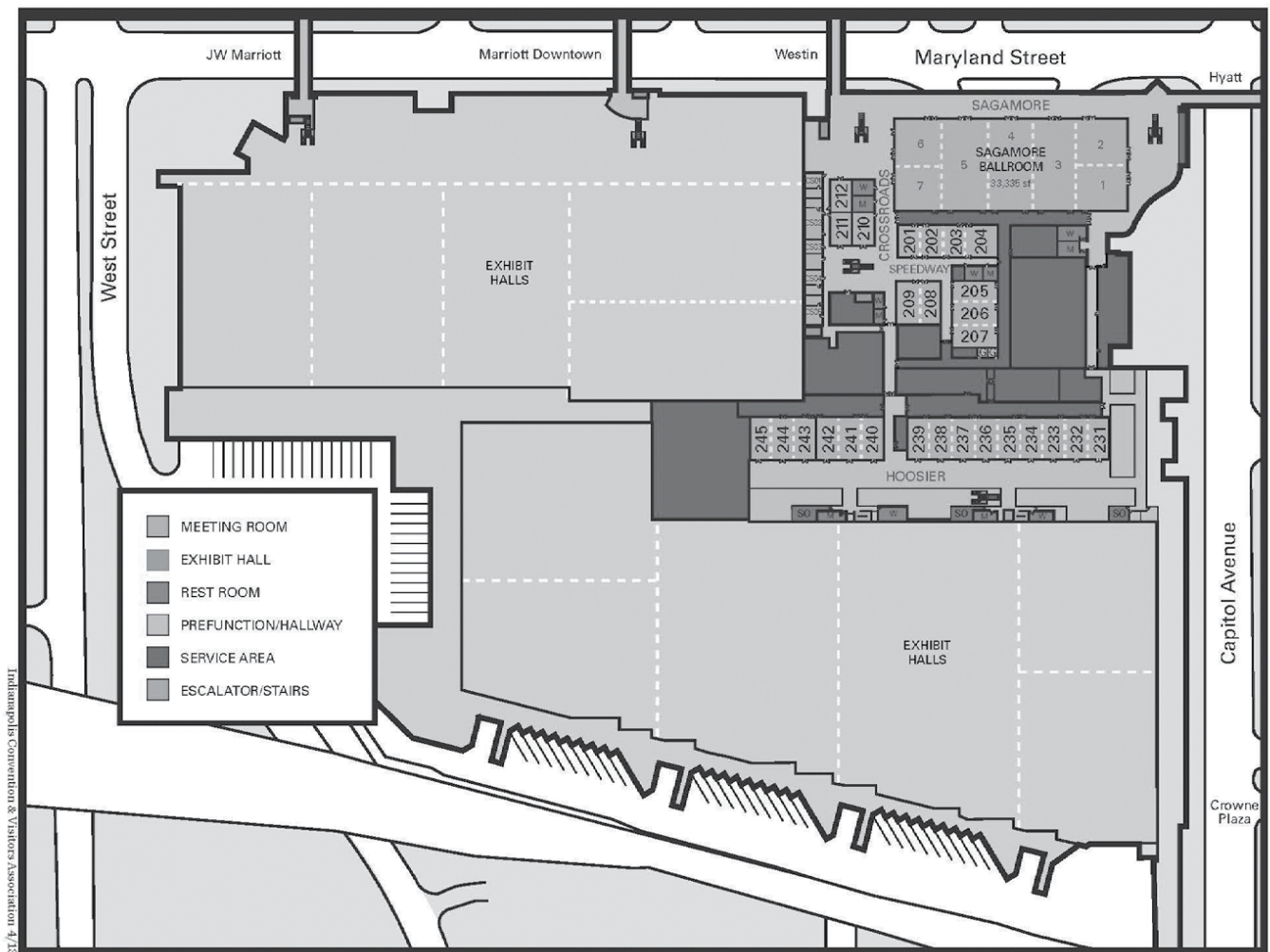
Photos courtesy of Indiana Convention Center & Lucas Oil Stadium

JW MARRIOTT INDIANAPOLIS HOTEL FLOOR PLAN • **LEVEL 1**
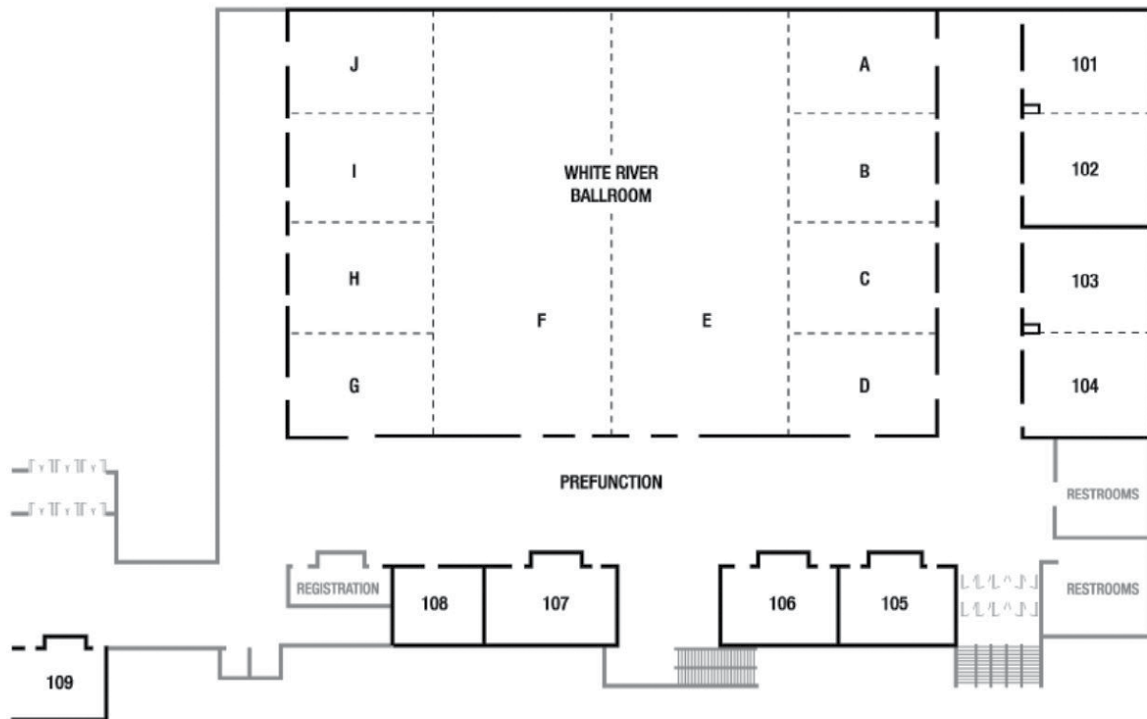
JW MARRIOTT INDIANAPOLIS HOTEL FLOOR PLAN • **LEVEL 2**

JW MARRIOTT INDIANAPOLIS HOTEL FLOOR PLAN • **LEVEL 3**
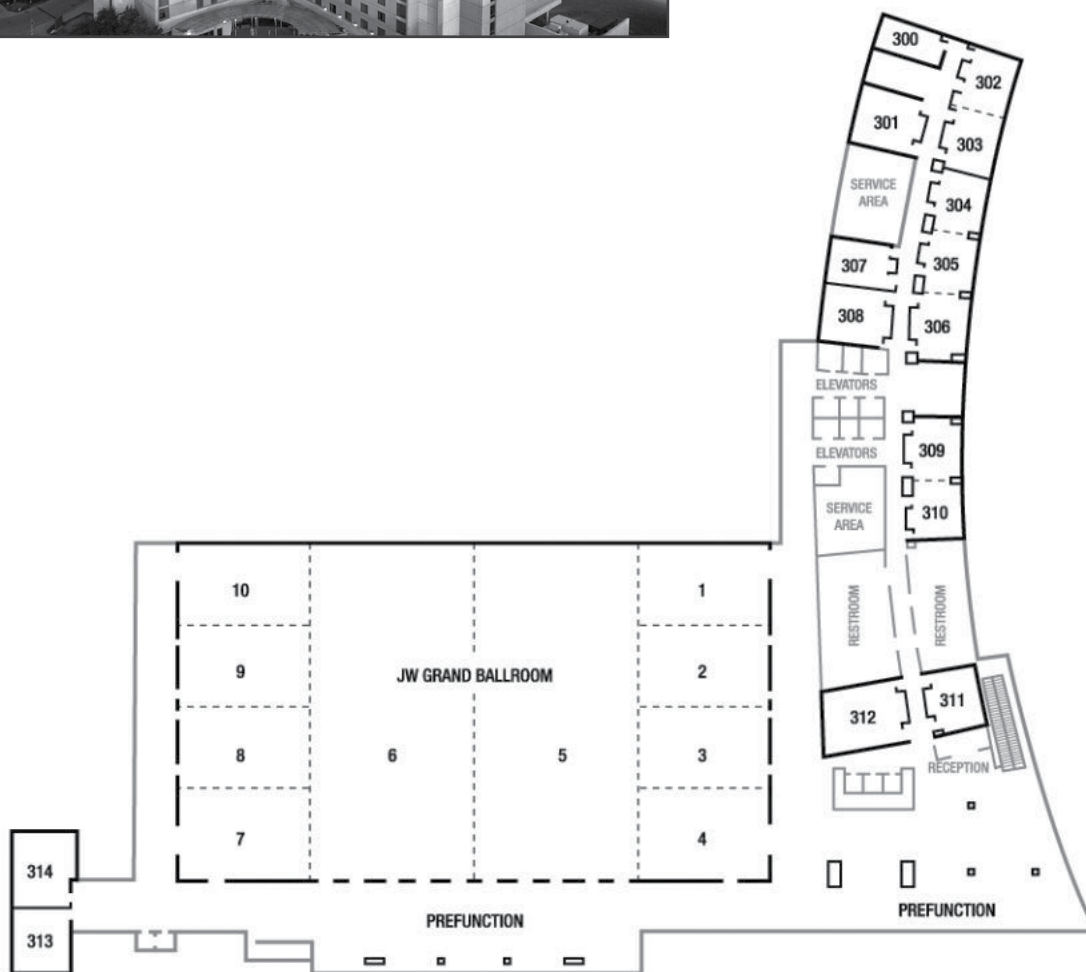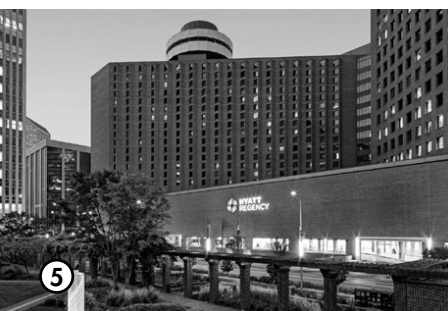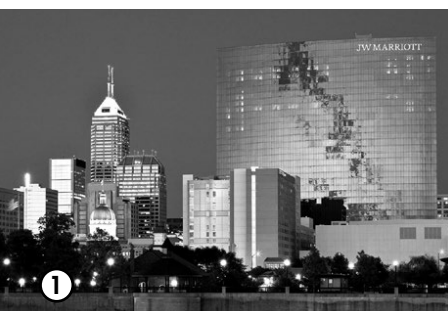
CEC 2019 OFFICIAL HOTELS

(Indianapolis, IN 46204)

HOTEL	ADDRESS	TELEPHONE/FAX	RATE
① JW Marriott Indianapolis	10 South West Street	813-221-4900	$209
② Courtyard by Marriott Downtown Indianapolis	601 W. Washington Street	813-898-8000	$179
③ Embassy Suites Indianapolis Downtown	110 West Washington Street	813-29-1100	$189–199
④ Fairfield Inn & Suites Indianapolis Downtown	501 West Washington Street	813-769-8300	$169
⑤ Hyatt Regency Indianapolis	One South Capitol Avenue	813-204-3000	$189
⑥ Indianapolis Marriott Downtown	350 West Maryland Street	813-289-8200	$195
⑦ Springhill Suites Indianapolis Downtown	601 W. Washington Street	813-221-9555	$179
⑧ The Westin Indianapolis	241 West Washington Street	813-227-4388	$189

cecconvention.org

MEETINGS AND SOCIAL EVENTS

CEC MEETINGS

Board of Directors
Tuesday, January 29
8:30 AM–2:30 PM
Room 209
JW Marriott

REPRESENTATIVE ASSEMBLY

Representative Assembly
Friday, February 1
12:30–4:00 PM
Room 500 Ballroom
Indiana Convention Center

COMMITTEES AND WORK GROUPS

Student Committee
Wednesday, January 30
3:00–4:00 PM
Room White River B
JW Marriott

Representative Assembly Committee
Thursday, January 31
10:00–11:00 AM
Room 111
Indiana Convention Center

CEC Leadership Development Committee Meeting
Thursday, January 31
11:30–1:30 PM
Room 111
Indiana Convention Center

CEC Professional Standards & Practice Meeting
Thursday, January 31
1:00–3:30 PM
Room White River B
JW Marriott

CEC Knowledge and Skills Business Meeting
Friday, February 1
9:00 AM–12:00 PM
Room 209
JW Marriott

CEC Diversity Committee
Friday, February 1
9:15–10:15 AM
Room 111
Indiana Convention Center

Canadian Committee
Friday, February 1
11:00 AM–12:00 PM
Room White River D
JW Marriott

CEC Knowledge and Skills Work Session
Friday, February 1
1:00–3:00 PM
Room 209
JW Marriott

OTHER CEC MEETINGS AND EVENTS

CEC Membership Chairs Meeting
Thursday, January 31
10:00–11:00 AM
Room White River J
JW Marriott

CEC Treasurer's Meeting
Thursday, January 31
10:30–11:30 AM
Grand Ballroom 1
JW Marriott

YES I CAN Awards Ceremony
Friday, February 1
8:00–9:00 AM
Hall C
Indiana Convention Center

Student Forum 2019
Friday, February 1
9:15–10:15 AM
Room 500 Ballroom
Indiana Convention Center

CEC Children and Youth Action Network
Friday, February 1
4:30–6:00 PM
Room White River C
JW Marriott

Unit Leader's Breakfast
Saturday, February 2
7:30–9:00 AM
Room JW Grand Ballroom 1
JW Marriott

2020 Convention Program Advisory Committee
Saturday, February 2
9:00–10:30 AM
Room 123
Indiana Convention Center

Saudi American Association of Special Education (SAASPED)
Saturday, February 2
1:00–3:15 PM
Room White River C
JW Marriott

CAUCUS MEETINGS

Gay, Lesbian, Bisexual and Transgender Caucus
Friday, February 1
1:00–2:00 PM
Room: 205
JW Marriott

Hispanic Caucus
Friday, February 1
4:00 PM–5:00 PM
Room 107
JW Marriott

International Black Caucus of Special Educators Executive Board Meeting
Wednesday, January 30
2:00–4:00 PM
Room 109
JW Marriott

International Black Caucus of Special Educators Poster Session and Strand
Thursday, January 31
9:00 AM–4:00 PM
Room White River H
JW Marriott

International Black Caucus of Special Educators Annual Social
Thursday, January 31
5:00–8:00 PM
Room White River H
JW Marriott

International Black Caucus of Special Educators Executive Board Meeting
Friday, February 1
9:00 AM–12:00 PM
Room 205
JW Marriott

MENA Caucus Meet & Greet
Friday, February 1
12:15–1:15 PM
Room Wabash Ballroom 1
Indiana Convention Center

DIVISION MEETINGS AND SOCIAL EVENTS

Interdivisional Caucus (IDC)
Tuesday, January 29
7:00–9:00 PM
Room 101–102
JW Marriott

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE)

Executive Committee
Tuesday, January 29
2:00–7:00 PM
Room 108
JW Marriott

Joint Member – Board Meeting
Wednesday, January 30
7:30 AM–4:30 PM
Room 101–102
JW Marriott

Publications and Product Review Committee
Thursday, January 31
8:00 AM–3:30 PM
Room 108
JW Marriott

Publications and Product Review Committee
Friday, February 1
7:30 AM–3:30 PM
Room 108
JW Marriott

Research Committee Meeting
Friday, February 1
10:00 AM–1:00 PM
Room 106
JW Marriott

Finance Committee Meeting
Friday, February 1
11:30 AM–1:00 PM
Room 109
JW Marriott

COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS (CCBD)

Executive Committee
Wednesday, January 30
12:00–4:00 PM
Room White River D
JW Marriott

Publications Committee Meeting
Thursday, January 31
8:00–10:00 AM
Room 204
JW Marriott

General Business Meeting
Thursday, January 31
5:15–6:30 PM
Room White River A
JW Marriott

Member Social
Thursday, January 31
7:30–10:30 PM
(Will be announced at Business Meeting)

Regional Services & Membership (RSM) Meeting
Friday, February 1
9:30–11:30 AM
Room 105
JW Marriott

Meet the Editors: Publishing in CCBD Journals
Friday, February 1
4:00–6:00 PM
Room 108
JW Marriott

DIVISION FOR RESEARCH (CEC-DR)

Executive Board
Wednesday, January 30
9:00 AM–5:00 PM
Room 107
JW Marriott

Interdivisional Research Group Meeting
Friday, February 1
8:30–10:00 AM
Room 107
JW Marriott

Business Meeting
Friday, February 1
5:00–6:00 PM
Room 203
JW Marriott

Donald D. Hammill Foundation Reception
Friday, February 1
6:15–8:15 PM
Room 103 & 104
JW Marriott

PIONEERS DIVISION (CED-PD)

Executive Board Meeting
Thursday, January 31
11:00 AM–3:30 PM
Room 107
JW Marriott

Business and Awards Meeting
Thursday, January 31
4:00–5:30 PM
Room 307
JW Marriott

COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS)

Executive Board Meeting
Thursday, January 31
8:30–10:30 AM
Room 106
JW Marriott

Business Meeting
Thursday, January 31
4:30–6:00 PM
Room 207
JW Marriott

DIVISION FOR COMMUNICATION, LANGUAGE, AND DEAF/HARD OF HEARING (DCD)

Executive Board Meeting
Wednesday, January 30
9:00 AM–4:00 PM
Room 108
JW Marriott

Memberfest!
Thursday, January 31
7:00–9:00 PM
Weber Grill Restaurant
10 N. Illinois Street, Indianapolis

DIVISION ON CAREER DEVELOPMENT AND TRANSITION (DCDT)

Executive Board Meeting
Tuesday, January 29
5:30–9:00 PM
Room White River C
JW Marriott

Full Board Meeting
Wednesday, January 30
10:00 AM–2:00 PM
Room White River B
JW Marriott

CDTEI Editorial Board
Thursday, January 31
8:30–9:30 AM
Grand Ballroom 2
JW Marriott

Research Committee
Thursday, January 31
9:30 AM–10:30 AM
Grand Ballroom 2
JW Marriott

Membership Committee
Thursday, January 31
10:30–11:30 AM
Grand Ballroom 2
JW Marriott

Conference Planning Committee
Thursday, January 31
11:30 AM–12:30 PM
Grand Ballroom 2
JW Marriott

Policy and Advocacy Committee
Thursday, January 31
1:30–2:30 PM
Grand Ballroom 2
JW Marriott

Past Presidents Meeting
Thursday, January 31
2:30–3:30 PM
Grand Ballroom 2
JW Marriott

Business Meeting
Thursday, January 31
5:00–6:00 PM
Grand Ballroom 3
JW Marriott

Reception
Thursday, January 31
6:00–8:00 PM
Grand Ballroom 4
JW Marriott

Human Rights and Diversity Committee
Friday, February 1
9:00–10:00 AM
Grand Ballroom 2
JW Marriott

National Certification Committee
Friday, February 1
10:00–11:00 AM
Grand Ballroom 2
JW Marriott

Student Committee
Friday, February 1
11:00 AM–12:00 PM
Grand Ballroom 2
JW Marriott

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEANERS (DDEL)

Writing for Multiple Voices
Thursday, January 31
9:00–10:30 AM
Room 209
JW Marriott

Executive Board
Thursday, January 31
1:30–4:30 PM
Room 209
JW Marriott

Social Event
Thursday, January 31
7:00–9:00 PM
Room White River G
JW Marriott

General Business Meeting
Friday, February 1
10:00 AM–12:00 PM
Grand Ballroom 1
JW Marriott

All Subcommittee Meeting
Friday, February 1
3:30–5:30 PM
Grand Ballroom 1
JW Marriott

Student Research Showcase
Saturday, February 2
10:00 AM–12:00 PM
Room White River C
JW Marriott

DIVISION FOR EARLY CHILDHOOD (DEC)

Executive Board Meeting
Wednesday, January 30
9:00 AM–5:00 PM
Room 207
JW Marriott

Reception
Thursday, January 31
5:00–7:00 PM
Room White River J
JW Marriott

DIVISION OF INTERNATIONAL SPECIAL EDUCATION AND SERVICES (DISES)

Board of Directors' Meeting
Wednesday, January 30
8:30 AM–4:30 PM
Room 208
JW Marriott

Publications Meeting
Thursday, January 31
11:00 AM–12:00 PM
Room White River G
JW Marriott

Business Meeting
Friday, February 1
5:00–6:30 PM
Room 101–102
JW Marriott

Social Event
Friday, February 1
7:00–9:00 PM
Room White River I
JW Marriott

DIVISION FOR LEARNING DISABILITIES (DLD)

Executive Board Meeting
Wednesday, January 30
8:00 AM–5:00 PM
Room 105
JW Marriott

Indiana State Representatives Breakfast
Thursday, January 31
9:00–11:00 AM
Room 105
JW Marriott

Publications Committee
Thursday, January 31
9:45–10:45 AM
Room 107
JW Marriott

Cultural and Linguistic Diversity Committee
Thursday, January 31
11:00 AM–12:00 PM
Room 105
JW Marriott

Professional Development & Standards
Thursday, January 31
11:00 AM–12:00 PM
Room White River C
JW Marriott

Membership Committee
Thursday, January 31
12:00–1:00 PM
Room 106
JW Marriott

Business Meeting
Thursday, January 31
5:00–6:00 PM
Room 203
JW Marriott

Reception and Student Poster Session
Thursday, January 31
6:00–8:00 PM
Grand Ballroom 9
JW Marriott

DLD-DR Alerts & Knowledge Utilization Groups
Friday, February 1
9:00–11:00 AM
Room 109
JW Marriott

DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (DPHMD)

Executive Board Meeting
Wednesday, January 30
2:00–4:00 PM
Room 106
JW Marriott

General Membership Meeting
Thursday, January 31
11:00 AM–1:00 PM
Room 204
JW Marriott

Come Publish With Us!
Friday, February 1
1:00–2:00 PM
Room 204
JW Marriott

DIVISION OF VISUAL IMPAIRMENTS AND DEAFBLINDNESS (DVIDB)

Executive Board Meeting
Wednesday, January 30
9:00 AM–12:00 PM
Room 109
JW Marriott

General Business Meeting & Social
Thursday, January 31
6:30–10:00 PM
The Rathskeller
401 East Michigan Street Indianapolis
317–636–0396

Community Forum
Friday, February 1
8:30–10:30 AM
Room 201
JW Marriott

DIVISION OF VISUAL AND PERFORMING ARTS EDUCATION (DARTS)

Executive Board Meeting
Thursday, January 31
1:00–3:30 PM
Room 109
JW Marriott

Membership Meeting
Friday, February 1
3:30–5:00 PM
Room 204
JW Marriott

INNOVATIONS IN SPECIAL EDUCATION TECHNOLOGY (ISET)

Executive Board Meeting
Wednesday, January 30
8:30 AM–4:00 PM
Room White River C
JW Marriott

Business Meeting & Technology Innovation
Thursday, January 31
5:00–6:00 PM
Room 202
JW Marriott

Technology Innovation and Reception
Thursday, January 31
6:00–8:00 PM
Room 202
JW Marriott

THE ASSOCIATION FOR THE GIFTED (TAG)

Board Meeting
Wednesday, January 30
8:00 AM–4:30 PM
Room 209
JW Marriott

Business Meeting and Networking Event
Thursday, January 31
5:00–6:30 PM
Room 205
JW Marriott

TEACHER EDUCATION DIVISION (TED)

Executive Committee/ Executive Board
Wednesday, January 30
9:00 AM–4:30 PM
Room White River A
JW Marriott

Early Career Faculty SIG
Thursday, January 31
8:00–9:00 AM
Room 201
JW Marriott

TED/HECSE
Thursday, January 31
8:00–10:00 AM
Room White River A
JW Marriott

Knowledge and Skills Committee
Thursday, January 31
9:00–10:00 AM
Room White River B
JW Marriott

Early Childhood Faculty SIG
Thursday, January 31
9:00–10:00 AM
Room White River C
JW Marriott

Diversity Caucus Board
Thursday, January 31
10:00–11:00 AM
Room White River A
JW Marriott

Conference Advisory Committee
Thursday, January 31
10:00–11:00 AM
Room White River B
JW Marriott

Membership Committee
Thursday, January 31
10:00–11:00 AM
Room White River D
JW Marriott

HECSE Leadership
Thursday, January 31
1:00–2:00 PM
Room White River C
JW Marriott

Diversity Caucus Business Meeting
Thursday, January 31
2:00–3:00 PM
Room 105
JW Marriott

Kaleidoscope Board
Thursday, January 31
2:00–3:00 PM
Room White River A
JW Marriott

Budget and Finance Committee
Thursday, January 31
2:00–3:00 PM
Room White River C
JW Marriott

General Business Meeting
Thursday, January 31
3:30–4:30 PM
Room 201
JW Marriott

TED/Pearson Award Reception
Thursday, January 31
4:45–6:00 PM
Room White River F
JW Marriott

Kaleidoscope Session
Friday, February 1
8:30 AM–12:30 PM
Room White River H
JW Marriott

SSEPC Past Presidents
Friday, February 1
9:30–10:30 AM
Room White River C
JW Marriott

Ad Hoc Advocacy Committee
Friday, February 1
11:30 AM–12:30 PM
Room White River A
JW Marriott

Paraeducator SIG
Friday, February 1
11:30 AM–12:30 PM
Room White River B
JW Marriott

State Subdivisions
Friday, February 1
12:30–1:30 PM
Room 203
JW Marriott

Professional Development Committee
Friday, February 1
12:30–1:30 PM
Room White River A
JW Marriott

SSEPC Executive Board
Friday, February 1
12:30–1:30 PM
Room White River C
JW Marriott

SSEPC General Business Meeting
Friday, February 1
2:30–3:30 PM
Room 203
JW Marriott

TED TESE Editorial Board
Friday, February 1
2:30–3:30 PM
Room White River A
JW Marriott

Publications and Communications Committee
Friday, February 1
3:30–4:30 PM
Room White River A
JW Marriott

Research Committee
Friday, February 1
3:30–4:30 PM
Room White River B
JW Marriott

TED Presidential Line
Friday, February 1
4:30–5:30 PM
Room White River B
JW Marriott

OTHER MEETINGS AND SOCIAL EVENTS

ICASE Business Meeting
Wednesday, January 30
8:00–8:30 AM
Room 205
Indiana Convention Center

IDOE-OSE Update (ICASE)
Wednesday, January 30
8:30–10:00 AM
Room 205
Indiana Convention Center

ICASE ThinkTank
Thursday, January 31
3:30–4:30 PM
Room 205
Indiana Convention Center

Vanderbilt University's Peabody College Department of Special Education Reception
Thursday, January 31
5:00–7:00 PM
Rooms 103 & 104
JW Marriott

KU Leadership to the Special Education Field Award
Friday, February 1
6:00–8:00 PM
Room White River G
JW Marriott

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.

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 website and enter each convention session you attend. Specific instructions will be provided via email to registrants.
- You'll have through March 31, 2019, to enter all your sessions and claim your transcript.
- Be sure to keep good personal records of all the sessions you attend. There is no charge to use the tracking system, receive a transcript, or receive CEC PDHs.

What Will My PDH Transcript Include?

Your transcript will list all the sessions you attended 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.

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 2019 Indianapolis.

Please stop by the Professional Development Hour (PDH) Booth in the CEC registration area (level 1) to get more information.

CEC 2019 PROGRAM CHAIR FEATURED SESSIONS

Cindy Perras and David Bateman, CEC 2019 Convention Program Chairs, have planned a rich and substantive invited program. Join experts in the field of special education and related disciplines and participate in the dialogues on current and relevant topics.

WEDNESDAY, JANUARY 30

| 2:15–3:15 PM | SESSION: 26 | ROOM: 117 |

What All Can Learn From Veteran Female Special Education Administrators

Topic: Administration/Supervision
Secondary Topic: Research
Format: Presentation with Q&A

This presentation focuses on the experiences of eight female special education administrators and five themes that emerged from in-depth phenomenological interviews. The presenters will discuss a new and dynamic collaborative-relational model based on these themes, with particular attention to how the themes parallel what is needed by all to be effective leaders of special education.

Leader(s): Mary Lynn Boscardin, University of Massachusetts, Amherst

Presenter(s): Kerry Weir, University of Massachusetts, Amherst

| 3:30–4:30 PM | SESSION: 52 | ROOM: 117 |

Missed Opportunities in Policy and Practice: ESSA Planning and Strengths-Based IEPs

Topic: Public Policy
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

Many states missed the mark in Every Student Succeeds Act (ESSA) planning, but there is still an opportunity to make change for students with disabilities! This session will take a closer look at how states have designed their accountability systems and plan to support schools that struggle to meet students' needs. The presenters will share strategies teachers and schools can use right away to improve outcomes.

Leader(s): Lindsay Jones, National Center for Learning Disabilities, Washington, DC

Presenter(s): Melody Musgrove, Former Director, (OSEP), U.S. Department of Education, Washington, DC

THURSDAY, JANUARY 31

| 9:45–10:45 AM | SESSION: 72 |
ROOM: WABASH BALLROOM 1

OSERS Update – ReThinking Special Education

Topic: Public Policy
Format: Presentation with Q&A

Office of Special Education and Rehabilitative Services (OSERS) Assistant Secretary Johnny Collett will discuss OSERS' work through the lens of OSERS framework, which prioritizes rethinking all aspects of how we better serve infants, toddlers, children, youth, and adults with disabilities. Collett will discuss OSERS commitment to support states in their work to raise expectations and improve outcomes for children with disabilities, to provide flexibility within the constructs of the law, and to partner with parents and families, and diverse stakeholders.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Johnny Collett, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education, Washington, DC

| 11:00 AM–12:00 PM | SESSION: 139 | ROOM: 110 |

Losing Your Language to Find Your Voice? Serving Bilingual Students with Exceptionalities

Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

English language learners (ELLs) comprise more than 10% of the total student population in United States public schools, and about 12% receive special education and related services. The presenters will discuss and review policy, assessment, and best practices for serving ELLs with exceptionalities and their families.

Leader(s): Kelly Carrero, Texas A&M University, Commerce

Presenter(s): Denise Whitford, Purdue University, West Lafayette, IN

1:00–3:00 PM   SESSION: 188   ROOM: 205

Intelligent Lives: A Q&A with Filmmaker Dan Habib

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

Award-winning filmmaker Dan Habib will show his new film, INTELLIGENT LIVES, starring three young adults with IDD who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the personal story of his son Jesse. A moderated discussion follows.

Leader(s): Dan Habib, Filmmaker, University of New Hampshire, Institute on Disability, Concord

Presenter(s): Michael Wehmeyer, University of Kansas, Lawrence

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1:00–2:00 PM   SESSION: 193
ROOM: WABASH BALLROOM 1

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

Topic: Public Policy
Format: Presentation with Q&A

School systems across the nation are working to prepare diverse learners for success both in the classroom and after graduation. Leveraging resources and coordinating support across programs at the state, district, and school levels is a key strategy to effectively improve outcomes to meet the needs of all students. For those implementing the 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.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Ruth Ryder, Deputy Director, Office of Special Education Programs, U.S. Department of Education, Washington, DC

2:15–3:15 PM   SESSION: 249
ROOM: WABASH BALLROOM 1

Updates from NCSER: Research and Resources at the Department of Education's Institute of Education Sciences

Topic: Public Policy
Format: Presentation with Q&A

The recent emphasis on the use of evidence-based practices and approaches to teaching and learning has left many practitioners with questions about where to go for high-quality research and evaluation. The Institute of Education Sciences is the research, evaluation, and data collection arm of the U.S. Department of Education and has multiple resources that may be of use to practitioners. This presentation will highlight some of these resources, as well as some recent research findings with practical implications for early intervention and special education.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Joan McLaughlin, Commissioner, National Center for Special Education Research, U.S. Department of Education, Washington, DC

3:30–4:30 PM   SESSION: 318   ROOM: 125

Dyslexia: A Conversation About Aligning Practice with Research and Legislation

Topic: Learning Disabilities
Secondary Topic: Public Policy
Format: Panel

Join CEC's Division for Learning Disabilities for a conversation about dyslexia. For this moderated discussion, panelists will respond questions related to current research on the neurobiology of dyslexia, recent legislative efforts and their relation to the Individuals with Disabilities Education Act, evidence-based interventions and supports for students with reading disabilities, and implications for teacher preparation programs.

Leader(s): Kristin Sayeski, University of Georgia, Athens

Presenter(s): Louise Spear-Swerling, Southern Connecticut State University, New Haven; Holly Lane, University of Florida, Gainesville; Devin Kearns, University of Connecticut, Storrs; Sheldon Horowitz, National Center for Learning Disabilities, New York, NY; David Bateman, Shippensburg University, PA

3:30–4:30 PM   SESSION: 336
ROOM: 500 BALLROOM

Voices From the Field: Educators With Disabilities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Starting the Teaching Career
Format: Panel

This panel presentation features educators with disabilities. Session facilitators will lead a discussion surrounding strategies used to break down barriers related to disability and how having a disability may support teachers' practice. The facilitators will ask structured questions and take questions from the audience. We end by summarizing insights gained based on themes presented.

Leader(s): Jennifer Diliberto, University of North Carolina, Chapel Hill

Presenter(s): Mary Ruth Coleman, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Susan Osborne, North Carolina State University, Raleigh; Marge Terhaar, Meredith College, Raleigh, NC; Kathryn Haselden, Francis Marion University, Florence, SC

Notes

FRIDAY, FEBRUARY 1

9:45-10:45 AM   SESSION 365
ROOM: WABASH BALLROOM 1

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

Deputy Director Ruth Ryder will discuss current OSEP initiatives including implementing the OSERS Framework and Rethinking Results Driven Accountability. She will also discuss recent investments to support children with disabilities, including critical work to support literacy instruction.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Ruth Ryder, Deputy Director, Office of Special Education Programs, U.S. Department of Education, Washington, DC

9:45–11:45 AM   SESSION: 369   ROOM: 123

Developing and Implementing Appropriate and Legally Sound IEPs

Topic: Public Policy
Secondary Topic: Administration/Supervision
Format: Town Hall

This Town Hall session will enable a discussion of developing and implementing educationally appropriate and legally sound individualized education programs (IEPs). The presenters will seek guidance and feedback from participants on this important topic.

Leader(s): Mitchell Yell, University of South Carolina, Columbia

Presenter(s): David Bateman, Shippensburg University, PA

9:45–11:45 AM   SESSION: 370   ROOM: 144

Exceptional Lives, Exceptional Stories

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Parent/Family/School Partnerships
Format: Panel

This panel presentation features CEC Yes I Can Award recipients and their families. Session facilitators will lead a discussion surrounding life with a disability and ask structured questions; the panel will also respond to questions from the audience. The session will include time for informal conversations with the panelists.

Leader(s): Jennifer Diliberto, University of North Carolina, Chapel Hill

Presenter(s): Mary Ruth Coleman, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Marge Terhaar, Meredith College, Raleigh, NC; Kathryn Haselden, Francis Marion University, Florence, SC

1:30–2:30 PM   SESSION: 479   ROOM: 102

Meeting the Educational Needs of ELs With Significant Cognitive Disabilities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Public Policy
Format: Presentation with Q&A

Meeting the educational needs of English learners (ELs) with significant cognitive disabilities is a challenge for educators. Federal policy requires that their education needs be met. This presentation will address appropriate identification of these students, how to provide English language development services, inclusion in alternate English language proficiency (ELP) assessments, and transitioning these students from English language development services.

Leader(s): Martha Thurlow, NCEO/University of Minnesota, Minneapolis

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2:45–4:45 PM   SESSION: 535   ROOM: 123

Resilience: Understanding CEC's Response to and Prevention of Maltreatment

Topic: Personnel Preparation
Secondary Topic: Public Policy
Format: Presentation with Q&A

As the documentary 'Resilience' reveals, toxic stress can wreak havoc on the developing brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. Trailblazers in various fields who are using cutting-edge science and field-tested therapies to protect children from the insidious effects of toxic stress. After the film, trailblazers from special education will discuss CEC's new policy statement and its implications for the field.

Leader(s): Catherine Corr, University of Illinois, Urbana-Champaign; Kelly Carrero, Texas A&M University, Commerce

Presenter(s): Debra Lively, Saginaw Valley State University, University Center, MI; Harold Johnson, Kent State University, OH; Deserai Miller, University of Illinois, Urbana-Champaign

STRANDS

WEDNESDAY, JANUARY 30
1:00–4:30 PM

STRAND A: Inclusive Practices for All Learners: English Learners with Disabilities, Universal Design for Learning, and Co-Teaching Do Nots and Do Nows

Leader: Debra Herburger, WestEd, Sacramento, CA

Approximately 8.5% of all English learners also have a disability; approximately 13% of all students with disabilities are also English learners (37th Annual Report to Congress on Implementation of IDEA, 2012–2013). These percentages translate to almost 550,000 students in our schools, sitting in our classrooms, who are dually identified as both English learners and a student with a disability. The first session will focus on providing foundational knowledge about English learners with disabilities; the second session will introduce Universal Design for Learning as the instructional framework to meet the academic and social-emotional learning needs of diverse learners, with a special focus on English learners and students with disabilities. The final session will explore the Do Now and Do NOT Do of implementing co-teaching. The presenters will draw from research and literature on these critical topics and provide participants with access to online free tools and resources that will guide continued learning and actions.

Strand A Sessions: 5, 31, 56

THURSDAY, JANUARY 31
9:45 AM–2:00 PM

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

Leaders: Larry Wexler and Renee Bradley, Office of Special Education Programs, U.S. Department of Education, Washington, DC

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 B Sessions: 77, 134, 197

9:45 AM–2:00 PM

STRAND C: Improving Outcomes for Struggling Readers: Planning for Effective Identification, Intervention, and Implementation

Leaders: Rebecca Zumeta Edmonds, American Institutes for Research, Washington, DC; Yaacov Petscher, National Center on Improving Literacy, Florida State University, Tallahassee

Fewer than one third of fourth graders with disabilities performed at the 'Basic' level in reading on the 2015 National Assessment of Educational Progress. These data are sobering, particularly given that low literacy skills put students at risk for a host of poor outcomes, including dropout, unemployment, and incarceration (Aud et al., 2012; Sanford et al., 2011). Across sessions in this strand, leaders from the National Center on Intensive Intervention (NCII) and the National Center on Improving Literacy (NCIL) will discuss critical elements for improving literacy outcomes. Presenters will emphasize issues educators often find challenging as they work to support struggling readers. The first session will address identification, including how to select, collect, and interpret screening and other data. In the second session, presenters will discuss critical components of effective literacy intervention, including how to adapt and intensify programs. In the final session, panelists will address the critical role of leaders in the successful implementation of these supports. Presenters will draw from the empirical and experimental research base on these topics, as well as their experiences supporting implementation. They will also provide participants access to free, user-friendly resources.

Strand C Sessions: 79, 136, 199

1:00–4:30 PM

STRAND D: The Intersection of Assessment Practices for Bilingual English Learners with Disabilities

Leader: Claudia Rinaldi, Lasell College, Newton, MA

The rationale for the Bilingual English Learners with Disabilities Assessment Strand is to address the latest research recommendations on culturally responsive assessment practices for students who are learning English and may have a disability. Specifically, last research on the benefits of bilingual dual language education is moving the conversation in schools on instruction but not on how to support bilingual students who are struggling (LeMenestral, Wonfg-Fillmore, Houtchens, and Uro, 2018). As the number of bilingual English learners continues to rise in US public schools, teachers continue to struggle with when to refer these students when they are struggling academically for special education services. The question of 'is it a language difference or a language disability' is often one that challenges general, special educators and ESL teachers regularly. In fact, there is a long and sustained history of struggling students that are bilingual English learners who are inappropriately either over or under-identified with a disability (Fletcher & Navarrette, 2011). When these students are referred to special education evaluation, educators working with this population often have to rely on incomplete assessment practices that may or may not be linguistically and culturally biased (Klingner & Eppolito, 2014, Serpa, 2015). The strand will address how to redesign an individualized assessment plan that is non-biased and culturally and linguistically responsive that also includes a process for synthesizing data from curriculum-based measurement (CBM), diagnostic assessment tools, informal assessment, observations, family interviews, and standardized achievement results to make eligibility decisions. Additionally, the strand will also demonstrate how practices that use native language assessment practices can provide a stronger ecological evaluation and more information for determining the need for bilingual English learners to benefit from special education services.

Strand D Sessions: 198, 255, 313

1:00–4:30 PM

STRAND E: Supporting Diverse Families of Young Children with Developmental Disabilities: Lessons Learned and Suggestions for Practice and Research

Leader: Wendy Machalicek, University of Oregon, Eugene

The United States is increasingly a multiethnic society and Latinos are the fastest growing ethnic minority group (Pew Research Center, 2013). However, there is a dearth of early childhood special education literature involving Latino families or families from other culturally and linguistically diverse and economically diverse backgrounds (West et al., 2016). This lack of research challenges practitioners in (a) choosing culturally relevant intervention strategies and in (b) adapting interventions to improve accessibility, participant engagement and parent and child outcomes. Few studies have empirically evaluated culturally adapted interventions or interventions adapted for use with low-resourced families. This strand (a) presents the philosophical and empirical support for cultural adaptation of family engagement and intervention for Latinx children with developmental disabilities and their families; and (b) presents practical strategies for culturally responsive adaptation of interventions and family engagement practices in order to more successfully recruit and retain Latinx children and families as well as other diverse populations in interventions and in intervention research. We will present data from two recent systematic literature reviews and a recently completed empirical study with Spanish speaking caregivers of children with disabilities.

Strand E Sessions: 200, 257, 315

CEC Student Forum

Thursday, January 31
9:45-10:45 AM | 500 Ballroom

Don't miss this special session, curated specifically for students and early-career teachers!
Our featured speaker, Dr. Patricia Lynch, will help you become explicit in setting expectations for your classroom and for the individuals in it. Learn strategies to support and improve your practice from day 1 in the classroom.

FRIDAY, FEBRUARY 1
9:45 AM–2:30 PM

STRAND F: Getting Ready for Results Driven Accountability: Powerful Lessons for Teachers and Leaders

Leader: Lou Danielson, American Institutes for Research, Washington, DC

Across the country, states are taking steps to improve academic and behavioral outcomes for students with disabilities under the federal initiative Results Driven Accountability (RDA). RDA changes the primary focus of accountability from compliance to results and requires that all states develop and implement a plan to improve outcomes for students in special education. How is your state planning to achieve their goal? Moreover, how does RDA impact local districts, schools, classroom teachers and leaders? This strand provides an easy-to-understand overview of RDA for school and district staff. We then will offer concrete guidance practitioners can use to implement state plans and draw upon lessons learned from the OSEP-funded center focused on RDA, the National Center for Systemic Improvement. The strand concludes with a panel discussion about what RDA has meant to state, district, and school staff. Participants of the session will understand why this federal initiative is important, particularly for students. Participants will also gain insight into state goals. To support participants, we will provide a list of sample questions school and district staff can use to learn more about RDA implementation plans in their state so that learners can show the desired academic and behavioral outcomes envisioned under the landmark initiative.

Strand F Sessions: 376, 429, 482

9:45 AM–2:30 PM

STRAND G: Improving Reading and Behavior Outcomes for Students with Disabilities in Elementary and Middle School: Highlights from Research Projects funded by the National Center for Special Education Research

Leaders: Katherine Taylor and Joan McLaughlin, National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Washington, DC

This strand will present research results and implications for educational practice from three rigorous studies that focus on improving the academic or behavior outcomes 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 strategies specifically targeted to improve reading or behavior outcomes for students with or at risk for disability.

Strand G Sessions: 378, 431, 484

1:30–5:00 PM

STRAND H: From Research to Practice: Technology and Digital Tools to Support All Students

Leaders: Sean Smith, University of Kansas, Lawrence; Kavita Rao, University of Hawaii at Manoa, Honolulu

Digital technologies can be used to create flexible and engaging learning environments for all learners. Apps, mobile devices, and web-based tools, can be used in the classroom for whole class as well as personalized learning experiences. This strand will explore, discuss, and demonstrate ways research-based technology practices can be integrated to support students with disabilities and struggling learners. Each session will highlight research-based methods for using digital tools and illustrate practical ways to integrate these tools into instruction. Practical tips, tools, and strategies will be presented in each session. Session One will focus on digital tools that support literacy and STEM, integrating recent research with practical tips for classroom application. Session Two will focus on blended, online, and personalized learning, describing the ways in which digital tools can support struggling learners and those with disabilities. Session Three will focus on designing and integrating innovations with technology including examples of effective research-based strategies for students with disabilities. Each presentation will highlight how the Universal Design for Learning (UDL) framework facilitates digital learning. Specific attention will be given to aspects of diversity (e.g., cultural and linguistic diversity, disability, socio-economic diversity) and learner variability when identifying, understanding, and applying digital-based tools.

Strand H Sessions: 483, 543, 599

1:30–5:00 PM

STRAND I: Charter Schools and Special Education: Lessons Still Learning

Leader: Azure Angelov, ADS Education, Inc., Speedway, IN

Charter schools have become a place where innovative pedagogies and curriculum are brought to life. As more and more students of a variety of backgrounds choose charter schools, a better understanding of their ability to serve students with IEPs and 504s is warranted. This strand will include school leaders and their special education staff sharing lessons they have learned as they implement special education in innovative pedagogical models. These models include a bi-lingual elementary school, a design thinking PBL focused high school, a drug and alcohol recovery high school, a classical and liberal arts focused high school, an elementary focused on using data to bridge the gap between educational and health outcomes, a residential k-12 school for students with significant disabilities, and a small rural elementary school with a place based focus.

Strand I Sessions: 485, 545, 601

SATURDAY, FEBRUARY 2
8:00–11:30 AM

STRAND J: Mindfulness for Educators

Leader: Wendy Fuchs, Southern Illinois University Edwardsville

In the Quality of Worklife Survey conducted by the American Federation of Teachers in 2015, 73% of the 30, 0000 educators surveyed said their job was "often" stressful. The majority of educators also identified new initiatives without proper training/ resources, and time as the main contributors to stress in the workplace. Educator and student stress levels have reached epidemic proportions, and may lead to burn out and teacher turnover. Based on the survey results, educators who reflect the diversity in our country and identify with an underrepresented group based on race, religion, gender, etc. are more likely to leave the profession. The primary way to address and reduce stress for educators and their students is to teach them strategies that work on a neurological level and have marked physical, cognitive, and social-emotional benefits. Educators who reduce and manage stress are better equipped to model appropriate social-emotional regulation, as well as provide explicit instruction in stress reduction strategies for students. The content and practice presented in this strand will provide administrators, general/special educators, and related service providers with the research base, practice opportunities, and next steps that will help address their own stress, and that of their students.

Strand J Sessions: 655, 707, 756

8:00–11:30 AM

STRAND K: Cultivating Individual Self-Determination Skills: An Ideological Approach for Improving Exceptional Learners Sense of Equity and Efficacy in School

Leader: Vincent Harper, Harper Educational Resources Incorporated, Evansville, IN

Ideology is at work in everything we experience as reality (Zizek, 1994, p.17). Factors that inform educators' ideological orientations include race/ethnicity, religion, gender, socioeconomic class, culture, and disability status. These and other ideological orientations shape how they perceive themselves and interact with members in their shared learning community. Despite their best intention to 'help students', many educators rely on traditional ideological beliefs to generate commonsense assumptions and practices that, instead, harm students and reproduce structures of inequality. This strand addresses how educators can help students gain a sense of equity and efficacy in order to advocate for themselves.

Strand K Sessions: 656, 708, 757

TUESDAY, JANUARY 29, 2019

SPECIAL PRECONVENTION WORKSHOPS

An external partner workshop, hosted by CEC's Division on Visual Impairment and Deafblindness.

9:00 AM–4:00 PM • Indiana Convention Center • Room 211

These special preconvention workshops are hosted by CEC's Division on Visual Impairment and Deafblindness and sponsored by the **American Printing House for the Blind**. *Additional fees required.*

Two workshops, one price! DVIDB member price, $50 • Non-member price, $75

Morning Session: 9:00 AM–12:00 PM

● **Child-Guided Strategies: The van Dijk Approach to Assessment**

Speaker: Dr. Catherine Nelson, author and collaborator with the late Dr. Jan van Dijk presents their book on following the child's lead for assessment.

Often people assume that students with complex and sensory disabilities cannot communicate when traditional assessment procedures were not designed to be sensitive to the student's responses. Dr. Catherine Nelson collaborated closely with the late Dr. Jan van Dijk from the Netherlands to outline a Child-Guided approach to assessment. Using the child's interests and strengths, the assessment process helps educators, clinicians and family members understand the underlying processes of learning including biobehavioral state, orienting response, learning channels, approach–withdrawal, memory, interactions, communication, and problem solving. Join us for an interactive discussion using video case studies to design child-guided, authentic assessments and interventions.

Afternoon Session: 1:00–4:00 PM

● **Teaching Concepts to Children with Visual Impairments and Deafblindness Using the BEST Elements of Dance**

Speakers: Catherine Nelson, Kristen Paul, Pamela Geber Handman and Brooke Barnhill lead an interactive session on the BEST elements of dance as an approach for body, energy, self-regulation and space (BEST) for individuals with complex and sensory disabilities.

The purpose of this workshop is to introduce the BEST elements of dance that include; Body (e.g., body parts, balance, and inner self), Energy (e.g., adult led flow, child led flow, balanced turn-taking, biobehavioral states, self-regulation, and motivation), Space (place, size, inward and outward focus, orientation and mobility,) and Time (e.g., rhythm, anticipation, patterns, and timing) as a context for teaching academic, adaptive, and social skills during creative dance lessons to students with sensory impairments. First, workshop participants will learn the specific concepts associated with each dance element and strategies for using the concepts to support functional skill development for students who are deafblind. The presenters will lead activities to demonstrate the elements of dance. Next, case studies with video will be presented to exemplify ways in which BEST can be used to teach concept development and social skills during creative dance classes. In addition, participants will be provided with lesson plans for using creative dance as a context for learning that includes strategies for adapting activities to promote access and engagement across academic settings. Finally, participants will practice using BEST as a context for teaching academic and social skills through creative dance lesson for students who have visual impairments and/or deafblindness.

After these workshops, you will be able to:

• Identify unique communication assessment and intervention approaches for individuals with complex and sensory disabilities
• Describe the ways that movement can be used to support expressive and receptive communication development for individuals with complex and sensory disabilities
• Describe ways to apply the approaches with students using a collaborative team model

Links to presenter information:

www.dance.utah.edu/faculty/item/15-pamela-geber-handman
faculty.utah.edu/u0032516-CATHERINE_ANNE_NELSON/hm/index.hml
faculty.utah.edu/u0050370-KRISTEN_PAUL/research/index.hml

Workshop registrations are non-refundable. Substitutions will be accepted. Substitution requests should be sent in writing to: service@cec.sped.org. Please contact CEC Customer Service at 1-888-232-7733 for assistance.

CONVENTION WORKSHOPS

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

● Workshop 01—Building a Solid Foundation for Inclusive Practices: Improving Outcomes for All Students

Presented in partnership with the Indiana IEP Resource Center and Indiana State University

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM
Room: 104

In this workshop, you will learn the essential components of inclusive education including core beliefs and the importance of culture and climate. Within inclusive environments, districts must consider service delivery models, instructional practices, and classroom management to meet the needs of all learners. Resources including staff, materials, and facilities must be allocated to design a better person-environment fit and to remove barriers to inclusion. Instruction must engage learners with varying abilities and interest. The integration of Specially Designed Instruction (SDI) is required. Students must be taught the expectations of the classroom and teachers must have a toolbox of strategies to prevent and respond to student behavior. But how does this all happen? This session will provide information and practical strategies to assist district and building level teams to develop a strong foundation for inclusive practices in order to improve outcomes for all learners.

Participants who attend this workshop will have the opportunity to extend their learning throughout the conference via associated CEC Sessions and Networking Roundtables. In addition, educators are encouraged to participate in Virtual Sharing and Learning Communities following the conference.

After this workshop, you will be able to:

• Understand essential components for successful implementation of inclusive practices.

• Learn potential service delivery models for appropriating resources in order to meet the needs of all learners.

• Learn effective strategies for engaging a variety of learners.

• Define specially designed instruction across settings.

• Learn about resources and strategies to prevent and respond to the behavioral needs of learners.

Leaders: George Batsche, Ph.D., *University of South Florida, Tampa*; **Susan Hentz**, *Susan Hentz and Associates, Sarasota, FL*; **Terrance Scott, Ph.D.**, *University of Louisville, KY*

● Workshop 02—Applied Improvisation to Support Social/Emotional, and Academic Learning of Students with Disabilities

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM
Room: 115

Improvisation is a key method in many theater programs, offers K-12 schools flexible, low-cost ways to embed theater across the curriculum, and represents a strategy for integrating arts, academic, social, and emotional learning. Consistent with the practices of Universal Design for Learning (UDL), improvisation offers educators strategies to provide multiple means of representation, expression, and engagement. As a flexible art form, improvisation aligns with techniques for creating appropriate challenge for students with disabilities, including instructional scaffolding and task analysis. This workshop focuses on improvisational theater as a means of strengthening arts education and integration, deepening engagement, and increasing academic achievement for students with disabilities.

After this workshop, you will be able to:

• Explain the rationale for using improv as a means of integrating arts, academic, and social/emotional learning for students with disabilities.

• Describe ways that improv facilitates a "three-tiered" approach to supporting students with disabilities.

• Demonstrate a variety of improv exercises that can be used to facilitate arts, academic, and social/emotional learning of students with disabilities.

• Demonstrate the use of instructional scaffolding and task analysis in order to create appropriate challenge in improv activities for students with disabilities.

Leader: Jim Ansaldo, Ph.D., *Indiana Institute on Disability and Community, Indiana University, Bloomington*

● Workshop 03—Do's and Don'ts for the Effective Utilization of Paraprofessionals

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 108

Paraprofessionals deliver an array of special education services with little or no formal preparation for their duties. Additionally, they often work with teachers and licensed professionals who are legally and ethically responsible for directing the paraprofessionals' work but typically do not have preparation for their supervisory role. As a result, paraprofessionals are often not effectively utilized with students with disabilities. In this interactive workshop, the presenter will share research based paraprofessional supervision content, tools, and resources that can used by special and general education teachers and administrators to appropriately guide and direct the work of paraprofessionals.

After this workshop, you will be able to:

- Develop an understanding of the revised CEC paraprofessional standards and their implications in terms of supervision of paraprofessionals.
- Learn the research-based components/content/tools related to paraprofessional supervision that needs to be delivered to teacher candidates and teachers.
- Engage in a dialog how the paraprofessional supervision content can be integrated in to teacher preparation programs and inservice professional development for teachers.

Leader: Ritu V. Chopra, Ph.D., *The Paraprofessional Resource and Research Center, University of Colorado—Denver*

● Workshop 04—Crying Kids Can't Learn to Read: Integrating Socio-emotional Learning in Your Curriculum

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 112

Are your students too stressed or too upset or too [insert emotion here] to learn? Stress, sadness, shame and other negative emotions decrease the receptiveness of brains to learning. How can you support the emotional life of your students and still meet rigorous academic demands? Learn about the neurobiology of stress and attachment teaching. Discover the power gained from attending to students' socio-emotional needs. Explore a framework for integrating socio-emotional responsiveness into the curriculum and head home with practical examples of lessons that integrate socio-emotional attunement with academic goals.

After this workshop, you will be able to:

- Explain attachment teaching and why it is important for student learning.
- Explain the neurobiology behind negative emotions and how they impede learning.
- Integrate attuned responses to students' socio-emotional needs with academic lessons.
- Apply a framework in order to prepare for predictable and unpredictable stressors in your student's lives.

Leader: Diana Kennedy, *MindSpark, San Anselmo, CA*

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● **Workshop 05—Tier 2 and Tier 3 Behavior Support: Developing Protocols and Implementation Plans**

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 105

This workshop presents a multi-tier approach to behavior support that ensures that the easiest, and least staff-intrusive interventions are tried first, only progressing to more complex and staff-intensive interventions if needed. The first layer of this continuum is early-stage interventions, designed and implemented by general educations teachers. Next, a menu of Tier 2 problem-solving processes and interventions will be provided—again with the goal that the easiest and least intrusive intervention is implemented with fidelity. Lastly, Tier 3 problem-solving processes will be described and a simple function-based planning tool will be provided. Participants will evaluate the current array of Tier 2/3 supports in their school, identify gaps in that array, and develop an action plan for closing any gaps that currently exist.

After this workshop, you will be able to:

- Assess the quality of Tier 2 and 3 current problem-solving processes and identify any weaknesses or gaps.
- Identify a menu of early-stage and ready-to implement Tier 2 interventions.
- Develop an action plan for implementing/refining Tier 2 and 3 processes and procedures.

Leaders: Randy Sprick, Ph.D., and Jessica Sprick, *Safe & Civil Schools, Eugene, OR*

● **Workshop 06—Beyond Paper & Pencil: Simple Strategies to Activate Your Students' Brains**

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 114

Simple strategies and understandings when properly instituted can activate students' brains, increasing their motivation and learning and change their social/emotional state of being bringing organization, order, excitement and even fun back to the classroom experience. In this full-day workshop you will learn: how the mind and body are connected and why higher levels of thinking are a consequence of increasing the function of that connection; how to reach and activate specific brain areas to accommodate different types of learners within the same classroom environment; why behavior and learning are linked together and how your behaviors are creating roadblocks in your students' learning; practical tools you can use to enhance and maximize learning while addressing unwanted behaviors; and how to create your own unique brain-based learning strategies that work.

After this workshop, you will be able to:

- Understand and describe how the body and mind work together.
- Recognize the link between behavior and learning and identify how your behaviors as a teacher are affecting your students' learning.
- Identify and demonstrate how to reach and activate the area of the brain that has the biggest effect on learning and behavior.
- Create your own unique brain-based learning strategies.

Leader: Susan Quam Weinstein, *Southern Berkshire Regional School District, Sheffield, MA*

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● **Workshop 08—Developing Legally Defensible IEPs**

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 106

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 two-pronged test for determining whether an IEP is appropriate, hearing officers and courts will look to both the procedural and substantive components of the IEP. Let's examine many common pitfalls that educators must avoid–both procedurally and substantively–in an effort to ensure that IEPs are legally defensible.

After 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: Julie J. Weatherly, Esq., *Resolutions in Special Education, Inc., Mobile, AL*

● **Workshop 09—CEC Program Recognition Report Reviewer Workshop**

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 208

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 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: Christy Hooser, Ph.D., *Eastern Illinois University, Charleston*

● **Workshop 10—CEC Program Recognition Report Developer Workshop**

WEDNESDAY, JAN. 30 • 9:00 AM–4:00 PM

Room: 207

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.

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: Joni Baldwin, Ed.D., *University of Dayton, Ohio*

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

● **Workshop 11—Creating Resilient Minds: Body/Mind Connections, Identity and Disability**

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 107

In this workshop, you will travel on a journey from different fields of study to discover how to listen and use body information to increase resiliency in your mind and support your students to do the same. This workshop will be lecture intertwined with body/mind work to support a variety of ways your body and brain can recover from internal and external stressors. Learn tools and hands-on, bodywork movements to support yourself and your students to be more body/mind aware when dealing with issues related to emotional/physical trauma, identity issues and/or academic stress. Learn how to move and process emotions through the body with school appropriate techniques, and a variety of ways the body and brain can recover from emotional and physical trauma.

After this workshop, you will be able to:

• Process and move emotions through the mind and body.
• Build resiliency to trauma in the mind and body.
• Discover more information about how the body and mind works together.

Leader: Lynn Knight, Ph.D., *Colorado State University—Pueblo*

● Workshop 12—Executive Function Training For Elementary Students: A Model for Explicit Instruction

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 102

This workshop focuses on improving elementary students' executive function skills while considering Universal Design for Learning Principles and metacognition. Elementary general and special Education teachers will learn steps that guide instruction from the choice of executive functions a student will benefit from learning to the student's learning and generalizing helpful strategies to improve his or her executive functioning. You will be engaged in classroom-based activities and leave with strategies and supportive technology they can use in their classrooms immediately.

After this workshop, you will be able to:

- Describe a rationale for improving elementary students' executive functions.
- Describe an explicit process for improving executive function skills.
- Consider Universal Design for Learning and metacognition to identify and teach supportive strategies for students having difficulties with executive functioning.
- Develop an instructional plan that can be initiated with your students to improve executive functioning.

Leaders: Roberta Strosnider, Ph.D., *Towson University, MD* and Val Sharpe, Ph.D., *Frostburg State University, Frostburg, MD*

● Workshop 13—Common Co-Teaching Challenges: There Are Ways to Address Them

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 116

No doubt about it—co-teaching is complex. And sometimes its challenges can interfere with its effectiveness. This workshop is designed for professionals grappling with dilemmas such as these: Which students are good candidates for co-teaching? For how long should a co-teaching last? What are ways to realistically schedule co-teaching, especially with limited staff? How can we arrange planning time for co-teachers? How can we move practice away from one teaching and one assisting? What if students are not achieving as expected in co-teaching? Of course, additional questions and concerns from participants will be added to the workshop agenda.

After this workshop, you will be able to:

- Problem solve on issues related to students in co-taught classes (which students with disabilities, who else, how many).
- Apply strategies to address the time and scheduling constraints of co-teaching (e.g., duration of co-teaching sessions, options for planning time).
- Analyze challenges related to professional practice (e.g., deciding the number of years for partnerships, reducing one teaching and one assisting, avoiding stagnant student achievement).

Leader: Marilyn Friend, Ph.D., *University of North Carolina—Greensboro*

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● Workshop 14—Assessing the Needs of Staff Through Strategic Conversations

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 110

Providing timely and continuous feedback is essential for building capacity/skilled staff. Administrators must assess and understand the primary needs of the individuals they supervise. Providing the best conversational approach will support staff in improving their delivery of specially designed instruction and demonstrating ongoing professional growth. In this session, participants will 1) develop an understanding of the skill vs. will continuum 2) identify the 4 types of strategic conversations and how these coaching conversations impact student success one conversation at a time and 3) develop a leadership action plan that will support administrators in providing timely and targeted feedback.

After this workshop, you will be able to:

- Develop an understanding of the skill vs. will continuum and the characteristics of each quadrant.
- Identify the 4 types of strategic conversations and how these coaching conversations impact student success one conversation at a time.
- Develop a leadership Action Plan that will support administrators in providing timely and targeted feedback.

Leader: Nichole E. Moore, Ed.S., *Exceptional Voices Consulting, LLC, Plymouth, MI*

● Workshop 15—Early Intervention: What Every Teacher Must Know and Be Able to Do

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 103

Early Intervention is critical when attempting to run effective early learning programs. In this workshop, you will discuss the "must know" elements that new and seasoned teachers must be aware of in order to assist the population the serve appropriately. You will engage in hands-on, interactive activities to practice how to gather data effectively using tools you can develop and share with peers in early childhood programs, parents and stakeholders. You will discuss screening tools, determine if further assessments are needed, analyze data collected to guide instruction, review effective educational/behavior-change strategies, and develop individualized, educational/behavior-based interventions for children in their classrooms.

After this workshop, you will be able to:

- Identify and apply at least three (3) data collection tools and their use toward implementation of educational/behavior-based interventions.
- Examine effective strategies toward the determination of further assessments based on screening data.
- Evaluate and interpret data to develop individualized educational/behavior-based interventions.
- Apply and use objective language when collecting data toward the development of effective educational/behavior intervention plans.

Leader: Karina Soto, *School Board of Broward County, Fort Lauderdale, FL*

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● **Workshop 16—Let Me Hear Your Voice! Teacher Input and Evidence-Based Practice**

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 113

Evidence-based practice involves selecting interventions based on the best available evidence, client values/preferences, and professional judgment. Research participants often differ significantly from students; research conditions differ dramatically from schools. For this reason, selecting an intervention exclusively based on "evidence" may yield an ineffective treatment. This workshop addresses the need for teacher input when interventions are selected. Teachers are uniquely able to identify which interventions are likely to be implemented with a high degree of procedural accuracy. This workshop shows you how to have your voice more effectively heard with both internal and external consultants. Examples will include students with ASD.

After this workshop, you will be able to:

• Describe the evidence-based practice decision-making model that includes your input.

• Recommend treatment acceptability tools to consultants to ensure your views are being adequately considered.

• Advocate for interventions that are both effective and preferred to your students.

• Advocate more effectively for interventions that both work and meet the needs of the setting.

Leaders: Susan M. Wilczynski and Amanda Henderson, *Ball State University, Muncie, IN*

● **Workshop 17—What All Educators Must Know About Coming Changes to Special Education and Early Intervention Policy**

WEDNESDAY, JAN. 30 • 9:00 AM–12:00 PM

Room: 101

In this wide-ranging session, CEC's Policy and Advocacy Director and presenters will analyze education policies currently under discussion in Washington, DC, review the recent changes to education and early intervention policies 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 policy issues currently under consideration by the White House and U.S. Congress.

• Discuss CEC's recommendations and positions on key policy issues.

Leader: Deborah Ziegler, Ed.D., *Council for Exceptional Children, Arlington, VA*

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

● **Workshop 18—Administrators & Mentors: Enhancing the Success of New Special Education Teachers**

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

Room: 101

This session is designed for administrators and mentors of new special education teachers. Materials to support them will be discussed and include; clearly defined roles & responsibilities, creating a culture of collaboration and the development of skills to create and schedule time and build relationships with your new teachers. The materials of the workshop are based on the contents and research behind the book, "A Principal's Guide to Special Education," Third Edition, published by CEC.

After this workshop, you will be able to:

• Integrate resources from the "Survival Guide for Special Education Teachers" and other sources into new teacher induction programs.

• Use creative strategies to improve mentoring programs.

• Identify universal challenges faced by special education teachers and strategies to overcome them.

• Employ strategies to enhance new educators' performance.

Leaders: Catherine Creighton Martin, Ph.D. and Clara Hauth, Ph.D., *Marymount University, Arlington, VA*

● **Workshop 19—From Start to Finish: Implementing Specially Designed Instruction in a Co-Taught Class**

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

Room: 116

Many professionals understand that co-teaching must include the provision of specially designed instruction for students with disabilities. However, they often express skepticism of how this can actually occur and frustration in meeting this co-teaching expectation. This workshop is a roll-up-your-sleeves session intended to demonstrate how to implement SDI in the co-taught classroom, from looking at individual student needs, through selecting SDI, to integrating that SDI into the general instruction, to measuring its effectiveness.

After this workshop, you will be able to:

• Analyze the IEPs of several students in a co-taught class to identify shared and unique instructional needs select appropriate specially designed instruction for them.

• Map specially designed instruction onto daily lesson plans.

• Use co-teaching approaches to successfully deliver SDI in co-teaching.

• Gather data to document and demonstrate progress in learning from SDI.

Leader: Marilyn Friend, Ph.D., *University of North Carolina—Greensboro*

● Workshop 20—Arts Integration: Strategies for Inclusion and Differentiated Instruction

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

Room: 107

This session is designed to provide a workshop-style experience in arts integration, allowing participants to experience arts integrated model lessons. The workshop will emphasize understanding the philosophy behind and integrating the arts in teaching and learning with children, and examines strategies, materials, and experiences in visual arts, music, drama, and dance for children with exceptionalities from Pre-K-12. You will have the opportunity to share and extend on the arts integration lessons and/or concepts for use in your classrooms. Time will be allotted to share ideas on what would work best in their classrooms as well as create new activities and/or extending on existing concepts. You are encouraged to bring a computer/tablet and lesson plans/units into which you would like to incorporate the arts.

After this workshop, you will be able to:

- Understand philosophy of arts integration and how it can be utilized to enhance student engagement and behavior in the classroom.
- Articulate how arts integration can address the needs of a wide-spectrum of learner styles including students receiving special education services.
- Demonstrate how arts integration can be crafted to facilitate the implementation of assessment.
- Demonstrate understanding of how the arts can be a teaching tool across the curriculum, addressing a range of learning styles, interests, experiences, and abilities.

Leader: Katherine Koch, Ph.D. and Janna Chevon Thompson, Ph.D., *St. Mary's College of Maryland*

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● Workshop 21—Digital Learning: Tech Tools, Strategies, & Tips to Personalize Learning

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

Room: 103

Digital learning environments abound. Be it a blended learning environment or a 1-to-1 device initiative, technology is permeating today's classroom. Innovations are altering what is possible in the instructional lives of struggling learners and their peers with disabilities. This workshop will feature tech-based solutions integrated with proven instructional practices to foster enhanced learning opportunities and outcomes. You will learn to integrate technology, aligned with the Universal Design for Learning Framework. You will leave with a toolbox full of technology suggestions along with ideas to implement that further personalizes the learning experience for students at the margins and in most need of supports.

After this workshop, you will be able to:

- Identify technology-based solutions that when applied, will enhance learner instructional, behavioral, and social emotional outcomes.
- Understand ways to integrate tech innovations that, when combined with effective interventions, will enhance the learning experience designing to address barriers and facilitate further student engagement.
- Leave with technology-based tools but also ways to apply these tools in a meaningful way to enhance inclusionary experiences.
- Explore ways to re-design your instructional setting empowering learners to further personalize the learning experience to meet the diverse learning needs of students.

Leaders: Sean J. Smith, Ph.D., *University of Kansas, Lawrence* and Kavita Rao, Ph.D., *University of Hawai'i at Manoa*

Notes

● Workshop 22—Understanding Students with Mental Health Needs: Strategies and Supports for Educators and Families

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

Room: 110

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, and PTSD/trauma. 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 be directed to resources for more information there will be time for Q&A at the end.

After completing this workshop, you will be able to:

- Define or describe mental health disorders (anxiety disorders, mood disorders, OCD, PTSD/trauma, and tic disorders) as they affect students.
- Identify strategies to address issues related to these disorders.
- Find additional reliable, research-based information about these disorders after the session.

Leader: Mickey VanDerwerker, *Virginia Department of Education Training and Technical Assistance Center at Virginia Tech, Blacksburg*

● Workshop 23—Executive Function Training For Secondary Students: A Model for Explicit Instruction

WEDNESDAY, JAN. 30 • 1:00–4:00 PM

Room: 102

This workshop focuses on improving secondary students' executive function skills while considering Universal Design for Learning Principles and metacognition. Secondary general and special education teachers will learn steps that guide instruction from the choice of executive functions a student will benefit from learning to the student's learning and generalizing helpful strategies to improve his or her executive functioning. You will be engaged in classroom-based activities and leave with strategies and supportive technology they can use in their classrooms immediately.

After this workshop, you will be able to:

- Describe a rationale for improving secondary students' executive functions.
- Describe an explicit process for improving executive function skills.
- Consider Universal Design for Learning and metacognition to identify and teach supportive strategies for students having difficulties with executive functioning.
- Develop an instructional plan that can be initiated with your students to improve executive functioning.

Leaders: Roberta Strosnider, Ph.D., *Towson University, MD* and Val Sharpe, Ph.D., *Frostburg State University, Frostburg, MD*

FRIDAY, FEB. 1 • 6:00–9:00 PM

● Workshop 31–Lead the Way: A Workshop for Charter School Special Educators

FRIDAY, FEB. 1 • 6:00–9:00 PM

Room: WABASH Ballroom 1

Whether you're just starting out or have years of experience working in a special education program in a Charter School, this workshop is for you; a first of its kind opportunity for special educators working in charter schools across the country. Participants will engage in activities focused on providing high quality special education services within charter school contexts.

This 3-hour, intensive workshop will begin with a networking dinner to allow you to meet your fellow charter school educators, expand your professional network and share experiences. Next, you can choose to participate in one of two sets of interactive presentations and group-focused conversations: *Start Up* or *Sustainability*. The *Start-Up* group interactions will be geared toward special educators in charter schools that are in the planning—year 3 stage of operation and will cover topics including understanding special education program start-up procedures, navigating special education legal and financial issues, and writing strong Individualized Education Programs (IEPs). *Sustainability* interactions are intended for special educators in charter schools that are in years 4-10+ of operation and will cover topics including writing strong IEPs, aligning special education services with your charter's mission and vision, and managing staff within charter special education programs.

Seats for this workshop are purposefully limited to ensure a high-quality experience. In addition to dinner, you will also receive a copy of CEC's *Charting the Course: Special Education in Charter Schools* book.

CEC is grateful to the Walton Family Foundation for their support of this unique workshop.

After this workshop, you will be able to:

- Describe the legal and financial requirements for providing special education services in charter schools.
- Identify appropriate measures to ensure that students with disabilities are appropriately identified and served in a charter school setting.
- Incorporate special education services into the mission and vision of your charter school.
- Connect and collaborate with other charter school professionals.

Leaders: Azure Angelov, *ADS Education Inc., Speedway, IN* and David Bateman, *Shippensburg University, PA*

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

● Workshop 07—Critical Issues in Secondary Transition Service Delivery

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 143

This workshop will address critical aspects affecting appropriate and mandate-correct actions in the provision of secondary transition services. Dr. Wandry will present best practices in transition assessment, IEP planning, and curriculum alignment. Further discussion will focus on the systemic challenges of engaging in those best practices and their impact on effective transition service provision as outlined by IDEA and reflected via SPP Indicators 13 and 14.

After this workshop, you will be able to:

- Acquire new or enhanced information regarding secondary transition services as mandated under IDEA.
- Articulate possible solutions and create a plan for addressing LEA-based challenges in transition service provision.
- Understand support resources available to you in addressing your LEA-based challenges in transition service provision.
- Use case-based venues to craft legally sound transition assessment, IEP planning, and program delivery.

Leader: Donna Wandry, Ph.D., *West Chester University, PA*

● Workshop 24—When Life Hands You Data, Make Data-Based Decisions!

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 141

Are you struggling with setting realistic yet meaningful goals for your students while still ensuring alignment to standards? This session, intended for special educators in K-8 settings, will introduce participants to the National Center on Intensive Intervention's as a mechanism for providing specially designed instruction: data-based individualization (DBI). In this interactive workshop highlighting FREE resources, participants will learn how to use DBI to set individualized, standards-aligned goals for students; design individualized instruction; improve and simplify individual education program (IEP) writing; and identify strategies for improving student outcomes.

After this workshop, you will be able to:

- Use data from the data-based individualization process to design individualized, specialized instruction and evaluate progress.
- Use progress monitoring data to write realistic intervention and IEP goals using a variety of goal-setting strategies across academics and behavior.
- Access a variety of tools and resources to better understand how to intensify interventions based on student data.

Leaders: Tessie Bailey, Ph.D., and Teri Marx, Ph.D., *American Institutes for Research, Washington, DC*

● Workshop 25—Relating in the Classroom: Evidence-Based Strategies for Teacher-Paraeducator Collaboration

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 144

Effective collaboration among classroom personnel can improve achievement for students with disabilities. Unfortunately, few pre-service or in-service opportunities are available to provide support in forming and maintaining effective teacher-paraeducator teams. The materials of the workshop are based on the contents and research of the Recognizing Excellence in Learning and Teaching (RELATE) Project, a multi-year comprehensive investigation of special education classroom environments. Using an interactive approach, you will be provided with strategies for strengthening collaborative relationships and overcoming challenges to effective teacher-paraeducator collaboration in these settings.

After this workshop, you will be able to:

- Explain the practical significance of effective teacher-paraeducator collaboration.
- Describe barriers to effective teacher-paraeducator collaboration.
- Utilize evidence-based practices to optimize teacher-paraeducator collaboration in your classroom.
- Demonstrate skills in using interactive activities to foster teacher-paraeducator collaboration.

Leader: Christina Cipriano, Ph.D., *Yale University, New Haven, CT*

Notes

● **Workshop 26—Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs**

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 128

In this workshop, the leaders will present best-practice strategies for building a positive and proactive self-contained special education classroom for students with intensive behavioral needs. You will engage in a variety of activities to build an environment that increases engagement, improves student outcomes (behavioral and academic), integrates evidence-based practices, and promotes generalizability of skills to less restrictive environments. You will work with presenters to develop a specific action plan for applying these strategies in their own classrooms.

After this workshop, you will be able to:

- Identify structural variables you can manipulate (e.g., physical layout, clarity of classroom rules and expectations, point cards/level systems, etc.) to set the stage for appropriate behavior and how to modify these variables when chronic behavioral issues arise.
- Identify the critical components for teaching behavioral, social-emotional, and academic skills in a behavioral class setting, and how to provide for generalization to less restrictive environments.
- Select practical strategies you can implement immediately to achieve positive ratios of interaction with students, including methods for collecting data, reinforcement systems, and strategies and systems for providing fluent corrections and effective corrections.
- Design an action plan with strategies you can implement immediately to address specific concerns occurring in the classroom this year, and outline a secondary action plan for work you will do to prepare your classroom for the fall.

Leaders: Tricia Berg, *Safe & Civil Schools* and **Jessica Sprick**, *Pacific NW Publishing, Eugene, OR*

● **Workshop 27—Grade Level Problem Solving for Behavior**

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 145

This interactive session equips you to run an effective grade level team meeting using behavior data resulting in a specific action plan to address precise problem statements based on the data. You will deepen their understanding of behavior science, analyze behavioral data, and apply a framework of prevention, teaching, and responding to develop grade-level and classroom-level plans for addressing behavior.

After this workshop, you will be able to:

- Run an effective grade level team meeting using behavior data resulting in a specific action plan to address the precise problem statement based on the data.
- Read and interpret grade level behavior data to support grade level team meetings.
- Apply a prevent, teach, respond framework to the development of grade level plans for addressing behavior.

Leaders: Stephanie Dyer and Melissa Nantais, Ph.D., *Michigan's Integrated Behavior & Learning Support Initiative (MIBLSI), Lansing*

● **Workshop 28—Inclusion is More Than "Just Being In:" Strategies for Valued Membership and Full Participation of Students with Complex Support Needs**

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 140

In this workshop, you will view examples of three students (elementary, middle, and high school) with complex support needs who were successfully included in general education instruction in heterogeneous general education classes. You will learn to identify observable indicators of authentic membership and participation and practice developing participation and learning support plans for students with complex support needs. In addition, you will learn strategies for embedding special education and related services supports into general education instructional routines.

After this workshop, you will be able to:

- Cite the research- and values-based rationale for inclusive education.
- List the observable indicators of membership, participation, and reciprocal social relationships.
- Complete a general education lesson/unit participation plan for a student with complex support needs such as autism, intellectual disability, or multiple disabilities.
- Give examples of how special educators, SLPs, and OTs can provide support to students within general education lessons.

Leader: Cheryl M. Jorgensen, Ph.D., *Cheryl M. Jorgensen Educational Consulting, Durham, NH*

● **Workshop 29—From Chaos to Clarity: Structuring Classrooms to Improve Student Engagement and Achievement**

SATURDAY, FEB. 2 • 9:00 AM–12:00 PM

Room: 142

Even with exemplary instruction, interventions, and curriculum supports, students with autism learn best when the classroom environment is systematically prepared with their needs in mind. This interactive workshop will provide participants with essential strategies that help structure optimal learning environments to support not only the needs of learners with autism, but also the learning needs and engagement of all students. Creative ideas for setting up the environment to foster success, using visual supports to promote independence, and developing routines to build predictability will provide both experienced and novice educators with practical solutions they can implement in their classrooms.

After this workshop, you will be able to:

- Identify characteristics of systematically-prepared and visually-organized learning environments.
- Implement evidence-based strategies for designing classrooms that support students with autism.
- Develop structured lesson routines to promote independence, self-efficacy, and success.

Leader: Sarah K. Smith, *Easterseals Chicagoland and Rockford, IL*

Notes

Food and Beverage Options at the Indiana Convention Center

Thursday, January 31 and Friday, February 1

Maryland Expresso
7:00 AM–2:00 PM

Maryland Food Court
11:00 AM–2:00 PM

Crossroads Expresso
7:00 AM–2:00 PM

Crossroads Bistro
11:00 AM–2:00 PM

Preordered lunches are available in Hall E.
BRING YOUR TICKET!

As the seasons change, so do the needs of those you serve.

At some point in your life, someone or something inspired you to take the path that led to where you are today. That experience planted a seed that grew into a life dedicated to helping others reach their full potential. Your dedication is what inspires us to grow as well, pushing us to ensure that the tools you need are not only valid and effective, but relevant to the needs of today.

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Wednesday, January 30

Expo Grand Opening & President's Welcome Reception
Halls D/E immediately following the
Opening General Session
6:30–8:30 PM

Food and Beverage Options at the Indiana Convention Center

Wednesday, January 30

Maryland Expresso
8:00–11:00 AM

Preordered lunches are available at the Maryland Food Court.
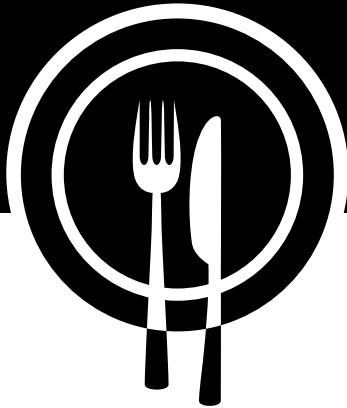
BRING YOUR TICKET!

11:30 AM – 1:00 PM

Maryland Food Court
11:00 AM–2:00 PM

Crossroads Bistro
8:00 AM–1:30 PM

OPENING GENERAL SESSION

WEDNESDAY, JANUARY 30

5:00 PM – 6:30 PM

Hall C, Indiana Convention Center

Carla Tantillo Philibert is a recognized expert on social-emotional learning (SEL), mindfulness, and yoga practices in the school setting. With more than 15 years of experience in education, professional development and SEL services, Carla is a sought-after speaker who empowers and excites audiences on the importance and benefits of including SEL and movement in the classroom. Her mantra: "Relaxed teachers teach better. Relaxed students learn better." She is also the author of *Cooling Down Your Classroom: Using Yoga, Relaxation and Breathing Strategies to Help Students Learn to Keep Their Cool* and many other publications.

Carla will meet and greet attendees immediately following her keynote. She will be signing books in CEC Central located in the expo hall. Her book(s) will be for sale adjacent to her booking signing table.

Join us at the President's Reception
immediately following the Opening Session
Expo Halls D/E
6:30–8:30 PM

WEDNESDAY SESSIONS

1:00–2:00 PM   **SESSION: 1**   **ROOM: 120**

Teaming for Transition: Cross-Disciplinary, Collaborative Transition Planning

Topic: Career Development/Transition
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Preparing professionals from different disciplines to engage in interdisciplinary, evidence-based transition planning is critical to addressing the outcomes of youth with disabilities. This presentation describes Teaming for Transition, a personnel preparation program promoting collaboration among professionals in six disciplines to prepare highly-qualified professionals in rural communities to collaborate in transition planning.

Leader(s): Suzanne Kucharczyk, University of Arkansas, Fayetteville

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1:00–2:00 PM   **SESSION: 2**   **ROOM: 121**

A Deeper Dive Into High Leverage Practice #18 Student Engagement

Topic: Learning Disabilities
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Students with disabilities are at greater risk of disengagement and dropping out of school than their same-age peers. Student engagement, a multidimensional construct, is one of the most critical features of effective instruction. The presenter will expand upon the research behind CEC's High-Leverage Practice #18, critical features that make this practice effective, and provide practical strategies to implement this practice in the classroom.

Leader(s): Dia Jackson, American Institutes for Research, Washington, DC

1:00–2:00 PM   **SESSION: 3**   **ROOM: 122**

Proportional Reasoning: Meeting the Needs of Students With Mathematics Difficulties

Topic: Research
Secondary Topic: STEM
Format: Presentation with Q&A

This session will present the findings of the effect of a Tier 1 research-based instructional program on the proportional problem-solving performance of middle school students with mathematics difficulties. The presenter will highlight research validating the effectiveness of teaching proportional reasoning using data from several studies spanning three U.S. states.

Leader(s): Asha Jitendra, University of Minnesota, Minneapolis

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1:00–2:00 PM   **SESSION: 4**   **ROOM: 123**

Mathematics Learning Profiles: Understanding Students Who Struggle With Mathematics

Topic: Assessment
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

The mathematics learning profile (MLP) is a diagnostic paradigm that identifies the multiple and varied sources of a student's learning challenges in mathematics and allows teachers to design tailored interventions. Student work will illustrate the efficacy of the MLP framework.

Leader(s): Ellen Boiselle, Boston Children's Hospital, MA

Presenter(s): Melinda (Mindy) Eichhorn, Gordon College, Wenham, MA

1:00–2:00 PM   **SESSION: 5**   **ROOM: 124**

Strand A, Session 1: English Learners and Students With Disabilities: An Overview of the Challenges and Strategies for Inclusive Schools

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

English learners (ELs) with disabilities provide unique challenges for accurate identification, program placement, and instructional strategies. General education, special education, and English as a Second Language teachers must collaborate and be supported by administrators in order to refine how to meet the academic and social emotional learning needs of ELs with disabilities.

Leader(s): Debra Herburger, WestEd, Sacramento, CA

Presenter(s): Dona Meinders, WestEd, Sacramento, CA

WEDNESDAY, JANUARY 30

1:00–2:00 PM   SESSION: 6   ROOM: 125

Teaching Robotics to Students with Autism Spectrum Disorder: Practical Applications for STEM Instruction

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Presentation with Q&A

As robots have become less expensive and easier to program, they are of broad interest, particularly in teaching STEM. Although the use of robots to teach students with autism spectrum disorder (ASD) communication skills has an evidence base, less research has investigated the effects of teaching coding to this population. Presenters will discuss findings from three single-case research design studies, and discuss strategies for promoting STEM instruction for students with disabilities.

Leader(s): John Wright, Vanderbilt University, Nashville, TN

1:00–2:00 PM   SESSION: 7   ROOM: 126

Administrative Actions for Effective Co-Teaching and Collaboration

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

Effective collaboration and co-teaching requires purposeful scheduling, continuous feedback, and meaningful professional development for teachers and administrators. This session showcases how school and district leaders can implement these critical elements to create and maintain effective co-teaching and collaboration. The presenter will provide tips for providing professional development for co-teachers, a guide to assist with scheduling co-taught classrooms, and a classroom feedback tool.

Leader(s): Julie Bost, East Carolina University, Greenville, NC

1:00–2:00 PM   SESSION: 8   ROOM: 127

Implementing a Preventative and Collaborative Framework for Informed Behavioral, Social-Emotional, and Mental Health Supports

Topic: Public Policy
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

This session advances the legal case for systematically and collaboratively addressing behavioral, social-emotional, and mental health needs of students with disabilities to promote school safety. The presenter will review Individuals with Disabilities Education Act (IDEA) and Section 504 regulations, particularly as they relate to provision of free appropriate public education (FAPE), and discuss how to align local policies to these regulations.

Leader(s): Cynthia Dieterich, Baldwin Wallace University, Berea, OH

1:00–2:00 PM   SESSION: 9   ROOM: 128

What Are 21st Century Skills and Why Do They Matter to Our Kids?

Topic: Personnel Preparation
Format: Presentation with Q&A

Are skills like self-advocacy, collaboration, and communication and dispositions like self-determination just necessary for some kids, but not for others? Come learn about findings from the National Center on Learning Disabilities' personalized learning project can inform best practices and opportunities for a 21st-century equity and inclusion agenda for all students.

Leader(s): Ace Parsi, National Center for Learning Disabilities, Washington, DC

Presenter(s): Lindsay Jones, National Center for Learning Disabilities, Washington, DC; Sheldon Horowitz, National Center for Learning Disabilities, New York, NY

1:00–2:00 PM   SESSION: 10   ROOM: 140

The Easy Button for Enhancing Positive Results in Urban Special Education Leadership Training Programs

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Demonstration

Preservice and inservice special education leader professional development providers are being asked to do more with less– less time, less support and less funding. Leadership preparation programs must use strategies that have been shown to be effective in helping aspiring and current special education leaders meet the dynamic challenges they face. Presenters will describe four effective special education leadership training program strategies, and how to apply them for use 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; Charlotte Brickhouse, Office of Specialized Services, Philadelphia, PA; Michelle Nutini, Drexel University, Philadelphia, PA; Carlene Reid, Drexel University, Philadelphia, PA; LaTwyne Wise, School District of Philadelphia, PA

| 1:00–2:00 PM | SESSION: 11 | ROOM: 141 |

What's New @ IRIS: Fundamental Skill Sheets, Content Guides, and an Upgraded Website

Topic: Personnel Preparation
Secondary Topic: Learning Disabilities
Format: Demonstration

Join IRIS, an OSEP-funded cente,r for a fun and informative look at new product lines (fundamental skill sheets, content guides) and an all-new website! Whether quick primers on discrete skills or deep dives into content areas like mathematics, these new resources about evidence-based instructional and behavioral practices are flexible, practical, and innovative. Let's explore! Participants are strongly encouraged to bring along their laptops, tablets, or other online-enabled devices.

Leader(s): Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

Presenter(s): Sarah Allen, U.S. Department of Education, Office of Special Education Programs, Washington, DC; Caitlyn Majeika, Vanderbilt University, Nashville, TN; Kim Skow, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

| 1:00–2:00 PM | SESSION: 12 | ROOM: 142 |

Higher Education for Students With Intellectual Disability: Profiles of Effective Practice

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Students with intellectual disability (ID) are accessing higher education, but what does it look like? In this session, the presenters will share national data on access to higher education by students with ID and examples and strategies on access to inclusive college coursework, social engagement, paid employment, and campus residential options.

Leader(s): Meg Grigal, University of Massachusetts, Boston

Presenter(s): Debra Hart, University of Massachusetts, Boston; Dana Lattin, University of Kansas, Lawrence; Clare Papay, University of Massachusetts, Boston

| 1:00–2:00 PM | SESSION: 13 | ROOM: 143 |

Using Shared Reading to Teach Reading Comprehension Skills to Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

Students with autism spectrum disorder (ASD) often require additional support in acquiring grade-level reading skills, which is fundamental to accessing all academic subject areas. In alignment with education policies, this demonstration will guide educators in implementing an empirically supported shared reading intervention to teach reading comprehension skills to students with ASD in various classroom settings.

Leader(s): Soyeon Kim, Purdue University, West Lafayette, IN

Presenter(s): Emily Gregori, Purdue University, West Lafayette, IN; Catharine Lory, Purdue University, West Lafayete, IN

| 1:00–2:00 PM | SESSION: 14 | ROOM: 144 |

Teacher2Teacher: Encouraging Student Agency by Globalizing Science Units

Topic: STEM
Format: Presentation with Q&A

Learn the components of global education and how to use 21st-century skills to globalize science curriculum. You will leave with tools to create units relevant to global issues and sustainability goals that will motivate students to increase their agency and act within their communities. You will also leave with guides and resources to extend teaching outside of your classroom through cross-curricular planning around the global competencies and opportunities for local and global extension.

Leader(s): Corinne Durrette, Chicago Public Schools, IL

| 1:00–2:00 PM | SESSION: 16 | ROOM: 201 |

The Pros and Cons of Alternate Diplomas

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Public Policy
Format: Presentation with Q&A

State-defined alternate diplomas have been developed or are being considered in many states for students with significant cognitive disabilities. At the same time, significant discussion of pros and cons of this type of diploma, including research needs, is lacking. This session will share the gist of the debates in different states debates and feature a discussion of the possible benefits, along with needs for future research.

Leader(s): Martha Thurlow, NCEO/University of Minnesota, Minneapolis

Presenter(s): David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

WEDNESDAY, JANUARY 30

1:00–2:00 PM   SESSION: 17   ROOM: 202

What Teachers Need to Know to Support Students With Chronic Health Conditions

Topic: Physical/Health/Multiple Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

Students with chronic health conditions (CHC) experience poorer educational and vocational outcomes compared to their healthy peers. This presentation will feature an overview of the unique needs and long-term outcomes of students with CHCs and describe a framework for supporting this growing population of students.

Leader(s): Christel Murphy, Cincinnati Children's Hospital Medical Center, OH

Presenter(s): Amanda Buncher, Cincinnati Children's Hospital Medical Center, OH

Notes

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 18 • ROOM: 203

BEYOND THE CLASSROOM: USING THE DRAMATIC ARTS INTEGRATION FOR LEARNING AND GROWTH

Topic: Arts in Special Education
Format: Multi-Presentation Session
Moderator: Juliann Dorff, Kent State University, OH

● Leveraging Collaborative Partners to Support Improved Outcomes for Students and Families

This session describes how educators, universities, and community partners can collaborate to support improved outcomes for students and families. The presenters will discuss strategies to support creative collaboration, partnerships, and to extend learning beyond the classroom using dramatic inquiry. Video data and photographs, lessons, unit plans, and videos will be shared for using dramatic inquiry to engage all stakeholders.

Leader(s): Kathleen Farrand, Arizona State University, Tempe

Presenter(s): Wendy Oakes, Arizona State University, Tempe; Megan Troxel Deeg, Arizona State University, Tempe

● The Hope Project

The Hope Project was an exploratory research project that employed an arts-based intervention model to measure changes in reported levels of hope in teens Grades 6-10. The presenter will explore theatre as a cultural and sociocultural practice using collaborative emergence, collective creation, and interactional dynamics and group work.

Leader(s): Christine Dobson, University of Kansas, Lawrence

● Integrating Visual and Performing Arts Into Academic Language Activities

This session presents the results of a visual and dramatic arts-integrated intervention on the academic language and behavior skills of elementary students with learning disabilities (LD). Students made significant gains over the course of the 16-week intervention. Presenters will discuss how to integrate visual and performing arts activities into academic language activities with diverse populations, and how to assess students' academic language in these contexts.

Leader(s): Alida Anderson, American University, Washington, DC

Presenter(s): Liora Valero, The Lab School of Washington, DC

1:00 PM–2 PM   SESSION: 19   ROOM: 209

Exclusionary Discipline for Racially Diverse Students With Disabilities: A National Analysis

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Emotional and Behavioral Disorders
Format: Panel

This session presents an analysis of U.S. Office for Civil Rights disciplinary data for more than 95,000 schools using hierarchical linear modeling and an examination of discipline trends regarding Black, American Indian, and Hispanic students during the 2013-2014 school year. The panel will discuss the results, propose policy recommendations, and identify considerations for improved student outcomes.

Leader(s): Jennifer Counts, Clemson University, SC

Presenter(s): Kelly Carrero, Texas A&M University, Commerce; Antonis Katsiyannis, Clemson University, SC; Denise Whitford, Purdue University, West Lafayette, IN

1:00–2:00 PM   SESSION: 20   ROOM: 210

Positive Bus Safety System (PBSS) Implementation Across Three Districts: Methods and Outcomes

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

Safety makes the wheels on the bus go 'round and 'round, but disruptive behavior can bring transportation to a screeching halt! Most school bus drivers and aides are great people but have had no training on child development, differential instruction, or positive behavior interventions. Learn how three districts trained bus drivers and aides to improve student behavior and reduce referrals on the school bus. Presenters will share materials from the project and resources for replicating PBSS.

Leader(s): Daniel Gulchak, KOI Education, Phoenix, AZ

1:00–2:00 PM   SESSION: 21   ROOM: 211

Promoting Social Skills and Art Exploration Through an Inclusive Community-based Program for Youth with ASD

Topic: Arts in Special Education
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session focuses on an inclusive, arts-based summer experience for children with autism spectrum disorder (ASD) and their typically developing peers. The program illustrates how to incorporate peer-mediated interventions, visual supports, and other evidence-based practices as well as the processes to align the efforts of museum educators and university faculty, and the examples is translatable to other school- and community-based arts programs.

Leader(s): Renee Speight, University of Arkansas, Fayetteville

Presenter(s): Kim Crowell, Crystal Bridges Museum of American Art, Bentonville, AR; Suzanne Kucharczyk, University of Arkansas, Fayetteville

1:00–2:00 PM   SESSION: 22   ROOM: 212

When LaZy Doesn't Make Sense: Learning Profiles of Bright Students With Executive Dysfunction

Topic: Gifted and Talented
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

Do you know a very bright learner who has difficulty getting started on classwork or following directions, loses assignments, or just doesn't do the work? To unmask the difficulties behind the 'lazy' label, practitioners need to understand how poor production and social-emotional stressors manifest in gifted students with executive skill deficits. This interactive presentation describes the learning profiles of gifted students with executive dysfunction.

Leader(s): Cindy Hansen, Cynthia Z. Hansen, M.Ed., ET/P, Ventura, CA

WEDNESDAY, JANUARY 30

2:15–3:15 PM   SESSION: 26   ROOM: 117

Program Chair Featured: What All Can Learn From Veteran Female Special Education Administrators

Topic: Administration/Supervision
Secondary Topic: Research
Format: Presentation with Q&A

This presentation focuses on the experiences of eight female special education administrators and five themes that emerged from in-depth phenomenological interviews. The presenters will discuss a new and dynamic collaborative-relational model based on these themes, with particular attention to how the themes parallel what is needed by all to be effective leaders of special education.

Leader(s): Mary Lynn Boscardin, University of Massachusetts, Amherst

Presenter(s): Kerry Weir, University of Massachusetts, Amherst

Notes

MULTIPLE PRESENTATIONS

2:15–3:15 PM • SESSION: 27 • ROOM: 120

STUDENTS WITH ASD OVERCOMING BARRIERS: THE '3 RS' OF TRANSITION (RESPONSIBILITY, REGULATION, RELATIONSHIPS)

Topic: Career Development/Transition
Format: Multi-Presentation Session
Moderator: Dale Matusevich, Delaware Department of Education, Dover

● **Barriers to Integrated Employment for Adolescents and Young Adults With ASD**

This session focuses on barriers to employment faced by young adults with autism spectrum disorder (ASD). The presenters will share the content of interviews with adults with ASD ages 18 and older and their parents about experiences obtaining and maintaining competitive, community-based employment. Grounded theory methods were used to identify minor and major themes related to better understanding barriers to employment.

Leader(s): Leslie Bross, University of Kansas, Lawrence

Presenter(s): Mary Beth Patry, Leawood, KS

● **The '3 Rs' of Transition for Students With ASD and IDD: Responsibility, Regulation, Relationships**

To be successful in their journey to independence, it is critical for young adults with autism spectrum disorder (ASD) or intellectual and developmental disabilities (IDD) to develop responsibility, regulation, and relationships. This session outlines how to support young adults with ASD and IDD using evidence-based strategies in real-world settings to achieve success in college, employment, and independent living.

Leader(s): Jennifer Feagles, Transitions, Gloversville, NY

| 2:15–3:15 PM | SESSION: 28 | ROOM: 121 |

Teacher Candidates: Racing to Become Effective Beginning Special Educators

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 20 years of working with teacher candidates and first-, second-, and third-year special educators.

Leader(s): Debi Gartland, Towson University, MD

| 2:15–3:15 PM | SESSION: 29 | ROOM: 122 |

Actions and Barriers in Addressing Dropout of Students with Disabilities

Topic: Research
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Despite reductions in the dropout rate over the past 20 years, school dropout remains a critical education, public health, and policy crisis. This session presents findings from a multiple case study which identified school districts' actions and barriers in addressing the dropout of students with disabilities.

Leader(s): Apryl Poch, Duquesne University, Pittsburgh, PA

| 2:15–3:15 PM | SESSION: 30 | ROOM: 123 |

Mitigating the SET Shortage: A Multi-Pronged, Strategic Statewide Approach

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

States faced with the prospect of dramatic special education teacher (SET) shortages need a combination of short-term solutions and a multi-pronged, long-term strategic approach if they are going to ensure that every student with a disability has a fully prepared teacher. The presenters will describe a toolkit developed by the CEEDAR Center that helps states adopt a more strategic approach to recruiting, preparing, and retaining SETs.

Leader(s): Paul Sindelar, University of Florida, Gainesville

Presenter(s): Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Lindsey Hayes, American Institutes for Research, Washington, DC; Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC; Margaret Kamman, University of Florida, Gainesville

| 2:15–3:15 PM | SESSION: 31 | ROOM: 124 |

Strand A, Session 2: UDL: the Instructional Framework for Diverse Learners in Inclusive Classrooms

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

Universal design for learning (UDL) is an instructional framework to make learning accessible and engaging for the range of diverse learners in inclusive classrooms. This session will explore how UDL principles guide instructional design that is essential for some of students, and beneficial for all.

Leader(s): Debra Herburger, WestEd, Sacramento, CA

| 2:15–3:15 PM | SESSION: 32 | ROOM: 125 |

Improving the "Text Diet" for Early and Struggling Readers: Selecting and Adapting Text

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

This session presents a brief literature review on the importance of multiple early reading text characteristics, demonstrated in a set of early readers developed by one of the presenters. Presenters will describe practical methods for selecting and adapting text for struggling readers, including students with learning disabilities, autism spectrum disorder, and intellectual disability.

Leader(s): Jill Allor, Southern Methodist University, Dallas, TX

Presenter(s): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Carlin Conner, Southern Methodist University, Dallas, TX; Devin Kearns, University of Connecticut, Storrs; Miriam Ortiz, Southern Methodist University, Dallas, TX

WEDNESDAY, JANUARY 30

2:15–3:15 PM   **SESSION: 33**   **ROOM: 126**

High Expectations and Presumed Competence: Implementing Grade-Level Standards for Students With Significant Disabilities

Topic: Collaboration and Inclusive Practices
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session tackles the complex and difficult task of attaining, maintaining, and evaluating the implementation of high academic expectations for students with significant disabilities--by all educators, in all settings, at all times. The panel or presenters will focus on using best practices to provide meaningful access to curriculum and instruction by targeting communication skills, access to grade-level academic standards, and the principles of universal design for learning.

Leader(s): Ashley Quick, Public Consulting Group/Project SUCCESS, Indianapolis, IN

Presenter(s): Marissa Caldwell, Covered Bridge Special Education District, Terre Haute, IN; Bradford Rosebrock, Brownsburg High School, IN; Kim Gauck, Greensburg Community Schools, IN

2:15–3:15 PM   **SESSION: 34**   **ROOM: 127**

Don't Quit Cold Turkey! Strategies for Maintenance

Topic: Emotional and Behavioral Disorders
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Although there is abundant information regarding methods for intensifying interventions for non-responsive students, less attention has been paid to systematically adapting interventions to promote behavioral maintenance. In this session, the presenters will discuss a framework for systematically adjusting components of common behavioral interventions with the goal of achieving sustained behavioral change.

Leader(s): Sara Estrapala, University of Iowa, Iowa City

Presenter(s): Allison Bruhn, University of Iowa, Iowa City; Ashley Rila, University of Iowa, Iowa City

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2:15–3:15 PM   **SESSION: 35**   **ROOM: 128**

Implementing Intensive Interventions in Urban Schools

Topic: Personnel Preparation
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session shares the experience of an OSEP-funded personnel preparation project that created, implemented, and evaluated school change efforts within diverse urban schools. The focus was improvement of outcomes for students with high-intensity needs who required intensive intervention and supports within a mutitiered system of support (MTSS) framework. Presenters will discuss results and implications for personnel development.

Leader(s): Dena Slanda, University of Central Florida, Orlando

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2:15–3:15 PM   **SESSION: 36**   **ROOM: 140**

Applying Knowledge of Text Structure to Support Content-Area Comprehension and Learning

Topic: Learning Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

Understanding text structure is essential to comprehending complex informational text, especially for students with learning disabilities. This presentation will include interactive demonstrations of informational text structures and related graphic organizers, including description, sequence, cause and effect, problem/solution, and comparisons, to support student learning in mathematics, science, and social studies.

Leader(s): Athena McAlenney, St. Thomas Aquinas College, Sparkill, NY

Presenter(s): Meenakshi Gajria, St. Thomas Aquinas College, Sparkill, NY

2:15–3:15 PM   **SESSION: 37**   **ROOM: 141**

Using a UDL Instructional Barrier Matrix to Improve Learner Outcomes

Topic: Collaboration and Inclusive Practices
Format: Demonstration

PK-16 educators need to effectively plan instruction so that diverse students are successful. This session introduces a matrix for proactively planning to reduce instructional barriers to implementing universal design for learning (UDL). Participants will learn how to develop an instructional matrix to support all learners and will be able to teach others how to develop a matrix.

Leader(s): Barb Meier, University of Wisconsin, Eau Claire

Presenter(s): Kirstin Rossi, University of Wisconsin, Eau Claire

| 2:15–3:15 PM | SESSION: 38 | ROOM: 142 |

Math, an Essential Language: Making Critical Connections for Students With Learning Difficulties

Topic: STEM
Secondary Topic: Learning Disabilities
Format: Demonstration

Mathematics is a language. Making clear and applicable connections between the symbols, shapes, sounds, meanings, and application of math is critical to a student's mathematical development. This session identifies key areas that directly affect students' ability to gain understanding and develop proficiency. Presenters will demonstrate key multisensory methodologies and how these critical connections apply to understanding higher level applications in mathematics.

Leader(s): Dan Sinclair, Teach 4 Mastery, Inc., Fallbrook, CA

Presenter(s): Joseph Sencibaugh, Webster University, St. Louis, MO

| 2:15–3:15 PM | SESSION: 39 | ROOM: 143 |

Life-Centered Education: Preparing for the Transition to Life After High School

Topic: Career Development/Transition
Secondary Topic: Technology and Media
Format: Panel

Panel members from K-12 school systems, postsecondary programs, community colleges, and nonprofit organizations will discuss Life Centered Education (LCE), CEC's online transition curriculum–from the practitioner perspective. Panelists will share implementation strategies, keys to buy-in, success stories, and lessons learned.

Leader(s): Nancy Fones, Council for Exceptional Children, Arlington, VA

Presenter(s): Annette Fields, Saint Louis Public Schools, MO; Scott Miller and Colleen McGhee, Maplebrook Institute for Collegiate & Career Studies, Amenia, NY; Roni Caulfield, Roxbury Community College, MA; Cynthia Arnold, Indianapolis Public Schools, IN

| 2:15–3:15 PM | SESSION: 40 | ROOM: 144 |

Teacher2Teacher: Trauma-Informed Care and Social-Emotional Learning

Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

Students often face many different types of trauma in their lives–and can be re-traumatized by well-meaning caregivers and community service providers. Understanding the effect of trauma is an important first step in developing a compassionate and supportive community. In this interactive session, participants will define and review trauma-informed care and its effect on students, learn to recognize the signs of trauma, and gain social-emotional learning (SEL) tools to use in responding.

Leader(s): Brian Franklin, DeKalb County School District, GA

| 2:15–3:15 PM | SESSION: 41 | ROOM: 145 |

Teacher2Teacher: Kindness Matters: Creating Opportunities for Social Interaction and Peer Relationships

Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session describes how to help students across a wide variety of abilities meet, practice social skills, learn to understand and accept differences, and become active participants in various student organizations. Presenters will share information from parents, students, and teachers regarding lunch buddies and organization escorts programs, after-school meetings, and end-of-year celebrations. Participants will leave with materials and ideas to implement in their own settings.

Leader(s): Teresa Heatherman, Harlingen CISD, TX

| 2:15–3:15 PM | SESSION: 42 | ROOM: 201 |

Access, Participation, Supports: Contextual Considerations for Supporting High-Quality Inclusion

Topic: Early Childhood and Early Intervention
Secondary Topic: Research
Format: Presentation with Q&A

Young children are educated in different types of early childhood settings, and those settings have unique needs for implementing high-quality inclusive education. This session will draw on the findings of a mixed-methods study to discuss how to implement high-quality inclusive practices across different types of early childhood contexts.

Leader(s): Hailey Love, University of Kansas, Lawrence

Presenter(s): Eva Horn, University of Kansas, Lawrence

WEDNESDAY, JANUARY 30

2:15–3:15 PM   SESSION: 43   ROOM: 202

A "Sense" of Shared Reading in Home and Schools

Topic: Visual Impairments
Secondary Topic: Physical/Health/Multiple Disabilities
Format: Presentation with Q&A

Wondering what shared reading strategies work in homes and schools for children with significant support needs? This session will review results from a recent national study, describe strategies, and answer your questions about meaningfully including children with combined vision and hearing loss, including those with additional disabilities in reading activities.

Leader(s): Christopher Brum, San Diego State University, CA

Presenter(s): Julie Durando, Virginia Commonwealth University, Richmond

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2:15–3:15 PM   SESSION: 44   ROOM: 203

The Quest for Meaningful Special Education: Student Identification and Misidentification of Special Education Labels

Topic: Learning Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

This presentation explores the ethics of the current special education system in terms of access, with a specific focus on learning disabilities (primary) and emotional and behavioral disorders (secondary). The presenter will describe how teaching practices contribute to inequitable outcomes and offer strategies for creating a more equitable teaching environment for students.

Leader(s): Amy Ballin, Simmons College, Boston, MA

MULTIPLE PRESENTATIONS

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2:15–3:15 PM • SESSION: 45 • ROOM: 209

PERSPECTIVES ON EFFECTIVE FAMILY-PROFESSIONAL PARTNERSHIPS

Topic: Parent/Family/School Partnerships
Format: Multi-Presentation Session
Moderator: Shana Haines, University of Vermont, Burlington

● **Parental Involvement in Special Education: Understanding Parent Knowledge, Training, and Access to Resources**

Parent engagement in special education is critical and legally mandated. This session will provide information related to parent perspectives on current access to resources, special education knowledge, preferred methods for acquiring information, barriers to accessing information, and how these topics may differ based on parent and child demographic factors.

Leader(s): Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln

Presenter(s): Kristin Duppong Hurley, University of Nebraska, Lincoln; Jennifer Farley, University of Nebraska, Lincoln

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● **Teacher Perspectives on Family/Professional Partnerships: Working With Families of Children With ASD**

This presentation focuses on the importance of family/professional partnerships and teacher perspectives of factors and experiences that help and hinder the establishment of positive relationships between families and educators of children with autism spectrum disorder (ASD). The presenter will discuss strategies that can be implemented to promote collaborative relationships.

Leader(s): Sarah Westerfield, University of Pittsburgh, PA

Presenter(s): Miguel Ampuero, University of Pittsburgh, PA; Rachel Schwartz, University of Pittsburgh, PA

2:15–3:15 PM   SESSION: 46   ROOM: 210

Exploring Tier 2 Solutions to Address Students' Social-Emotional Learning: A Feasibility Study

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

This session describes a Tier 2 package intervention combining social skill instruction with direct behavior ratings, implemented as part of four elementary schools' comprehensive, integrated, three-tiered (Ci3T) model. The presenters will address issues of feasibility and outcomes associated with treatment integrity, social validity, and student performance.

Leader(s): Mark Buckman, University of Kansas, Lawrence

Presenter(s): Grant Allen, University of Kansas, Lawrence; Eric Common, University of Michigan, Flint; Melinda Leko, University of Wisconsin, Madison; David Royer, University of Hawaii at Manoa, Honolulu

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2:15–3:15 PM   SESSION: 47   ROOM: 211

Global Connection of Special Education Development: Comparing Special Education in the United States, Korea, and China

Topic: International Programs/Services
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

This session will compare the historical development and current status of special education in all the United States, Korea, and China, which all influenced each other but led different special education and service systems in each country due to their unique cultural and societal backgrounds.

Leader(s): Eunjoo Kim, Indiana University Northwest, Gary

2:15–3:15 PM   SESSION: 48   ROOM: 212

Legal Cases Related to IEPs for Students With Autism Spectrum Disorder

Topic: Public Policy
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Individualized education program (IEP) goals are intended to guide instruction and assist educators in tracking student progress. Because of the complexity of autism spectrum disorder (ASD), it can be a challenge to develop and implement 'reasonably calculated' IEP goals for students with ASD. Further, litigation regarding IEPs for students with ASD has increased dramatically. The presenters highlight three core factors associated with inappropriate IEP goals for students with ASD.

Leader(s): Xinyue Liu, Indiana University, Bloomington

Presenter(s): Jeffrey Anderson, Indiana University, Bloomington

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3:30–4:30 PM   SESSION: 52   ROOM: 117

Program Chair Featured: Missed Opportunities in Policy and Practice: ESSA Planning and Strengths-Based IEPs

Topic: Public Policy
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

Many states missed the mark in Every Student Succeeds Act (ESSA) planning, but there is still an opportunity to make change for students with disabilities! This session will take a closer look at how states have designed their accountability systems and plan to support schools that struggle to meet students' needs. The presenters will share strategies teachers and schools can use right away to improve outcomes.

Leader(s): Lindsay Jones, National Center for Learning Disabilities, Washington, DC

Presenter(s): Melody Musgrove, Former Director, (OSEP), U.S. Department of Education, Washington, DC

WEDNESDAY, JANUARY 30

3:30–4:30 PM **SESSION: 53** **ROOM: 120**

The Transition Opportunities for Postsecondary Success (TOPS) Program

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

Fairfield University partnered with The Kennedy Center to create the Transition Opportunities for Postsecondary Success (TOPS) program, which represents a new transition paradigm for young adults ages 18-21 living with autism spectrum disorder (ASD). TOPS aims to address social challenges and independent living skills for young adults with ASD, provide increased self-sufficiency and self-advocacy, and enhance services provided to this community.

Leader(s): Alyson Martin, Fairfield University, CT

Presenter(s): Emily Shamash, Fairfield University, CT; Wendy Bloch, The Kennedy Center, Trumbull, CT

3:30–4:30 PM **SESSION: 54** **ROOM: 122**

Attention and Engagement During Writing in School-Age Children With ASD or ADHD

Topic: Research
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

The attention and engagement challenges of children with autism spectrum disorder (ASD) or attention deficit hyperactivity disorder (ADHD) during academic learning are poorly understood as regards their development of writing abilities. This session presents the results of study of a large sample of school-age children assessing attention and engagement during writing. Children with ASD demonstrated specific writing and engagement challenges compared to their peers with ADHD.

Leader(s): Matthew Zajic, University of Virginia, Charlottesville

3:30–4:30 PM **SESSION: 55** **ROOM: 123**

How We Reduced Restraint and Seclusion: Promoting a School Climate That Effectively Addresses the Crisis Behavior of Students

Topic: Emotional and Behavioral Disorders
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Schools have traditionally responded to challenging behavior with aversive and punitive consequences, including restraint and seclusion–practices that have been linked to increased trauma, injury, and even death. Schools must curtail their use of these responses while ensuring a safe environment for all students. Learn how one school district transformed school culture to one that supports proactive problem solving around challenging behaviors.

Leader(s): Tara Rinehart, MSD of Wayne Township, Indianapolis, IN

Presenter(s): Richard Van Acker, University of Illinois-Chicago

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3:30–4:30 PM **SESSION: 56** **ROOM: 124**

Strand A, Session 3: Co-Teaching: A Few Do-Nots, and a Few Do-Nows!

Topic: Collaboration and Inclusive Practices
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Co-teaching is one of the fastest growing inclusive practices in districts and schools. There are several 'do-nots,' and quite few 'do-nows' when implementing an effective co-teaching program that will lead to improved learning outcomes for students.

Leader(s): Debra Herburger, WestEd, Sacramento, CA

3:30–4:30 PM **SESSION: 57** **ROOM: 125**

Evidence-Based Practices for Students With ASD in the General Education Classroom

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session presents the results of a phenomenological study that used a mixed-methods survey to explore licensed teachers' awareness of evidence-based practices for teaching students with autism spectrum disorder (ASD) and whether these practices were implemented in their classrooms. The presenter will discuss evidence-based practices that teachers currently are using in classrooms, additional strategies needed, and teachers' preferred modes of how to receive information.

Leader(s): Cindy Berger, Elkhart County Special Education Cooperative, Goshen, IN

3:30–4:30 PM   SESSION: 58   ROOM: 126

Intensive, Customized Literacy Professional Development for Low-Performing Schools

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

Low-performing schools often serve the most vulnerable students with the least prepared teachers, but reform efforts typically employ a one-size-fits-all approach with little consideration of the school context. This session presents a professional development proces that can be customized to a school's student population and the expertise of its teachers and leaders. Following a thorough self-evaluation, school personnel can develop and implement a plan to meet their specific literacy needs.

Leader(s): Holly Lane, University of Florida, Gainesville

Presenter(s): Sarah Giuliani, University of Florida, Gainesville; Vivian Gonsalves, University of Florida, Gainesville; Wilhelmina van Dijk, University of Florida, Gainesville

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3:30–4:30 PM   SESSION: 59   ROOM: 127

RECALL: Concept Mapping to Help Children With Autism Spectrum Disorder Comprehend Science Texts

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Presentation with Q&A

This session explores the effectiveness of concept mapping using RECALL on the ability of young children with autism spectrum disorder (ASD) to answer comprehension questions from science text. RECALL is a shared reading intervention designed to improve the language of children with ASD. The intervention increased students'' correct responding to comprehension questions.

Leader(s): Elizabeth Jackson, Florida State University, Tallahassee

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3:30–4:30 PM • SESSION: 60 • ROOM: 128

UNDERSTANDING HLPS IN PRACTICE

Topic: Personnel Preparation
Format: Multi-Presentation Session
Moderator: Lysandra Cook, University of Virginia, Charlottesville

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● **Practice-Based Opportunities for High-Leverage Practices in a Merged Licensure Program**

The faculty of a merged elementary and special education initial licensure program examined their program syllabi to evaluate the practice-based opportunities for CEC's 21 high-leverage practices (HLPs) for special educators. The intended curriculum was compared to ratings of beliefs, skills, and opportunities for practice of the HLPs by student teachers in the program. The presenters will share the results of this analysis and changes to curriculum as a result.

Leader(s): Lysandra Cook, University of Virginia, Charlottesville

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● **Preserve Teacher Self-Efficacy and Preparedness to Implement High-Leverage Practices**

High-leverage practices (HLP) in special education have been identified as those that result in positive outcomes for students. This session reviews results of a study merging teacher education program alignment with HLPs and teacher candidates' perceived readiness to implement them. Presenters will discuss the candidate-led process to assess program alignment and reflect on emerging HLP knowledge and self-efficacy.

Leader(s): Suzanne Kucharczyk, University of Arkansas, Fayetteville

Presenter(s): Renee Speight, University of Arkansas, Fayetteville

WEDNESDAY, JANUARY 30

3:30–4:30 PM   SESSION: 61   ROOM: 140

Canceling Arrested Development: Online Tools for Ongoing Professional Development

Topic: Learning Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Demonstration

As today's educators work with students with diverse learning and behavioral needs, it is more important than ever to have easy access to trustworthy, reliable information about evidence-based and high-leverage practices. Join representatives from IRIS, an OSEP-funded center, for an interactive overview of an extensive collection of free, interactive online resources for professional development (PD) and continued learning! Participants are encouraged to bring online-enabled devices with them.

Leader(s): Amy Harris, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

Presenter(s): Sarah Allen, U.S. Department of Education, Office of Special Education Programs, Washington, DC; Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

3:30–4:30 PM   SESSION: 62   ROOM: 141

Supporting Evidence-Based Math Intervention: Developing an Effective Data-Based Decision-Making Approach

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: STEM
Format: Demonstration

This session will present the development of a technology-based teacher dashboard using an evidence-based educational math game. The presenters will demonstrate an effective data-based decision-making (DBDM) approach to increase teacher engagement in DBDM and teacher ability to differentiate classroom instruction for students with or at risk for math learning disabilities.

Leader(s): HyeonJin Yoon, University of Oregon, Eugene

Presenter(s): Samuel Choo, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene

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3:30–4:30 PM   SESSION: 63   ROOM: 142

The Power of Influence: Cultivating Tomorrow's Education Leaders

Topic: Starting the Teaching Career
Secondary Topic: Personnel Preparation
Format: Demonstration

Why is leadership a critical component for today's young educators? The complexity of student issues can be staggering for inexperienced teachers. Possessing effective communication skills and strong leadership traits can be critical in early classroom success. This interactive, engaging poster session will introduce participants to various leadership styles and traits from a strength-based approach: aspects of communication, including micro-skills; emotional intelligence; and managing conflict.

Leader(s): Alison DuBois, Westminster College, New Wilmington, PA

Presenter(s): Dante Greco, Westminster College, New Wilmington, PA; Rachel Moore, Westminster College, New Wilmington, PA; Makena Baumgardner, Westminster College, New Wilmington, PA

3:30–4:30 PM   SESSION: 64   ROOM: 143

Casts to Crutches: Are the Manipulatives You Choose Crippling or Supporting Your Students?

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: STEM
Format: Demonstration

Have you watched in frustration as your students mark wrong answers on state mathematics tests? A 2009 Clearinghouse Report included visual models (manipulatives) among research-based recommendations. The CRA (concrete-representational-abstract) approach can help students make connections between concrete manipulatives and mathematical ideas. Students first use concrete materials to solve problems, sketch pictures of manipulatives, and then move to using abstract mathematical notations to solve.

Leader(s): Barbara Spotts, Johnny's Key, Shamokin, PA

3:30–4:30 PM   SESSION: 65   ROOM: 144

Schools and Districts With High Achievement Gains: Voices and Examples From the Field

Topic: Research
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Presentation with Q&A

This presentation highlights the experiences of over 200 schools that effectively meet the needs of students with disabilities in K-12 settings. Presenters include a principal and a district leader, who will share their journey for positive learning and social outcomes. Participants will leave the session with practical ideas to use in their district, school, and classrooms. There will be time for questions, with practical and 'real' examples provided in response to participant concerns.

Leader(s): Lisa Dieker, University of Central Florida, Orlando

Presenter(s): Kimberly Cass, Agawam Public Schools, MA; Norm Robbins, Agawam Public Schools, MA

3:30–4:30 PM   SESSION: 66   ROOM: 145

Teacher2Teacher: Personalized Learning Pathways to Improve Literacy and Student Mindset Outcomes

Topic: Research
Format: Presentation with Q&A

Attend this session to learn how to personalize learning centers in your secondary classroom! Personalized learning in a technology-rich classroom–incorporating universal design for learning (UDL) principles, differentiated instruction, and self-regulated strategy development–can support student literacy, a growth mindset, and strategic instruction across core subjects. Presenter will share the results of first-year implementation, along with curriculum and examples of classroom activities.

Leader(s): Tara Mason, Angevine Middle School, Lafayette, CO

3:30–4:30 PM   SESSION: 67   ROOM: 201

Strength-Based Methods for Inclusive Middle School Mathematics: UDL, Manipulatives, and Flexible Sequencing

Topic: STEM
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

Universal design for learning, manipulatives, and flexible sequencing are methods to increase learning for students with a range of learning challenges in inclusive middle school mathematics classrooms. Presenters will provide specific examples of the use of these strategies in inclusive such classrooms, emphasizing how using a strengths-based approach rather than a deficit approach presents a hopeful view of possibilities for all students to engage with challenging math concepts.

Leader(s): Karen Potter, New Mexico State University, Las Cruces

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MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 68 • ROOM: 202

TRANSITION AND POSTSECONDARY PLANNING, ACCOMMODATIONS, AND ASSESSMENTS FOR YOUTH WHO ARE DEAF AND HARD OF HEARING

Topic: Communicative Disabilities and Deafness
Format: Multi-Presentation Session
Moderator: Anna Paulson, Minnesota Commission of the Deaf, DeafBlind and Hard of Hearing, St. Paul

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● **Accommodations Considerations in Pre-College and Postsecondary Assessments for Deaf Individuals**

This session will present information that highlights issues and considerations in the provision of accommodations in pre-college secondary and postsecondary assessments for deaf individuals.

Leader(s): Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis

Presenter(s): Stephanie Cawthon, National Deaf Center on Postsecondary Outcomes, Austin, TX; Martha Thurlow, NCEO/University of Minnesota, Minneapolis

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● **Transition Planning for Students Who Are Deaf and Hard of Hearing: An Online Curriculum**

This session introduces an online training program on transition and self-determination designed for students who are deaf and hard of hearing. The presenters will share an overview of the online module and teacher curriculum.

Leader(s): Cindy Camp, Described and Captioned Media Program, Spartanburg, SC

WEDNESDAY, JANUARY 30

MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 69 • ROOM: 209

SCHOOL/FAMILY PARTNERSHIPS TO PROMOTE THE LEARNING OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

Topic: Cultural and/or Linguistic Diversity
Format: Multi-Presentation Session
Moderator: Benikia Kressler, California State University, Fullerton

● **Coaching Latino Parents of Children With Communication Delays: Lessons Learned**

This session shares the experiences from a 4-week pilot project of group-format coaching of Spanish-speaking parents who have children with communication delays. Presenters will discuss the implications and perceptions of changing the initial format of an online parent training to group training and approaches to engaging linguistically diverse families.

Leader(s): Nicole Adams, University of Illinois, Urbana-Champaign

Presenter(s): Rebecca Hacker, University of Illinois, Urbana-Champaign; Hedda Meadan-Kaplansky, University of Illinois, Urbana-Champaign; Saury Ramos-Torres, University of Illinois, Urbana-Champaign

● **Identifying English Learners With Diverse Home Languages**

This session provides an overview of the data that show the over-, under-, and misidentification of English learners with disabilities who speak languages other than Spanish and presents strategies for dealing with potential contributing factors including limited interpreter services and cultural stereotypes.

**Leader(s):** Rita Brusca-Vega, Purdue University Northwest, Hammond, IN

● **Latino Families as Mathematicians: Engaging Families Through Math Workshops**

The presenters of this session will share their experiences developing and implementing a series of math workshops aimed at increasing family math involvement at home. Parents engaged in hands-on activities as a way to have a better understanding of math concepts taught to their children. Overall, parents found the workshops to be beneficial and a positive experience. Participants will gain an understanding of how to implement math workshops that engage Latino families.

Leader(s): Geraldo Tobon, University of Illinois, Chicago

Presenter(s): Marie Terejo Hughes, University of Illinois, Chicago; Jannette Moya, University of Illinois, Chicago

Food and Beverage Options at the Indiana Convention Center
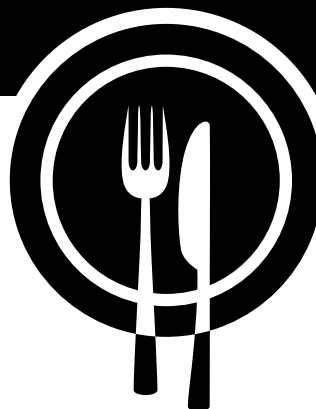
Thursday, January 31 and Friday, February 1

Maryland Expresso
7:00 AM–2:00 PM

Maryland Food Court
11:00 AM–2:00 PM

Crossroads Expresso
7:00 AM–2:00 PM

Crossroads Bistro
11:00 AM–2:00 PM

Preordered lunches are available in Hall E.
BRING YOUR TICKET!

Thursday, January 31

Second General Session (8:00–9:00 PM), Hall C 60

Visit the Expo immediately following the Second General Session for book/DVD signing and prize drawings! **(9:00–9:45 AM)**

Strands 9:45 AM–4:30 PM. 23

Expo (8:30 AM–5:30 PM), Hall D/E

Thursday Sessions (9:45 AM–4:30 PM) 61

Join the Vendors
for **Social Hour**
Expo Hall C/D
4:30–5:30 PM
Visit the Expo, enjoy treats and be a LUCKY WINNER!

Prize drawing at 5:00 PM in CEC Central!

SCHEDULE OF EXPO SHOWCASE SESSIONS

Descriptions for these sessions can be found:

1. On CEC's mobile app
2. In the printed program on pages 69, 84, 99, 112, and 126
3. By browsing online

9:45–10:45 AM   Room: 120
Reading for Meaning With Read Naturally Live
Read Naturally, Inc., St. Paul, MN

9:45–10:45 AM   Room: 121
Using Social and Emotional Learning Tools to Get Back to What You Love-Teaching!
The Conover Company, Appleton, WI

9:45–10:45 AM   Room: 122
Strategies for Teaching Based on Autism Research (The STAR Program)
STAR Autism Support, Portland, OR

11:00 AM–12 PM   Room: 120
PRE-ETS: Preparing Students for Work
Attainment Company, Verona, WI

11:00 AM–12:00 PM   Room: 121
Project Discovery: Career Exploration and Life Skills for All!
Education Associates, Louisville, KY

11:00 AM–12:00 PM   Room: 122
Teaching 'Real World' in the Classroom
Curriculum That Matters, Inc., Bakersfield, CA

1:00–2:00 PM   Room: 120
Foundational Reading Skills: Standards Tell Us What; Research Tells Us How
Read Naturally, Inc., St. Paul, MN

1:00–2:00 PM   Room: 121
Preparing Transition-Age Students for Success
TeachTown, Inc., Columbus, OH

1:00–2:00 PM   Room: 122
Create Inclusive Classrooms and Improve Reading and Writing with Free Microsoft Learning Tools
Microsoft Corporation, Redmond, WA

2:15–3:15 PM   Room: 120
Educating Students About Sexual Health
Positive Prevention PLUS, LCC

2:15–3:15 PM   Room: 121
Transforming Transition Through Student Engagement, Ownership, and Leadership
Ten Sigma, St. Cloud, MN

2:15–3:15 PM   Room: 122
Secondary Students With ASD: A Practical Guide for Teaching Independence
STAR Autism Support, Portland, OR

3:30–4:30 PM   Room: 120
Discover DIBELS 8th Edition Center on Teaching and Learning
University of Oregon, Eugene

3:30–4:30 PM   Room: 121
Using Pre-Employment Transition Services (Pre-ETS) Tools to Get Back to What You Love-Helping Students Succeed
The Conover Company, Appleton, WI

3:30–4:30 PM   Room: 122
Create SEL Lessons That Are Flexible, Factual, and Fun!
Free Spirit Publishing, Minneapolis, MN

SECOND GENERAL SESSION

THURSDAY, JANUARY 31

8:00 AM – 9:00 AM

Hall C, Indiana Convention Center

Dan Habib is the creator of the award-winning documentary films *Including Samuel, Who Cares About Kelsey?, Mr. Connolly Has ALS*, and many other short films on disability-related topics. Habib is a filmmaker at the University of New Hampshire's Institute on Disability and is currently working on a new documentary *Intelligent Lives*, which examines our society's narrow perceptions of intelligence. For his films, Habib has received multiple awards and recognition including: the Champion of Human and Civil Rights Award (2012) from the National Education Association, the Justice for All Grassroots Award from the American Association of People with Disabilities (2013), and in 2014 was appointed by President Barack Obama to the President's Committee for People with Intellectual Disabilities.

Dan will meet and greet attendees immediately following his keynote. He will be available to future discuss is work in the CEC Central area located in the expo hall.

Join Dan Habib for a "meet and greet" in
CEC Central immediately following this Session.

(CEC Central is located in the center of the expo hall)

THURSDAY, JANUARY 31

THURSDAY SESSIONS

9:45–10:45 AM   **SESSION: 72**
ROOM: WABASH BALLROOM 1

Program Chair Featured: OSERS Update – ReThinking Special Education

Topic: Public Policy
Format: Presentation with Q&A

Office of Special Education and Rehabilitative Services (OSERS) Assistant Secretary Johnny Collett will discuss OSERS' work through the lens of OSERS framework, which prioritizes rethinking all aspects of how we better serve infants, toddlers, children, youth, and adults with disabilities. Collett will discuss OSERS commitment to support states in their work to raise expectations and improve outcomes for children with disabilities, to provide flexibility within the constructs of the law, and to partner with parents and families, and diverse stakeholders.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Johnny Collett, Assistant Secretary, Office of Special Education and Rehabilitative Services, U.S. Department of Education

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9:45–10:45 AM   **SESSION: 73**   **ROOM: 101**

Minority Student Disproportionate Representation in Special Education: Federal Policy Revisions, Judicial Trends, and Implications

Topic: Public Policy
Secondary Topic: Research
Format: Presentation with Q&A

This session examines federal policy revisions and judicial trends in lawsuits brought by parents claiming that 'significant disproportionality' of minority students within special education identification, placement, or discipline processes violates constitutional rights. This session also details legal and policy implications for parents and educators as implementation of revised federal disproportionality regulations looms.

Leader(s): Natasha Strassfeld, New York University, NY

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 74 • ROOM: 102

EVIDENCE-BASED PRACTICES FOR IMPROVING SOCIAL STUDIES KNOWLEDGE

Topic: Learning Disabilities
Format: Multi-Presentation Session
Moderator(s): Jeanne Wanzek, Vanderbilt University, Nashville, TN

● **Developing Historical Thinking in the Era of Fake News: Document-Based Instruction**

This session provides participants with a framework for teaching historical thinking in social studies for students receiving special education services. The presenters will discuss the importance of sourcing, contextualization, and corroboration in the development of higher order thinking when reading historical documents–and relate the importance and relevance of historical thinking to this era of 'fake news.'

Leader(s): Eric Claravall, California State University, Sacramento

Presenter(s): EunMi Cho, California State University, Sacramento; Robin Irey, University of California, Berkeley

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● **Evidence-Based Social Studies Interventions for Students With Learning Disabilities**

This session focuses on effective instructional practices in social studies for students with learning disabilities (LD). The presenters will review meta-analysis research on social studies interventions, highlighting the most effective instructional practices for students with LD in Grades K-12, and discuss recommendations for teaching social studies content to students with disabilities.

Leader(s): Alyson Collins, Texas State University, San Marcos

Presenter(s): Stephen Ciullo, Texas State University, San Marcos; Yu-Ling Lo, Asia University, Wufeng, Taichung, Taiwan; John McKenna, University of Massachusetts, Lowell

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● **Improving Social Studies Content Knowledge and Comprehension for Secondary Students**

This presentation will provide a set of research-based practices to improve students' comprehension of text and content in inclusive general education classrooms. Participants will practice specific examples of each practice within a social studies unit to enhance their understanding of how to promote text reading and engagement in the content.

Leader(s): Jeanne Wanzek, Vanderbilt University, Nashville, TN

Presenter(s): Elizabeth Swanson, University of Texas, Austin

THURSDAY, JANUARY 31

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 75 • ROOM: 103

SPECIAL EDUCATION TEACHERS' WELL-BEING: MEDIATING THE TEACHER SHORTAGE

Topic: Personnel Preparation
Format: Multi-Presentation Session
Moderator(s): Elizabeth Bettini, Boston University, MA

● **Special Education Teacher Well-Being, Stress, and Retention: A Mixed-Methods Exploration**

The presenters of this session surveyed special education teachers' well-being, stress and mental health, and workplace satisfaction, and interviewed them regarding the rewards and challenges of teaching, their perceptions of what drives attrition and retention, and what promotes teacher well-being. They will share insights from the voices of these teachers and discuss implications for teacher preparation as well as school-level practices and supports.

Leader(s): Beth Tuckwiller, George Washington University, Washington, DC

Presenter(s): Elisabeth Rice, George Washington University, Washington, DC; Heather Walter, George Washington University, Washington, DC

● **Supporting Special Education Teachers' Well-Being: Current Research and Future Directions**

Supporting special education teachers' well-being is essential to both their own health and the capacity to effectively serve students with disabilities. A panel of national experts on special education teacher well-being will engage in an interactive discussion about the causes and effects of stress and burnout, and strategies to prevent and reduce stress and burnout. Panelists will discuss the current status of research and productive directions for future research, policy, and practice.

Leader(s): Elizabeth Bettini, Boston University, MA

Presenter(s): Brandis Ansley, Central Michigan University, Mt. Pleasant; Michelle Cumming, Florida International University, Miami; Kristen O'Brien, George Mason University, Fairfax, VA; Justin Garwood, University of Vermont, Burlington; Nelson Brunsting, Wake Forest University, Winston-Salem, NC; Lisa Ruble, University of Kentucky, Lexington

9:45–10:45 AM   SESSION: 76   ROOM: 104

EPartnerships: An Online Special Education Teacher Preparation Model

Topic: Personnel Preparation
Format: Presentation with Q&A

This presentation describes a university/school 'ePartnership' model that uses technologies (Canvas, Zoom, Panopto) to develop and support collaboration between the university and partner schools. The ePartnership model emphasizes shared decision making, collaborative planning and problem solving, and leadership development. Presenters will describe development of the ePDS model and how it prepares highly qualified special education teachers, and transforms both preparation and practice.

Leader(s): Kelly O'Neal-Hixson, Emporia State University, KS

9:45–10:45 AM   SESSION: 77   ROOM: 105

Strand B, Session 1: High-Quality IEPs: OSEP Resources for Translating Endrew F. Into Practice

Topic: Public Policy
Format: Presentation with Q&A

In the Endrew F. case, the Supreme Court ruled in favor of a higher standard of education for children with disabilities, dramatically increasing expectations for progress of students receiving special education services. All schools must offer and ensure the implementation of high-quality IEPs specifically designed and sufficiently ambitious for students to make progress. This session will highlight strategies and resources to assist teachers and school leaders in building capacity.

Leader(s): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

Presenter(s): David Bateman, Shippensburg University, PA; Erica McCray, University of Florida, Gainesville; Kathleen Airhart, Council of Chief State School Officers, Washington, DC

9:45–10:45 AM   SESSION: 78   ROOM: 106

DCDT SHOWCASE: Developing a National Certification to Enhance Transition Personnel Preparation

Topic: Career Development/Transition
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

CEC's Division on Career Development and Transition (DCDT) has developed transition standards for educating professionals in the field of transition that serve as the basis for providing national recognition to university programs that demonstrate the mastery of these competencies with their graduates. This interactive session explores the role and current status of DCDT's National Certification in Transition Education for the preparation of high-quality transition specialists.

Leader(s): Jane Razeghi, Division on Career Development & Transition, Centreville, VA

Presenter(s): Stacie Dojonovic, Fox Chapel Area School District, PA; Darlene Unger, Kent State University, OH; Kendra Williams-Diehm, University of Oklahoma, Norman

9:45–10:45 AM   SESSION: 79   ROOM: 107

Strand C, Session 1: How Can I Use Literacy Screening Tools to Achieve My Goals?

Topic: Assessment
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This session will provide an overview of ways screening data may be used for universal, second-stage, and fast-track screening. Presenters will also provide information about the National Center on Intensive Intervention's (NCII) Screening Tools Chart, and about literacy screening-related resources from the National Center on Improving Literacy (NCIL).

Leader(s): Jill Pentimonti, American Institutes for Research, Washington, DC

Presenter(s): Yaacov Petscher, Florida State University, Tallahassee

9:45–10:45 AM   SESSION: 80   ROOM: 108

Sensitivity and CBM Decision Making: Making the Right Instructional Decision

Topic: Research
Secondary Topic: Assessment
Format: Presentation with Q&A

This session provides an overview of a study in which data from over 1,500 K-6 students were analyzed for differences between reading curriculum-based measures (CBM; oral reading, maze) across three publishers. The presents will discuss how selecting different levels of sensitivity on cut-scores may relate to inaccurate intervention decisions and provide suggestions for efficient assessment practices that maximize accurate instructional decision making.

Leader(s): John Hosp, University of Massachusetts, Amherst

Presenter(s): Michelle Hosp, University of Massachusetts, Amherst; Kristen Missall, University of Washington, Seattle

Notes

THURSDAY, JANUARY 31

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 81 • ROOM: 109

READING SUPPORT STRATEGIES FOR STUDENTS WITH DISABILITIES

Topic: Research
Format: Multi-Presentation Session
Moderator(s): Jessica Toste, University of Texas, Austin

● **Does Reading Beget Reading? Examining Cognitive Mechanisms of Repeated Versus Continuous Reading**

Reading fluency is a foundational component of reading, and predicts comprehension, the ultimate goal of reading. The differential effectiveness of repeated reading and continuous reading on fluency and comprehension was examined by standardizing the number of words read during intervention. Implications for practice, training, and research will be discussed.

Leader(s): Stephanie Hammerschmidt-Snidarich, ServeMinnesota, Minneapolis, MN

Presenter(s): Kathrin Maki, Ball State University, Muncie, IN

● **Spell2Read: Spelling Strategies to Support Word Reading for Students With Dyslexia**

This session presents the results of an experimental study examining the benefits of combining spelling strategies with decoding intervention to improve the reading skills of students with dyslexia. Students were randomly assigned to receive one of two conditions: instruction focused on decoding alone, and instruction that included spelling strategies with decoding practice. Findings examine student outcomes on proximal and distal reading measures, and performance at 8-week delayed posttest.

Leader(s): Jessica Toste, University of Texas, Austin

Presenter(s): Nathan Clemens, University of Texas, Austin; Clinton Moore, University of Texas, Austin; Saashya Rodrigo, University of Texas, Austin

9:45–10:45 AM   SESSION: 82   ROOM: 123

CEC-PD SHOWCASE: CEC's Survey on the State of the Profession of Special Education

Topic: Personnel Preparation
Secondary Topic: Administration/Supervision
Format: Panel

Teachers responded to CEC's 2018 Survey on the State of the Profession of Special Education identifying teaching practices they are most likely to use, how their district supports these practices, concerns about annual teacher evaluations, and what they chose as the most important supports for effective teaching. This session shares the results of this survey, and its implications for the state of the profession of special education.

Leader(s): Susan Fowler, University of Illinois, Urbana-Champaign

Presenter(s): Mary Ruth Coleman, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; William Bogdan, Education Leadership Consultant, Cincinnati, OH

9:45–10:45 AM   SESSION: 83   ROOM: 125

Effective Practices for Online Professional Collaboratives

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Panel

This session focuses on how to engage state, university, and school district educators across general education, special education, and leadership in learning collaboratives. Presenters from several national centers will share best practices for running collaboratives, including ways to garner deep engagement on a virtual platform through synchronous and asynchronous activities.

Leader(s): Margaret Kamman, University of Florida, Gainesville

Presenter(s): Lauren Artzi, American Institutes for Research, Washington, DC; Amy Peterson, American Institutes for Research, Washington, DC

9:45–10:45 AM   SESSION: 84   ROOM: 126

Strategies for Providing Academic Instruction to Students With Significant Cognitive Disabilities in Inclusive Settings

Topic: Collaboration and Inclusive Practices
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Students with significant cognitive disabilities (SCD) are underrepresented in general education settings, and schools may struggle to provide core content instruction to them in such settings. Systematic, task-analytic, peer-delivered, and technology-aided instruction have been shown to results in positive academic gains for students with SCD in inclusive settings. Presenters will provide guidance for developing and implementing inclusive strategies and content instruction for these students.

Leader(s): Shawnee Wakeman, University of North Carolina, Charlotte

Presenter(s): Elizabeth Reyes, University of North Carolina, Charlotte

9:45–10:45 AM   SESSION: 85   ROOM: 127

The 'Magic' Ratio of Positive-to-Negative Interactions With Students: A Critical Evaluation

Topic: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Presentation with Q&A

It is widely accepted that teachers should maintain a high ratio of positive to negative interactions with their students–and are often evaluated based on their ability to maintain a specific PN ratio. However, there is limited evidence supporting a specific ratio. In this session, the presenters will review two studies evaluating the effects of specific PN ratios on student performance. Learn how to better evaluate, select, and implement appropriate PN ratios for your students and context.

Leader(s): Christian Sabey, Brigham Young University, Provo, UT

Presenter(s): Cade Charlton, Brigham Young University, Provo, UT

9:45–10:45 AM   SESSION: 86   ROOM: 140

Intensifying Instruction Using NCII's 5-Minute Reading Lessons

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Demonstration

Looking for a better way to intensify reading instruction at Tier 3 and special education? In this interactive session, the presenters will model the National Center for Intensive Intervention's (NCII) new lesson plan supplements for efficiently and effectively intensify interventions. Participants gain access to the free lesson plans and user guide.

Leader(s): Tessie Bailey, American Institutes for Research, Austin, TX

Presenter(s): Zachary Weingarten, American Institutes for Research, Washington, DC

9:45–10:45 AM   SESSION: 87   ROOM: 141

What Would You Do? Ethical Decision Making for New Teachers

Topic: Starting the Teaching Career
Secondary Topic: Personnel Preparation
Format: Demonstration

Special educators face a variety of ethical and moral dilemmas throughout their careers. New teachers in particular may not feel well prepared when confronted with complex situations in which there is no clear 'right' answer. Having a framework for handling these situations in an ethical manner is essential. This interactive presentation will provide participants an opportunity to consider several short vignettes depicting ethical dilemmas that novice teachers might face.

Leader(s): Kathleen Stanfa, Kutztown University of Pennsylvania

Presenter(s): Nicole Johnson, Kutztown University, PA

THURSDAY, JANUARY 31

| 9:45–10:45 AM | SESSION: 88 | ROOM: 142 |

Using Floor-Robots to Increase STEM Opportunities for Students From Underserved Backgrounds

Topic: STEM
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Demonstration

This demonstration is based on a study of the introduction of floor-robots into two fifth-grade classrooms in a Title I school on the U.S.-Mexico border to increase STEM opportunities. In total, over 25 students were included over 2 school years; most were identified as English language learners (ELLs). Students engaged in activities with one, two, or three types of floor-robots, performing specific tasks and writing code. Data analysis from pre/post surveys provided positive results.

Leader(s): Jane Elizabeth Casey, University of Texas Permian Basin, Odessa

Presenter(s): Lisa Pennington, Governors State University, University Park, IL; Diana Linn, Texas A&M International University, Laredo

| 9:45–10:45 AM | SESSION: 89 | ROOM: 128 |

DADD SHOWCASE: Increasing Intersectionality and Diversity in DADD and the Field: A Conversation

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Panel

The Council for Exceptional Children's Division on Autism and Developmental Disabilities (DADD) is committed to ethnic, racial, and linguistic diversity among individuals with autism spectrum disorder and intellectual or developmental disabilities--and the professionals who serve them. This panel will discuss topics such as unconscious bias, privilege, and social identity, and the effects on the field. A 'toolbox' of exercises will explore elements of social justice and self-identification.

Leader(s): Elizabeth Harkins, William Paterson University, Wayne, NJ

Presenter(s): Amrita Chaturvedi, Saint Louis University, MO; Gloria Niles, University of Hawaii, West Oahu; Kristine Larson, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD; Ruth Eyres, Easterseals Arkansas, Little Rock/University of Memphis, TN

THURSDAY, JANUARY 31

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 90 • ROOM: 145

FAMILY PARTNERSHIP IN THE IEP PROCESS

Topic: Parent/Family/School Partnerships
Format: Multi-Presentation Session
Moderator(s): Mika Moore, University of Vermont, Burlington

● **Common Challenges and Problem-Solving Techniques for Facilitating IEP Meetings**

Special education professionals face a challenging facilitation context in individualized education program (IEP) meetings. The presenters will share research that investigated the types of problems and facilitation techniques reported during IEP meetings, and share group communication facilitation techniques that can improve IEP meeting efficiency and effectiveness.

Leader(s): Keri DeSutter, Minnesota State University, Moorhead

● **Effectively Engaging Families in the IEP Process**

The presenter of this session will share practical tips and lead a discussion on engaging families more effectively in the individualized education program (IEP) meeting process. By working through realistic scenarios, attendees will be encouraged to reflect on their own practices as an educational professional and consider ways to make IEP meetings more family-friendly.

Leader(s): Catrina Dorsey, University of Illinois, Chicago

● **From Conflict to Collaboration: Making a Difference**

Parent participation is an essential part of the individualized education program (IEP) process. There are times, however, when the relationship between the school and parents can break down. Sometimes, families use advocates to help them work through their concerns. This presentation will share examples of how advocates and district staff can work together to resolve concerns.

Leader(s): Diann Richardson, Arvada, CO

Presenter(s): Pamela Bisceglia, AdvocacyDenver, CO

● **How to Increase Student Involvement in IEP Meetings—And Why You Should!**

The student-led individualized education program (IEP) approach has been shown to increase student involvement in their IEP meetings and lead to greater self-determination. Learn how (and why) to include students of all ages and abilities in their IEP meetings. This session will provide information appropriate for students, families and caregivers, and special education professionals.

Leader(s): Crystal Steidley Millington, Evanston Township High School, IL

9:45–10:45 AM   SESSION: 91   ROOM: 201

Developing Plans to Support Students With Disabilities During School Crises

Topic: Physical/Health/Multiple Disabilities
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Since 1980, more than 250 students have been killed in schools across the nation, including students with disabilities. This session will help educators develop individual emergency and lockdown plans (IELPs) based on students with disabilities' unique strengths and needs to support them in surviving future crises.

Leader(s): Laura Clarke, Eastern Kentucky University, Richmond

Presenter(s): Dusty Columbia Embury, Eastern Kentucky University, Richmond; Joseph Lindon, Model Laboratory School at Eastern Kentucky University, Richmond; Jennifer Blakeman, Model Laboratory School at Eastern Kentucky University, Richmond; Kimberly Puckett, Model Laboratory School at Eastern Kentucky University, Richmond

9:45–10:45 AM   SESSION: 92   ROOM: 202

Assessing Conceptual Understanding in Algebra: Resources and Strategies

Topic: STEM
Secondary Topic: Assessment
Format: Presentation with Q&A

Learn about assessing conceptual understanding in algebra from researchers who spent 4 years developing and refining conceptual measures for initial algebra instruction. The presenters will share data on technical adequacy and progress monitoring for these measures as well as free resources and strategies for using them for instructional and diagnostic assessment purposes.

Leader(s): Anne Foegen, Iowa State University, Ames

MULTIPLE PRESENTATIONS

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9:45–10:45 AM • SESSION: 93 • ROOM: 203

★ **DCD SHOWCASE: STRUCTURED TEACHING AND LINGUISTIC INPUT STRATEGIES TO SUPPORT CHILDREN WHO ARE DEAF AND HARD OF HEARING**

Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Multi-Presentation Session
Moderator(s): Caron Mellblom-Nishioka, California State University, Dominguez Hills

● **Linguistic Input Strategies That Increase Vocabulary in Children With Hearing Loss**

There is a sizable gap between the number of words children with hearing loss need to learn and the number of words educators can teach using direct instructional methods. This presentation will review evidence-based linguistic input strategies that can be implemented throughout the school day to improve vocabulary outcomes.

Leader(s): Dana Kan, Vanderbilt University, Nashville, TN

● **Structured Teaching Strategies for Students Who Are Deaf or Hard of Hearing**

Structured teaching has consistently resulted in improved behavioral and academic outcomes for students with autism spectrum disorder (ASD). With the increase of ASD in the deaf and hard of hearing (DHH) population, further investigation is warranted into the outcomes of these strategies with this complex population of students.

Leader(s): Christy Borders, Illinois State University, Normal

Presenter(s): Stacey Jones Bock, Illinois State University, Normal; Kristi Probst, National Center on Deaf-Blindness, WI

THURSDAY, JANUARY 31

9:45–10:45 AM   SESSION: 94   ROOM: 209

Teacher2Teacher: Transition-Related Instruction Beyond Functional Academics

Topic: Career Development/Transition
Format: Presentation with Q&A

'Transition' is not simply connecting families with resources for their transitioning student, but also providing transition-related instruction, often embedded within a 'functional academics' curriculum. Helping students develop self-determination is essential to their accomplishing personal goals–and this includes teaching them strategies for integrating into adult society. The presenter will share strategies that can be used in a variety of settings.

Leader(s): Annette Fields, Saint Louis Public Schools, MO

9:45–10:45 AM   SESSION: 95   ROOM: 210

Teacher2Teacher: Equitable Teaching: Cultivating Environments That Sustain Learning Outcomes

Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

'Equitable teaching' is grounded in the belief that every child's learning outcomes should be met through accessibility to the general education teacher. This is a shift in perspective from the idea of inclusion, where the responsibility for learning outcomes for students with disabilities remains that of the special education teacher. Come and learn how to meet needs identified by students' individualized education programs (IEPs) through instruction in the general education classroom.

Leader(s): Christina Marietti, Wayzata Public Schools, MN

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 96 • ROOM: 211

STRATEGIES AND TACTICS FOR MEETING THE ACADEMIC AND BEHAVIORAL NEEDS OF STUDENTS

Topic: Cultural and/or Linguistic Diversity
Format: Multi-Presentation Session
Moderator(s): Mildred Boveda, Arizona State University, Tempe

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● **Distinguishing Difference From Disability: What Culturally Responsive Teachers Need to Know**

A culturally responsive team process can help teachers effectively use data to differentiate instruction and design interventions for culturally and linguistically diverse (CLD) students and English language learners (ELLs). Participants will learn about key factors for determining whether CLD/ELL students are evidencing an exceptionality, how to identify their own cultural assets, factors of culturally responsive pedagogy, and the importance of culturally responsive behavior data analyses.

Leader(s): Megan Farnsworth, Southern Oregon University, Ashland

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● **Evidence-Based Practices for ELLs With Learning Disabilities**

With the increase in the number of students who are English learners (EL), teachers are often at a loss to identify appropriate evidence-based practices to best support student growth in literacy. ELs have repeatedly underperformed their monolingual counterparts in this area, which makes this a priority for teachers. Practices support an asset-based model for teaching ELs with learning disabilities (LD).

Leader(s): Maria Soria, University of Illinois, Chicago

Presenter(s): Annie Draeger, University of Oregon, Eugene

● **How Rethinking Behavior Promotes Equity and Access for All Students**

How educators interpret student behavior affects student outcomes. Characterizing student behavior as 'defiant' or 'disruptive' shifts attention toward consequences and perpetuates disproportionality. If educators rethink why students act out, and redefine behaviors as unmet needs or lagging skills, they will have a more proactive frame of reference for implementing strategies. This session outlines schoolwide systems to engage learners, address unmet needs, and build students' skills.

Leader(s): Megan Ohlssen, National Center for Special Education in Charter Schools, New York, NY

9:45–10:45 AM SESSION: 97 ROOM: 212

⭐ **TAG SHOWCASE: Problem-Solving Strategies for Gifted Students**

Topic: Gifted and Talented
Format: Presentation with Q&A

What do engineers, historians, and entrepreneurs have in common? All rely on problem-solving processes for advances. When gifted students understand that all problems require the same core process to solve, they will feel more confident in their ability to tackle them successfully.

Leader(s): Ginny Burney, Ball State University, Muncie, IN

Presenter(s): Kristie Spiers-Neumeister, Ball State University, Muncie, IN

9:45–10:45 AM SESSION: 98 ROOM: 144

⭐ **ISET SHOWCASE: Personalized Learning in Today's Digital Learning Environment**

Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

Whether one-device-per-student learning environments, blended learning experiences, online/hybrid instruction, educators are increasingly turning to digital solutions for personalizing learning to better support students and their instructional needs. This interactive session introduces participants to a number of technology tools that, within a universal design for learning (UDL) framework, can individualize personalized learning environments for struggling students and those with disabilities.

Leader(s): Sean Smith, University of Kansas, Lawrence; James Basham, University of Kansas, Lawrence

9:45–10:45 AM ROOM: 120

⭐ **Exhibitor Showcase: Reading for Meaning With Read Naturally Live**

Format: Exhibitor Showcase Session

Attendees of this session will 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): Carol Ann Kane, Read Naturally, Inc., St. Paul, MN

9:45–10:45 AM ROOM: 121

⭐ **Exhibitor Showcase: Using Social and Emotional Learning Tools to Get Back to What You Love-Teaching!**

Format: Exhibitor Showcase Session

Learn how to overcome problematic behaviors and ensure a positive learning environment in your classroom. Using our proven, evidence-based, social and emotional learning (SEL) assessments and skill interventions, students can easily learn these critical skills so that you can get back to what you love-teaching!

Leader(s): Art Janowiak III, The Conover Company, Appleton, WI

9:45–10:45 AM ROOM: 122

⭐ **Exhibitor Showcase: Strategies for Teaching Based on Autism Research (The STAR Program)**

Format: Exhibitor Showcase Session

Attendees of this session will learn about a comprehensive, evidence-based, research-validated program for students with autism spectrum disorder (ASD). 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 individualized education program (IEP) goals.

Leader(s): Cami Ferguson, STAR Autism Support, Portland, OR

9:45–10:30 AM SESSION: 101
ROOM: POSTER 1, WABASH BALLROOM 2

A Longitudinal Study to Determine the Effect of Inclusion on Student Academic Outcomes

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presents the results of a comprehensive longitudinal research study to determine the effect of student placement on student academic outcomes. The study examines this effect across five distinct cohorts of students with disabilities (Grades 3-12), using least restrictive environment (LRE) and state assessment outcome data to analyze trajectories. This research provides evidence to policy makers, families, and educators to support changes in policy, practice, and advocacy.

Leader(s): Sandi Cole, Indiana University, Bloomington

Presenter(s): Teresa Grossi, Indiana University, Bloomington; Hardy Murphy, Indiana University–Purdue University, Indianapolis

THURSDAY, JANUARY 31

9:45–10:30 AM   **SESSION: 102**
ROOM: POSTER 2, WABASH BALLROOM 2

Effects of Tertiary Intervention on Sentence Writing for Secondary Students With Disabilities

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presents results of a study investigating the effects of sentence instruction and 15 timed practice lessons on production and accuracy of word sequences and sentences written by middle school students with disabilities. All students showed higher levels and increasing trends in correct word sequences. Mean number of complete sentences increased for each student. Visual analysis of results revealed evidence of a functional relation between instruction and increased accuracy.

Leader(s): Kristin Panos, University of Iowa, Iowa City

Presenter(s): Shawn Datchuk, University of Iowa, Iowa City

9:45–10:30 AM   **SESSION: 103**
ROOM: POSTER 3, WABASH BALLROOM 2

Self-Monitoring Interventions for Students With Disabilities: A Meta-Analysis of Group Designs

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Research
Format: Poster Session

Self-monitoring (SM) strategies are effective classroom interventions to decrease or increase behaviors for students with special education needs. The presenters of this poster session conducted a meta-analysis of eight group-design studies with an overall effect size of 1.14 (indicating a large effect). Moderator analysis was completed across four components. Presenters will discuss limitations and implications for educators.

Leader(s): Mary Whirley, Texas A&M University, College Station

Presenter(s): Marcus Fuller, Texas A&M University, College Station; April Haas, Texas A&M University, College Station; Sanikan Wattanawongwan, Texas A&M University, College Station

9:45–10:30 AM   **SESSION: 104**
ROOM: POSTER 4, WABASH BALLROOM 2

How to Measure English Language Proficiency Growth of ELs With Disabilities

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Research
Format: Poster Session

States must administer assessments of English language proficiency (ELP) to all students who are English learners (ELs), and use the results to measure growth in ELP development. This poster presentation summarizes an extensive review of the literature on evidence-based practices on measuring ELP growth of ELs with disabilities.

Leader(s): Kristi Liu, National Center on Educational Outcomes, University of Minnesota, Minneapolis

Presenter(s): Anastasia Press, National Center on Educational Outcomes, University of Minnesota, Minneapolis

9:45–10:30 AM   **SESSION: 105**
ROOM: POSTER 5, WABASH BALLROOM 2

Effective Reading Interventions for Transition-Age Students with Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Reading comprehension is integral for student success and affects available student postsecondary options. This session shares the results of a meta-analysis synthesizing reading interventions targeting transition-age students (Grades 8-12) with learning disabilities (LD). The results of the study will facilitate educator access to effective evidence-based interventions that will affect student performance across content areas.

Leader(s): Pedro Prado-Romero, Duquesne University, Pittsburgh, PA

Presenter(s): Shadi Albadawi, Duquesne University, Pittsburgh, PA; Temple Lovelace, Duquesne University, Pittsburgh, PA; Jaleah Robinson, Duquesne University, Pittsburgh, PA

9:45–10:30 AM   **SESSION: 106**
ROOM: POSTER 6, WABASH BALLROOM 2

What Do Teachers Know About Evidence-Based and High-Leverage Practices? Reimagining Educator Preparation

Topic: Personnel Preparation
Secondary Topic: Research
Format: Poster Session

Educator preparation programs (EPP) must develop teachers who effectively educate all learners. However, in reimagining educator preparation, EPPs need to understand the current knowledge and perceptions educators have regarding evidence-based practices (EBPs) and high-leverage practices (HLPs). The presenters will discuss the results of a survey assessing this knowledge and perceptions of importance.

Leader(s): Kera Ackerman, University of Kentucky, Lexington

Presenter(s): Amy Lingo, University of Louisville, KY; Todd Whitney, University of Louisville, KY

9:45–10:30 AM   **SESSION: 107**
ROOM: POSTER 7, WABASH BALLROOM 2

Examining a University and School Partnership to Support Students at Risk for Reading Failure

Topic: Personnel Preparation
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presents a case study of a school and university partnership in which teacher candidates provided one-on-one systematic and explicit phonics based reading intervention to first- and second-grade students identified as being at risk for reading failure. They delivered intensive intervention, implemented progress monitoring, and presented data-based recommendations to the schools. The presenter will share the perceived benefits and challenges for school and university stakeholders.

Leader(s): Lysandra Cook, University of Virginia, Charlottesville

9:45–10:30 AM   **SESSION: 108**
ROOM: POSTER 8, WABASH BALLROOM 2

Integrating Content Acquisition Podcasts Into the Teaching of Positive Behavior Supports

Topic: Personnel Preparation
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Enhanced podcasts are an efficient, effective way to deliver content, but research has shown that university students place a premium on face-to-face interactions with faculty. This poster presents the results of a study evaluating the effect of integrating enhanced podcasts into the university classroom in three different ways: alone, integrated with a professor-guided discussion, and integrated with an application activity. The presenter will discuss implications for personnel preparation.

Leader(s): Allison Firestone, University of California, Berkeley

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9:45–10:30 AM   **SESSION: 109**
ROOM: POSTER 9, WABASH BALLROOM 2

A Closer Look at Coaching: How to Foster Caregiver Independence During Home Visits

Topic: Early Childhood and Early Intervention
Secondary Topic: Research
Format: Poster Session

This poster presentation shares the results of a single-subject, multiple-baseline design study with replication across caregiver/child dyads that was conducted to determine the effect of coaching on caregivers' ability to initiate development-promoting behaviors such as teaching, responsiveness, encouragement, and affection. The correspondence between caregivers' initiations during the intervention and their rate of improvement after the intervention was also examined.

Leader(s): Antonela Ciupe, University of Illinois, Chicago

THURSDAY, JANUARY 31

9:45–10:30 AM   **SESSION: 110**
ROOM: POSTER 10, WABASH BALLROOM 2

CoCare Professional Development: Using Coaching to Increase Parent Engagement and Empowerment

Topic: Early Childhood and Early Intervention
Secondary Topic: Personnel Preparation
Format: Poster Session

Four early intervention (EI) professionals were recruited to be trained and implement caregiver coaching procedures (CoCare PD) with a family on their caseload. This poster presentation describes the effect of the CoCare PD on these professionals' coaching skills, and on their own and the caregivers' knowledge and behavior.

Leader(s): Hedda Meadan-Kaplansky, University of Illinois, Urbana-Champaign

Presenter(s): Nicole Adams, University of Illinois, Urbana-Champaign; Michelle Sands, University of Illinois, Urbana-Champaign; Melinda Snodgrass, Illinois State University, Normal

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9:45–10:30 AM   **SESSION: 111**
ROOM: POSTER 11, WABASH BALLROOM 2

A Comparison of Teacher Ratings and Systematic Direct Observation

Topic: Emotional and Behavioral Disorders
Format: Poster Session

Although direct behavior ratings (DBR) is a practical method for practitioners to collect behavioral intervention data, research on using DBR to make intervention-based decisions is lacking. This poster presentation presents the findings of a research study comparing DBR to the 'gold standard' of behavioral data collection, systematic direct observations (SDO).

Leader(s): Sara Estrapala, University of Iowa, Iowa City

Presenter(s): Allison Bruhn, University of Iowa, Iowa City; Ashley Rila, University of Iowa, Iowa City

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9:45–10:30 AM   **SESSION: 112**
ROOM: POSTER 12, WABASH BALLROOM 2

Interprofessional Collaboration Through Online Discussion: Improving AAC Service Delivery

Topic: Collaboration and Inclusive Practices
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Poster Session

This poster presentation describes an online discussion forum aimed at facilitating collaboration among teachers, parents, and therapists to improve augmentative and alternative communication (AAC) service delivery for individuals with severe communication disorders. The presenters will describe challenges and solutions to the development of the online forum, and identify major issues raised during online discussions.

Leader(s): Lin Sun, Indiana University Bloomington

Presenter(s): Brenda Brannigan, Indiana University, Bloomington; Sarah Hurwitz, Indiana University, Bloomington

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9:45–10:30 AM   **SESSION: 113**
ROOM: POSTER 13, WABASH BALLROOM 2

Building Bridges: Critical Concepts of Collaboration in a Cyber Environment

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Poster Session

This poster presentation explores the need for effective collaboration when supporting students in cyber education. Research on collaboration can be used as a platform to build bridges that close the distance gaps existing in virtual environments. The presenters will share successful practices and strategies that can easily be implemented.

Leader(s): Janet Sloand, Drexel University, Philadelphia, PA

9:45–10:30 AM   **SESSION: 114**
ROOM: POSTER 14, WABASH BALLROOM 2

Attrition Among Special Education Teachers: Who's at Risk?

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Research
Format: Poster Session

Research on burnout reveals that special education teachers are at risk for experiencing low job satisfaction, low self-efficacy, and high rates of attrition. This poster presentation will discuss the influence of demographic and contextual factors on burnout among special educators.

Leader(s): Shannon Bridges, University of Alabama, Tuscaloosa

Presenter(s): Olivia Robinson, University of Alabama, Tuscaloosa; Lauren Rollins, University of Alabama, Tuscaloosa

9:45–10:30 AM   **SESSION: 115**
ROOM: POSTER 15, WABASH BALLROOM 2

Adapting Literature for Young Students With Cortical Visual Impairment

Topic: Visual Impairments
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Families and teachers of young children with cortical visual impairment (CVI) may not know how to adapt books so that the child can see them. This poster session provides strategies for adaptation based in the three different phases of CVI. The presenters will share results from a literature review on best practices for working with students who have CVI.

Leader(s): Elizabeth Burrell, Kutztown University, PA

Presenter(s): Angie Lopez, Kutztown University, PA

9:45–10:30 AM   **SESSION: 116**
ROOM: POSTER 16, WABASH BALLROOM 2

Effects of Teacher-Student Small Talk in Addressing Off-Task Behavior

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

The purpose of this session is to present the results of an ABAB research study implemented to assess whether there was a functional relationship between the implementation of teacher-student small talk (Patterson, 2009) and increases in the on-task behavior of a 18-year old high school student with diagnosed learning disabilities.

Leader(s): Paris DePaepe, Missouri State University, Springfield

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9:45–10:30 AM   **SESSION: 117**
ROOM: POSTER 17, WABASH BALLROOM 2

Building Multicultural Awareness Through Virtual International Exchanges

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Today's teachers must possess culturally responsive teaching skills. This can be difficult for candidates with limited exposure to cultures other than their own. Virtual international exchanges upend traditional study-abroad programs by connecting students from different countries in a joint virtual learning experience, thereby expanding opportunities for intercultural understanding and communication.

Leader(s): Andrew Hashey, State University of New York, Old Westbury

9:45–10:30 AM   **SESSION: 118**
ROOM: POSTER 18, WABASH BALLROOM 2

Hear Our Voices: Increasing Teacher Candidate Confidence in Culturally Responsive Instructional Practices

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster illustrates a collaboration of two methods courses, with a resulting study examining: (a) teacher candidates' self-perceived competency in culturally responsive instructional practices (CRIP) for students with disabilities from various cultural backgrounds and struggling English language learners (ELs); (b) those teacher candidates' actual competency of CRIP when co-teaching those students.

Leader(s): Jun Wang, Carthage College, Kenosha, WI

Presenter(s): Lara Christoun, Carthage College, Kenosha, WI

9:45–10:30 AM   **SESSION: 119**
ROOM: POSTER 19, WABASH BALLROOM 2

Inclusive College-Based Transition Services: Strategies for Implementation And Evaluation

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

College-based transition services for students with intellectual disability (ID) continue to grow, but there is little guidance on implementation or evaluation. This session offers participants an overview of national data on college-based transition services to demonstrate growth; an evidence-based model of critical components including planning, supports, inclusive academic access and career development services; and applied strategies and resources to support training and evaluation.

Leader(s): Maria Paiewonsky, University of Massachusetts, Boston

Presenter(s): Meg Grigal, University of Massachusetts, Boston; Debra Hart, University of Massachusetts, Boston; Caroline Parker, Education Development Center, Waltham, MA

THURSDAY, JANUARY 31

9:45–10:30 AM   **SESSION: 120**
ROOM: POSTER 20, WABASH BALLROOM 2

Improving Goal Attainment of Postsecondary Students With ASD in the Workplace

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presents case studies of two postsecondary students with autism spectrum disorder (ASD) who used the self-determined career development model to build goal-setting and attainment skills in a natural support workplace. Findings will inform transition services practitioners and educators to support students with ASD to become independent and goal-oriented in the employment process.

Leader(s): Wen Zeng, University of Cincinnati, OH

Presenter(s): Song Ju, University of Cincinnati, OH

9:45–10:30 AM   **SESSION: 121**
ROOM: POSTER 21, WABASH BALLROOM 2

Enhancing Special and Inclusive Education in Underserved Regions: Views From Ghana

Topic: International Programs/Services
Secondary Topic: Personnel Preparation
Format: Poster Session

One way to promote the development of special and inclusive education in underserved regions is through professional development for teachers. This poster presentation will highlight special education professional development needs identified through a study conducted in Ghana–an attempt to involve teachers in planning their own professional development.

Leader(s): Morgan Chitiyo, Duquesne University, Pittsburgh, PA

Presenter(s): Ayman Alamri, Duquesne University, Pittsburgh, PA; Lubna Alzayyat, Duquesne University, Pittsburgh, PA; Elizabeth Hughes, Pennsylvania State University, State College; Chaidamoyo Dzenga, Tennessee Technology University, Cookeville

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9:45–10:30 AM   **SESSION: 122**
ROOM: POSTER 22, WABASH BALLROOM 2

Building CVI Characteristics Into Assessment

Topic: Assessment
Secondary Topic: Visual Impairments
Format: Poster Session

Due to its characteristics, cortical visual impairment (CVI) can be difficult for teachers of the visually impaired to assess. This poster presentation will highlight ways to build CVI characteristics into assessments and present results from a survey of teachers of the visually impaired on how they assess students with CVI.

Leader(s): Kendall Graff, Kutztown University, PA

9:45–10:30 AM   **SESSION: 123**
ROOM: POSTER 23, WABASH BALLROOM 2

Effects of Verbal Behavior Programming on the Language of Preschoolers With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presents the results of a study conducted with three children with autism spectrum disorder (ASD) in inclusive early childhood classrooms. Each child's teacher was trained in and implemented a comprehensive verbal behavior intervention program. The study documented gains in and generalization of students' verbal behavior skills.

Leader(s): Mary Beth Patry, Leawood, KS

9:45–10:30 AM   **SESSION: 124**
ROOM: POSTER 24, WABASH BALLROOM 2

The Developmental, Social, and Academic Perspectives of Fathers of Children With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a survey of and focus group activity with 13 fathers regarding developmental, social, and academic perspectives in relation to their children with autism spectrum disorder (ASD). Questions pertained to the fathers' perspectives of the child's family and community involvement. Results revealed that fathers often need further teacher, peer, and agency support.

Leader(s): Mark Brown, Daemen College, Amherst, NY

Presenter(s): Elizabeth Wright, Daemen College, Amherst, NY

9:45–10:30 AM   **SESSION: 125**
ROOM: POSTER 25, WABASH BALLROOM 2

Mindfulness Interventions for Individuals With Autism Spectrum Disorder: Research to Practice

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Over 3 decades of research has demonstrated that mindfulness interventions can benefit adults. There is growing interest in using mindfulness approaches in school settings. This poster presents isa review of research literature on mindfulness intervention for individuals with autism spectrum disorder (ASD) and identifies promising directions for research and practice.

Leader(s): Monica Delano, University of Louisville, KY

Presenter(s): Liz Stone, JBN, Louisville, KY

9:45–10:30 AM   **SESSION: 126**
ROOM: POSTER 26, WABASH BALLROOM 2

Promoting Social Skills and Play Among Young Children With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Play is integral to early development, leading to progressively complex social and communication skills–and friendships. Children with autism spectrum disorder (ASD) often do not track along the standard pattern of play development. Social interaction challenges highlight the importance of teaching play skills to children with ASD to promote development of friendships. This poster presents evidence-based strategies to assist educators in promoting social and play skills for children with ASD.

Leader(s): Juliet Hart Barnett, Arizona State University, Tempe

11:00 AM–12:00 PM   **SESSION: 128**
ROOM: WABASH BALLROOM 1

High-Leverage Practices – A Professional Development Guide for School Leaders

Topic: Public Policy
Format: Presentation with Q&A

This session will showcase the recently released professional development guide developed by CEC and the CEEDAR Center to support school district leaders in introducing and sharing the high-leverage practices (HLPs) with their staff members. This downloadable online guide provides practical tools and materials about the HLPS in three sections including: Getting to Know HLPs, Sharing HLPs and Reflecting on HLPS.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Mary Brownell, CEEDAR Center, University of Florida, Gainesville

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11:00 AM–12:00 PM   **SESSION: 129**
ROOM: 500 BALLROOM

CEC Standards Development Feedback Session

Topic: Professional Development
Format: Town Hall

We want your feedback! The CEC Standards Development Workgroup is hard at work on the septennial revision of CEC's Practice-Based Professional Preparation Standards, which define the expertise special educators must master for the safe and effective practice of our profession. These standards are used to inform preparation programs, accreditation organizations, and licensing agencies. Join us for this open discussion on the current draft of the Initial Standards and help ensure that our future educators are ready to serve all their students.

Leader(s): Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY; Virginia McLaughlin, College of William and Mary, Williamsburg, VA

THURSDAY, JANUARY 31

11:00 AM–12:00 PM   SESSION: 130   ROOM: 101

CEDS SHOWCASE: Independent Educational Evaluations in Due Process Hearings: Issues and Outcomes

Topic: Assessment
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

This session presents findings and implications from a 16-state study of special education due process hearings that had independent educational evaluations (IEE) as issues of dispute. Information presented will include an overview of the issues and outcomes of the due process hearings, including the most frequently contested types of IEEs, the characteristics of students involved in these hearings, and other issues that arose in due process hearings addressing disputes related to IEEs.

Leader(s): William Blackwell, Sam Houston State University, Huntsville, TX

Presenter(s): Mertie Gomez, Sam Houston State University, Huntsville, TX

Notes

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 131 • ROOM: 102

BOOSTING MATH OUTCOMES FOR STUDENTS WITH LEARNING DISABILITIES

Topic: Learning Disabilities
Format: Multi-Presentation Session
Moderator(s): Sarah Powell, University of Texas, Austin

● **Effective Word-Problem Instruction: Facilitating Math Reasoning**

Many educators teach word-problem solving using ineffective methods, such as defining word problems by key words or describing problems by operation. The presenters of this session focus on effective word-problem solving strategies based on a decade of research. Attendees will learn the importance of using an attack strategy, focusing on the language of a word problem, and helping students understand word-problem structures.

Leader(s): Sarah Powell, University of Texas, Austin

Presenter(s): Lynn Fuchs, Vanderbilt University, Nashville, TN

● **Effects of a Model-Based Mathematics Problem-Solving Intervention Program**

This session shares the results of a multiple-baseline-across-participants design study exploring the effect of a web-based conceptual model-based problem-solving intervention program on math problem-solving performance of three elementary students with learning disabilities (LD) or difficulties in mathematics. Findings from this study indicate promising effects of the program.

Leader(s): Yan Ping Xin, Purdue University, West Lafayette, IN

● **Teaching Elementary Students Foundational Fraction Concepts**

This session focuses on research comparing two fraction interventions using the concrete-representational-abstract (CRA) approach, but which used different sequences of instruction. There were no differences between the interventions, indicating that CRA instruction can be implemented effectively using fewer lessons. The session will include interactive activities to practice using the instructional procedures used in the study.

Leader(s): Margaret Flores, Auburn University, AL

Presenter(s): Stephanie Morano, University of Virginia, Charlottesville

11:00 AM–12:00 PM   SESSION: 132   ROOM: 103

TED SHOWCASE: Education Policy Forecast: 2019

Topic: Public Policy

Secondary Topic: Personnel Preparation

Format: Presentation with Q&A

Elections have consequences for education policy! This session will explore the 2019 political landscape and implications for special education, educator preparation, school choice, deregulation, funding, and more. Come and refresh your advocacy skills and policy knowledge so you can be at the table (and not on the menu!).

Leader(s): Jane West, TED Policy Consultant, Washington, DC

Notes

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 133 • ROOM: 104

IMPROVING AND EVALUATING SELF-ADVOCACY STRATEGIES THROUGH STUDENT PARTICIPATION AND STUDENT-LED IEPS

Topic: Career Development/Transition

Format: Multi-Presentation Session

Moderator(s): Hunter Matusevich, Delaware Department of Labor, Division of Vocational Rehabilitation, Wilmington

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● **Effects of the Self-Advocacy Strategy on Student Participation in IEP Meetings**

The presenters of this session examined the effects of the self-advocacy strategy (SAS) delivered via CD (SACD) on the self-advocacy skills of 15 middle school students with mild and moderate disabilities. Middle school and secondary students with mild and moderate disabilities can benefit from SACD to become more active participants in their individualized education program (IEP) meetings and overall IEP planning process. This presentation provides an overview of the use of the SACD.

Leader(s): Kinga Balint Langel, University of Minnesota, Duluth

Presenter(s): Suzanne Woods-Groves, Auburn University, AL

● **Improving Self-Advocacy and Self-Determination Skills: Student-Led IEPs**

This interactive session will explore models and strategies for implementing student-led individualized education programs (IEPs) to increase self-determination and advocacy skills. The presenters will share fresh and innovative ideas, along with tools and resources participants can use to meet their students' transition needs and to implement student-led IEPs.

Leader(s): Tamara Lynn, Northwest Missouri State University, Maryville

Presenter(s): Shantel Farnan, Northwest Missouri State University, Maryville; Jeongae Kang, Northwest Missouri State University, Maryville

THURSDAY, JANUARY 31

11:00 AM–12:00 PM   SESSION: 134   ROOM: 105

Strand B, Session 2: Collaboration is Key: NTACT Tools to Improve Student Transition Outcomes

Topic: Career Development/Transition
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

This session provides information on products and provide services (e.g., the Transition Gradebook) developed by the OSEP National Technical Assistance Center on Transition (NTACT), the Rehabilitative Services Administration, and the Vocational Rehabilitation Youth Technical Assistance Center (Y-TAC) that can support districts and states in enhancing postschool outcomes for students with disabilities. The session will also touch on next-generation indicators of postschool success.

Leader(s): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

Presenter(s): Catherine Fowler, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte; Caroline MaGee, University of Oregon, Eugene; Bonnie Boaz, Arkansas Transition Services, Arkansas Department of Education, Little Rock; C. J. Fields, University of Nevada, Reno/Lyon County School District; Maryanne Caldwell, Arkansas Department of Education, Little Rock

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11:00 AM–12:00 PM   SESSION: 135   ROOM: 106

Building Culturally Responsive Practices Into Global Service Learning Projects

Topic: International Programs/Services
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Collaborative skills and culturally responsive practices are critical elements of special education teacher development. This session explores interprofessional education (IPE) constructs of team building and communication developed to support preservice teachers and colleagues during global service learning in a school in Panama. Engage in the discussion on culturally responsive practices and team-building activities used to advance teacher readiness for collaboration and diverse classrooms.

Leader(s): Clara Hauth, Marymount University, Arlington, VA

11:00 AM–12:00 PM   SESSION: 136   ROOM: 107

Strand C, Session 2: Designing and Delivering Effective Literacy Intervention

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This session focuses on how to design and deliver effective literacy intervention. The presenters will address components that should comprise literacy interventions, and describe a framework for planning known as the 'taxonomy of intervention intensity.' The session will conclude with information about free, user-friendly resources.

Leader(s): Scott Baker, Center on Teaching and Learning, University of Oregon, Eugene

Presenter(s): Tessie Bailey, American Institutes for Research, Austin, TX

11:00 AM–12:00 PM   SESSION: 137   ROOM: 108

What is Fidelity and Why Does it Matter? Tools for Teachers and Leaders

Topic: Research
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Measuring fidelity is a crucial part of improving teaching and learning. Yet, many fidelity measures fail to capture a holistic picture of teaching, and many practitioners are unsure how to use fidelity data. Participants of the session will gain a deeper understanding of fidelity, robust measures, and use of data.

Leader(s): Jennifer Pierce, American Institutes for Research, Washington, DC

Presenter(s): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX; Kristin Ruedel, American Institutes for Research, Washington, DC

11:00 AM–12:00 PM   SESSION: 138   ROOM: 109

Bullying Prevention Through Schoolwide Positive Behavior Interventions and Supports: Are Universal Systems Enough?

Topic: Research
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

Bullying continues to be a major concern in U.S. schools and is the focus of a myriad of prevention and intervention efforts. Schoolwide positive behavior interventions and supports (SWPBIS) can help schools address and prevent bullying. This session focuses on a study examining the statewide implementation of SWPBIS on student perceptions of bullying victimization. Results suggest that SWPBIS alone does not directly influence student perceptions of bullying victimization.

Leader(s): Chad Rose, University of Missouri, Columbia

Presenter(s): Nicholas Gage, University of Florida, Gainesville

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11:00 AM–12:00 PM   SESSION: 139   ROOM: 110

Program Chair Featured: Losing Your Language to Find Your Voice? Serving Bilingual Students with Exceptionalities

Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

English language learners (ELLs) comprise more than 10% of the total student population in United States public schools, and about 12% receive special education and related services. The presenters will discuss and review policy, assessment, and best practices for serving ELLs with exceptionalities and their families.

Leader(s): Kelly Carrero, Texas A&M University, Commerce

Presenter(s): Denise Whitford, Purdue University, West Lafayette, IN

11:00 AM–12:00 PM   SESSION: 140   ROOM: 123

Specially Designed Instruction in Co-Teaching

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Demonstration

Specially designed instruction (SDI) is required for students with disabilities in co-taught classes, but how does it happen? This interactive session demonstrates the entire process, from analysis of individualized education program (IEP) goals, through selecting appropriate SDI, implementing with fidelity and incorporating generalization and maintenance, and evaluation of effectiveness. This session is hand-on and designed for elementary, middle, and high school practitioners.

Leader(s): Marilyn Friend, University of North Carolina, Greensboro

Presenter(s): Tammy Barron, Western Carolina University, Cullowhee, NC

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 141 • ROOM: 125

INCLUDING STUDENTS WITH HIGH INCIDENCE DISABILITIES: SUCCESS THROUGH INSTRUCTION

Topic: Collaboration and Inclusive Practices
Format: Multi-Presentation Session
Moderator(s): Nancy Mamlin, North Carolina Central University, Durham

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● **Instructional Strategies to Support Struggling Students in Inclusive Classrooms**

This session shares instructional practices that prepare students with the knowledge and skills to achieve higher academic and behavioral outcomes. Proactively motivating students to become effective learners includes the application of responsive multitiered interventions and resources for district- and building-level staff. School and student application of collaborative planning and proactive differentiation approaches explore how to transform learner struggles into inclusive successes.

Leader(s): Toby Karten, TAMKA, Wickatunk, NJ

● **Using Self-Monitoring Procedures to Support Students With High-Incidence Disabilities in Inclusive Settings**

Presenters highlight research supporting the use of self-monitoring interventions to support on-task behavior of students with high-incidence disabilities. They will discuss findings from a series of studies on self-monitoring that led to development of two mobile applications, and show participants how to download, set up, and use the apps.

Leader(s): Brian Barber, Kent State University, OH

Presenter(s): Pena Bedesem, Kent State University, OH

THURSDAY, JANUARY 31

MULTIPLE PRESENTATIONS

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11:00 AM–12:00 PM • SESSION: 142 • ROOM: 126

EDUCATING HIGH SCHOOL STUDENTS WITH AUTISM SPECTRUM DISORDERS: FROM PLANNING TO INTERVENTION

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Multi-Presentation Session
Moderator(s): Samuel Odom, University of North Carolina, Chapel Hill

● **Having a Plan and Sticking to It: Intervention Planning for High School Students With Autism Spectrum Disorder**

This session will guide special educators through the process of setting up a comprehensive intervention plan for students with autism spectrum disorder (ASD) in secondary settings. The process, developed by the Waisman Center, results in a plan addressing four core domains: reading comprehension in academics, independence and behavior, social skills, and transition planning. Presenters will offer resources including planning forms and intervention materials.

Leader(s): Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Presenter(s): Kate Szidon, Waisman Center, University of Wisconsin, Madison

● **Promoting Success in High School for Students With Autism Spectrum Disorder: An RCT**

The session describes the efficacy of a comprehensive treatment model for high school students with autism spectrum disorder (ASD). In a randomized control trial involving 60 school and over 500 students with ASD, significant effects were found for a variety of outcome variables related to postschool success.

Leader(s): Samuel Odom, University of North Carolina, Chapel Hill;

Presenter(s): Laura Hall, San Diego State University, CA; Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

11:00 AM–12:00 PM   SESSION: 143   ROOM: 127

Parent Connectors: Support for Families of Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

Parent Connectors is an evidence-based, parent-to-parent support program for families of children with emotional and behavioral disorders (EBD) to improve engagement in school and with service providers. The presenters will share the results of federally funded studies that support the use of Parent Connectors in middle schools and discuss the program's innovative features.

Leader(s): Kristin Duppong Hurley, University of Nebraska, Lincoln

Presenter(s): Jennifer Farley, University of Nebraska, Lincoln; Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln

11:00 AM–12:00 PM   SESSION: 144   ROOM: 128

Using Web-Based Graphic Organizers to Improve Secondary Students' Planning and Persuasive Paragraph Writing

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

This workshop presents the results of a multi-probe, single-subject study conducted with three secondary students with intensive support needs. The intervention–one-to-one explicit instructional sessions in persuasive writing and the use of a web-based graphic organizer–increased students' total number of words, sentences, transition words, and overall holistic quality. Presenters will highlight how this research translates to practice and share scripted lesson plans and the web-based tool.

Leader(s): Kelly Brady, Fairfax County Public Schools, VA

Presenter(s): Anya Evmenova, George Mason University, Fairfax, VA; Kelley Regan, George Mason University, Fairfax, VA

11:00 AM–12:00 PM   SESSION: 145   ROOM: 140

Utilizing Adaptive Strategies to Integrate Art Across the Curriculum

Topic: Arts in Special Education
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

Integrating artmaking for students with disabilities into various curriculums can be a challenge when the tools, materials, or art techniques desired are inaccessible for the student. The presenter will demonstrate and discuss adaptive art strategies to assist educators in creating arts-integrated learning opportunities for all of their students.

Leader(s): Susan Loesl, Milwaukee Public Schools, WI

11:00 AM–12:00 PM   SESSION: 146   ROOM: 141

Assessing Inclusive Instructional Practices Using the AISSEND Observation Tool

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

This session presents the findings of a research study of observations of inclusive secondary classrooms for the type, frequency, and duration of instructional strategies incorporated for students with disabilities, students who are culturally and linguistically diverse, and students with disabilities who are also culturally and linguistically diverse.

Leader(s): Randa Keeley, Texas Women's University, Denton

11:00 AM–12:00 PM   SESSION: 147   ROOM: 142

Evidence-Based and Research-Based Practices for Teaching Academics to Secondary Students with Disabilities

Topic: Career Development/Transition
Format: Demonstration

This session provides information about secondary academic evidence-based practices (EBPs), including considerations for implementation fidelity. The presenters will share resources to support implementation of academic EBPs and assess fidelity at the school and local level. .

Leader(s): Valerie Mazzotti, University of Oregon, Eugene

Presenter(s): Dawn Rowe, National Technical Assistance Center on Transition (NTACT), University of Oregon, Eugene; David Test, National Technical Assistance Center on Transition (NTACT) at UNC Charlotte

11:00 AM–12:00 PM   SESSION: 148   ROOM: 143

Social Conversation Interventions for Adolescents with Autism Spectrum Disorder: Strategies for Training and Implementation

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session focuses on specific instructional techniques to teach conversation skills to adolescents with autism spectrum disorder (ASD). The presenters will share resources, demonstrate strategies used in peer-mediated intervention (PMI), provide interactive opportunities to learn the instructional sequences, and brainstorm how to address common logistical challenges in implementation.

Leader(s): Amanda Thomas, Lehigh University, Bethlehem, PA

Presenter(s): Linda Bambara, Lehigh University, Bethlehem, PA; Irem Bilgili Karabacak, Lehigh University, Bethlehem, PA; Jacquelyn Chovanes, Lehigh University, Bethlehem, PA

Notes

THURSDAY, JANUARY 31

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 149 • ROOM: 145

PRESERVICE TEACHER PREPARATION FOR FORMING FAMILY PARTNERSHIPS

Topic: Parent/Family/School Partnerships
Format: Multi-Presentation Session
Moderator(s): Shana Haines, University of Vermont, Burlington

● **Bringing Families and Preservice Teachers Together: Learning From One Another**

The Family Home Visit program introduced teacher candidates to families of children with autism spectrum disorder (ASD) in a safe atmosphere. These visits exposed preservice teachers to the needs of this population and revealed ways in which they can comfortably interact and understand family needs and experiences. Findings include candidate understanding about family characteristics and needs, positive and negative interactions with schools, and parents' fears and frustrations associated.

Leader(s): Emily Williams, University of Alaska Southeast, Juneau

● **Setting the Stage for Effective Family Partnerships: Information for Preservice Special Educators**

Engaging families of students with disabilities is a crucial skill for any new special educator. This session will focus on establishing a foundation of compassion and understanding, and encouraging family engagement through the lens of high expectations. The presenter will explain common pitfalls and share useful strategies, including a 'dual capacity' approach.

Leader(s): Sean Roy, TransCen, Inc., Bloomington, MN

11:00 AM–12:00 PM   SESSION: 150   ROOM: 201

Improving Student and Team Success Through Meaningful IEPs

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Assessment
Format: Presentation with Q&A

Ever feel like your students' individualized education programs (IEPs) aren't what you 'really' do or accurately represent student needs? Are similar goals being created by teams over and over again? This session will engage administrators, special education teachers, and related service providers in creating meaningful and measurable IEP goals. Participants will construct an IEP from the PLAAFP to PLOP to goals to service minutes to placement, and gain practical strategies and take-aways.

Leader(s): Kristen Bordonaro, Exceptional Learners Collaborative, Buffalo Grove, IL

Presenter(s): Megan Clarke, Exceptional Learners Collaborative, Buffalo Grove, IL; Amy Gluck, Kildeer Countryside School District 96, IL; Jane Pedersen, Kildeer Countryside School District 96, IL

11:00 AM–12:00 PM   SESSION: 151   ROOM: 202

Intensive Reading and Writing Interventions for Students With Dyslexia and Specific Learning Disabilities

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

This session reviews the research on intensifying structured language and literacy interventions for elementary students with dyslexia or specific learning disabilities, and others who have intensive reading and writing needs. The presenters will use a case study to demonstrate how to intensify interventions and provide participants with a resource guide.

Leader(s): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX

Presenter(s): Kristi Baker, Southern Methodist University, Dallas, TX

THURSDAY, JANUARY 31

11:00 AM–12:00 PM   SESSION: 152   ROOM: 203

DEC SHOWCASE: Striving for Equity: Addressing Implicit Bias in Early Childhood Programs

Topic: Early Childhood and Early Intervention
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Panel

Implicit bias affects all of us–and often the services and supports we provide for young children, especially those from minoritized racial backgrounds or those with disabilities. This DEC Showcase focuses on implicit bias, how it affects young children of color and children with disabilities, and will provide strategies for developing culturally responsive anti-bias programs.

Leader(s): Megan Vinh, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Presenter(s): Sheresa Blanchard, East Carolina University, Greenville, NC; Margaret Beneke, University of Washington, Seattle; Serra Acar, University of Massachusetts, Boston

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11:00 AM–12:00 PM   SESSION: 153   ROOM: 209

MOVED! 1:00–2:00 PM | JW Marriott, Room 204

Come Publish With Us! Supporting Students With Physical, Health, and Multiple Disabilities

Topic: Physical/Health/Multiple Disabilities
Format: Panel

At this session, the officers of CEC's Division for Physical, Health and Multiple Disabilities (DPHMD) will discuss publication opportunities in the division's journal, newsletter, and website.

Leader(s): Laura Clarke, Eastern Kentucky University, Richmond

Presenter(s): Angie Juarez, Alhambra Unified School District, CA; Robbie Hampton, Lipscomb University, Nashville, TN

11:00 AM–12:00 PM   SESSION: 154   ROOM: 210

DVIDB SHOWCASE: 16 With No Wheels: How Do Young Adults With Visual Impairments Keep Moving Forward?

Topic: Visual Impairments
Format: Presentation with Q&A

Driver's ed got your students down? Concepts learned in driver's education can be taught to students with visual impairments and other specialized support needs in a variety of ways. Come learn about the resources available, specifically for students who will be using alternate modes of transportation.

Leader(s): Molly Pasley, Illinois State University, Normal

Presenter(s): Lauralyn Randles, Illinois State University, Normal

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11:00 AM–12:00 PM   SESSION: 155   ROOM: 211

DDEL SHOWCASE: Teaching or Tormenting? Perspectives on Maltreatment of Students of Color in Schools

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Personnel Preparation
Format: Panel

The maltreatment perpetrated by educators in schools may the greatest threat to the right of students of color with disabilities to a free appropriate public education (FAPE). Panel participants will discuss issues affecting students and contributing factors such as legal mandates, special education placement, teacher attitudes, lack of culturally relevant curricula, and disparate disciplinary practices that result in a cascade of negative academic, behavioral, and social experiences.

Leader(s): Evette Simmons-Reed, Ball State University, Muncie, IN

Presenter(s): Jennifer Cullen, Ball State University, Muncie, IN; Michelle Trotman Scott, University of West Georgia, Carrollton; Porsha Robinson-Ervin, Columbus City Schools, OH; Jonte (JT) Taylor, Pennsylvania State University, University Park

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11:00 AM–12:00 PM   SESSION: 156   ROOM: 212

Supporting Underserved Gifted Students in Rural Areas: A Community Professional Development Effort

Topic: Gifted and Talented
Secondary Topic: Research
Format: Presentation with Q&A

Project North Star prepares teachers, administrators, and communities to identify and support traditionally underserved highly able learners in rural schools. The presenter will share the details of this project's work in six rural schools with high populations of American Indians, as well as key findings; professional learning modules; assessments for teachers, administrators, and students; a teacher growth indicator; community forum resources; and an annotated bibliography of materials.

Leader(s): Wendy Behrens, Minnesota Department of Education, St. Paul

THURSDAY, JANUARY 31

11:00 AM–12:00 PM   SESSION: 157   ROOM: 144

Reaching all Learners through UDL with Technology

Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

Do you struggle to meet the needs of all learners in your classroom? Are you looking for ways to engage learners with technology? This practitioner-friendly session will highlight apps and websites that fall under the three domains of UDL. Student work samples and classroom example will be shared. Participants will leave with an understanding of how to select technology to meet the needs of learners through the lens of UDL.

Leader(s): Sara Heintzelman, Centennial School of Lehigh University, Bethlehem, PA; Sarah Howorth, University of Maine, Orono

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11:00 AM–12:00 PM   ROOM: 120

★ Exhibitor Showcase: PRE-ETS: Preparing Students for Work

Format: Exhibitor Showcase Session

This session will present PRE-ETS, a new curriculum that covers the five mandated areas for WIOA pre-employment transition skills (job/career exploration, work-based learning, postsecondary training, workplace readiness, and self-advocacy). Multiple, differentiated lesson plans are provided for each area, along with assessments and student materials. Attendees will receive free transition tools.

Leader(s): Janet Estervig and Whitney Fowler, Attainment Company, Verona, WI

11:00 AM–12:00 PM   ROOM: 121

★ Exhibitor Showcase: Project Discovery: Career Exploration and Life Skills for All!

Format: Exhibitor Showcase Session

Project Discovery is a dynamic, hands-on career exploration, employability, and life skills program that improves transition outcomes and helps students with special education needs to succeed. Evidence-based practices support students with autism spectrum disorder (ASD) and other disabilities to discover their passions and interests and gain entry-level job and daily living skills.

Leader(s): Michael King, Education Associates, Louisville, KY

11:00 AM–12:00 PM   ROOM: 122

★ Exhibitor Showcase: Teaching 'Real World' in the Classroom

Format: Exhibitor Showcase Session

Come to this session and learn about Curriculum That Matters—a way to prepare your students for living as you teach core class materials in a real-world environment. Attendees will learn strategies they can adapt to current lessons.

Leader(s): Seth Hunter, Curriculum That Matters, Inc., Bakersfield, CA

11:00–11:45 AM   SESSION: 160
ROOM: POSTER 1, WABASH BALLROOM 2

Education for All: Teacher Perceptions of Public School Budget Cuts

Topic: Public Policy
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

This poster presents results from a study of the disproportionate effect of public education spending cuts on minority students and students with disabilities. As part of the investigation of education restrictions imposed upon students, teacher interviews reveal their perceptions of budget cuts. This study was designed to align with transformative views of research, which is intended to confront social oppression by marrying academic research to political change to help marginalized people.

Leader(s): Letrice Beasley, University of Illinois, Chicago

11:00–11:45 AM   SESSION: 161
ROOM: POSTER 2, WABASH BALLROOM 2

Improving Fraction Computation With SRSD: Results From Two Investigations

Topic: Research
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presentation summarizes the results of two studies using self-regulated strategy development (SRSD) to teach fraction skills to students with and at risk for disabilities. The studies were conducted in different regions using a multiple-probe design with a total of 23 students. Presenters will discuss the results, which suggest a functional relation, as well as limitations and future directions will be discussed; they also will share free online resources.

Leader(s): Mickey Losinski, Kansas State University, Manhattan

Presenter(s): Robin Ennis, University of Alabama, Birmingham

11:00–11:45 AM   **SESSION: 162**
ROOM: POSTER 3, WABASH BALLROOM 2

Lesson Planning for School Success: Integrated Lesson Plans to Meet Academic, Behavioral, and Social Needs

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster presents a lesson-planning process and tool for educators to integrate social skills objectives as well as behavioral expectations and strategies needed for students to engage successfully with academic content. Educators can use this process to explicitly plan for and implement lessons that attend to all three learning domains. The process incorporates prompts for the use of low-intensity strategies such as instructional choice, pre-correction, and behavior-specific praise.

Leader(s): Wendy Oakes, Arizona State University, Tempe

Presenter(s): Kathleen Lynne Lane, University of Kansas, Lawrence; Katie Lane, Vanderbilt University, Nashville, TN

11:00–11:45 AM   **SESSION: 163**
ROOM: POSTER 4, WABASH BALLROOM 2

A Systematic Review of Peer Tutoring Interventions for Students With Disabilities

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Research
Format: Poster Session

This poster session presents the results of a systematic review of peer tutoring interventions, including classwide peer tutoring, reciprocal peer tutoring, and peer-assisted learning strategies. Findings indicate that these types of peer tutoring are successful in boosting the achievement of youth with high-incidence disabilities.

Leader(s): Agata Trzaska, University of Illinois, Chicago

Presenter(s): Elizabeth Talbott, University of Illinois, Chicago; Jaime Zurheide, Elmhurst College, IL

11:00–11:45 AM   **SESSION: 164**
ROOM: POSTER 5, WABASH BALLROOM 2

Sound Partners: A University/Community Partnership for Struggling Readers

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presentation highlights a university/community partnership aimed at improving the reading skills of rising second- and third-grade struggling readers. The quasi-experimental study involved two summers of implementation of Sound Partners by trained teachers and fluency practice with senior citizens. Rising second graders improved in reading fluency, writing, and phonemic awareness; rising third graders improved in fluency, reading comprehension, writing, and spelling.

Leader(s): Kristen Beach, University of North Carolina, Charlotte

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11:00–11:45 AM   **SESSION: 165**
ROOM: POSTER 6, WABASH BALLROOM 2

How to Structure Interactive Read-Alouds for Narrative Reading Comprehension

Topic: Learning Disabilities
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Interactive read-aloud (IRA) is a common instructional practice in elementary literacy instruction because it supports beginning readers language development, vocabulary acquisition, and reading comprehension. This poster presentation shares an effective practice for structuring narrative IRAs by using mental-state verbs in order to develop students' inferencing skills for narrative text comprehension.

Leader(s): Jerae Kelly, University of Maryland, College Park

THURSDAY, JANUARY 31

11:00–11:45 AM   **SESSION: 166**
ROOM: POSTER 7, WABASH BALLROOM 2

Social Network Analysis: Understanding Communication Among District Leaders and Building Educators

Topic: Administration/Supervision
Secondary Topic: Research
Format: Poster Session

This poster presentation illustrates how professional social networking relationships influence the structural dimensions of sharing special education knowledge and information in the form of advice giving and receiving. Findings from a survey of district-level special education leaders and building educators reveal distinct patterns of communication and information sharing–and an indirect link with levels of student performance. Presenters will discuss implications and models for networking.

Leader(s): Martha von Mering, University of Massachusetts, Amherst

Presenter(s): Mary Lynn Boscardin, University of Massachusetts, Amherst

11:00–11:45 AM   **SESSION: 167**
ROOM: POSTER 8, WABASH BALLROOM 2

Early Educators' Readiness to Teach: A Performance-Based Assessment

Topic: Personnel Preparation
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Teacher performance assessments (TPA) are used by schools of education as a tool for aiding in the assessment of teacher candidate readiness. The presenters of this poster session will discuss strategies for achieving a valid TPA that addresses the unique contexts and instructional competencies required for a blended early childhood/early childhood special educator (ECE/ECSE) preparation program.

Leader(s): Eva Horn, University of Kansas, Lawrence

Presenter(s): Hailey Love, University of Kansas, Lawrence

11:00–11:45 AM   **SESSION: 168**
ROOM: POSTER 9, WABASH BALLROOM 2

Classroom Interventions for Students With Emotional or Behavioral Challenges in Urban Settings

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

This poster presentation explores behavioral interventions being utilized in elementary school classrooms to address behavior challenges in children with or at risk for emotional and behavioral disorders (EBD). The presenters analyzed results, including outcome data, and will highlight salient factors of interventions that are relevant to the challenges faced by urban educators.

Leader(s): Amy Passmore, University of Illinois, Chicago

Presenter(s): Anne Clark, University of Illinois, Chicago

11:00–11:45 AM   **SESSION: 169**
ROOM: POSTER 10, WABASH BALLROOM 2

Do Teachers' Mindsets Affect Their Use of Positive Classroom Behavior Management Strategies?

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

Despite the effectiveness of positive approaches to classroom behavior management, research shows that many teachers struggle to implement positive behavior management strategies and rely on punitive strategies such as reprimands and referrals. This poster presentation focuses on how teachers' mindsets about behavior may affect their use of behavior management and presents research findings indicating that teachers with growth mindsets are more likely to implement positive behavior management.

Leader(s): Rachel Robertson, University of Pittsburgh, PA

Presenter(s): Miguel Ampuero, University of Pittsburgh, PA; Rachel Schwartz, University of Pittsburgh, PA

11:00 – 11:45 AM **SESSION: 170**
ROOM: POSTER 11, WABASH BALLROOM 2

Universal Design for Learning: The Effect of Professional Learning on Implementation

Topic: Collaboration and Inclusive Practices
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

This poster presents the results of study examining the effect of a district-wide summer institute on general and special educators' implementation of universal design for learning (UDL). UDL is a means to foster inclusionary practices, design learning experiences to address barriers and learner variability, and enhance outcomes. Attendees of the institute scored significantly higher UDL implementation scores on their annual teacher evaluations than their peers who did not attend the institute.

Leader(s): Stephanie Craig, University of Kansas, Lawrence

Presenter(s): Sean Smith, University of Kansas, Lawrence

11:00 – 11:45 AM **SESSION: 171**
ROOM: POSTER 12, WABASH BALLROOM 2

Online Modules for Teaching Preservice Special Educators the Principles of UDL

Topic: Collaboration and Inclusive Practices
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

The poster session presents the results of a study exploring the influence of online learning modules on preservice teachers' knowledge and skills for embedding universal design for learning (UDL) principles in lesson plans and accurately implementing these plans while teaching children with and without disabilities during their student teaching placements.

Leader(s): Ahhyun Lee, University of Florida, Gainesville

Presenter(s): Cynthia Griffin, University of Florida, Gainesville

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11:00 – 11:45 AM **SESSION: 172**
ROOM: POSTER 13, WABASH BALLROOM 2

Personalized Coaching for Professional Growth: One Size Does Not Fit All

Topic: Starting the Teaching Career
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

This poster session provides an overview of a personalized instructional coaching process that supports new special educators in meeting needs of their students by effectively implementing high-leverage practices. The coaching approach is built upon a multitiered system of support (MTSS) for new teachers and a structured dialogue problem-solving approach.

Leader(s): Rebecca Cook, Eastern Illinois University, Charleston

Presenter(s): Shawn Huisinga, Indiana State University, Terre Haute; Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston

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11:00 – 11:45 AM **SESSION: 173**
ROOM: POSTER 14, WABASH BALLROOM 2

Combined EBPs Supporting Acquisition of Foundational Mathematics Skills for Students With ASD

Topic: STEM
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presents the results of a study evaluating the effectiveness of combining evidence-based strategies (EBPs) into a mathematics intervention for use with students with autism spectrum disorder (ASD). The presenter will discuss the effects of using concrete-representational-abstract (CRA) instruction with manipulatives and a graphic organizer with instruction delivered via model-lead-test (MLT) on the acquisition of foundational single-digit addition skills for kindergartners with ASD.

Leader(s): Nanette Hammons, Florida State University, Tallahassee

THURSDAY, JANUARY 31

11:00–11:45 AM   **SESSION: 174**
ROOM: POSTER 15, WABASH BALLROOM 2

Creating Inclusive STEM/STEAM Classrooms: Learning From Preservice Teachers' Perspectives and Practices

Topic: STEM
Secondary Topic: Research
Format: Poster Session

Integrative science, technology, engineering, arts, and mathematics (ISTEAM) education is an instructional approach where teachers intentionally construct design-based learning opportunities to help students learn and apply content knowledge across disciplines in real-life situations. This poster presents the results of a study investigating how preservice teachers perceived and applied ISTEAM education in K-12 classrooms after a series of trainings and embedded experiences.

Leader(s): Nai-Cheng Kuo, Augusta University, GA

11:00–11:45 AM   **SESSION: 175**
ROOM: POSTER 16, WABASH BALLROOM 2

Deaf With Disabilities: Characteristics of Common Syndromes

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presentation shares the disability-related characteristics of learners who are deaf or hard of hearing with disabilities (DWD). The presenters will share resources to support teachers and families.

Leader(s): Susan Bruce, Boston College, Chestnut Hill, MA

Presenter(s): Catherine Nelson, University of Utah, Salt Lake City

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11:00–11:45 AM   **SESSION: 176**
ROOM: POSTER 17, WABASH BALLROOM 2

Students' Self-Concept and Behavior Before and After Participation in a Black Student Union

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Research
Format: Poster Session

This poster presents an overview of a study currently underway exploring how participation in a Black student union affects middle-school students' self-concept and behavior. Over a quarter of participants qualify for special education services, and several others utilize outside counseling services; as a whole, this group receives a disproportionate number of office discipline referrals. Student survey responses and discipline and grade records provide insight into developing such offerings.

Leader(s): Jaleah Robinson, Duquesne University, Pittsburgh, PA

Presenter(s): Temple Lovelace, Duquesne University, Pittsburgh, PA

11:00–11:45 AM   **SESSION: 177**
ROOM: POSTER 18, WABASH BALLROOM 2

Implementing Reading Interventions for Adolescent English Learners With Reading Difficulties and Disabilities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presentation shares the results from a randomized controlled trial of a 2-year intensive reading intervention implemented with high school English learners (ELs) with reading difficulties and disabilities. The presenter will offer guidance for designing and implementing intensive reading interventions for adolescent ELs, and share sample lessons and materials.

Leader(s): Kelly Williams, Indiana University, Bloomington

11:00–11:45 AMS   **ESSION: 178**
ROOM: POSTER 19, WABASH BALLROOM 2

Video Modeling Techniques for Maintaining Vocational Skills of Individuals With ASD or DD

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster session presents the results of a study investigate the effectiveness of using two different instructional formats for presenting video modeling sequences to maintain the vocational skills of 12 high school students with autism spectrum disorder (ASD) and developmental disabilities (DD) over winter break. Results indicated that both strategies were effective, as compared to a control condition, and that skills not only maintained over break, but also improved and generalized.

Leader(s): Toni Van Laarhoven, Northern Illinois University, DeKalb

Presenter(s): Erika Blood Pinter, Northern Illinois University, DeKalb; Stephanie DeSpain, Northern Illinois University, DeKalb

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11:00–11:45 AM   **SESSION: 179**
ROOM: POSTER 20, WABASH BALLROOM 2

Diplomas That Matter: Ensuring Equity of Opportunity for Students With Disabilities

Topic: Career Development/Transition
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Poster Session

This poster summarizes information from a national survey of state education agencies on diploma options available to students with disabilities, what they mean for students and schools, and implications for providing transition services. There is a lack of clarity across states about what options are available, whether alternative diploma options 'count' when calculating graduation rates, and whether alternative diploma options are aligned with state college and career readiness standards.

Leader(s): David Johnson, University of Minnesota, Minneapolis

Presenter(s): Martha Thurlow, NCEO/University of Minnesota, Minneapolis

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11:00–11:45 AM   **SESSION: 180**
ROOM: POSTER 21, WABASH BALLROOM 2

Research-Based Guidelines for Partnering With Immigrant, Bilingual Parents of Children With Disabilities

Topic: Parent/Family/School Partnerships
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

Partnerships with immigrant, bilingual parents can be challenging for parents and educators due to unrecognized parent bilingual skills and educators' uses of English that can marginalize parents during individualized family service plan (IFSP) or individualized education program (IEP) meetings. This poster presents strategies for educators to improve their assumptions about parents and to use supportive dialogue.

Leader(s): Gregory Cheatham, University of Kansas, Lawrence

Presenter(s): Sumin Lim-Mullins, University of Kansas, Lawrence

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11:00–11:45 AM   **SESSION: 181**
ROOM: POSTER 22, WABASH BALLROOM 2

Self-Directed Audio Prompting Using Smart Speakers: Building Executive Function Skills in Students With ASD

Topic: Innovations in Special Education Technology
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presentation features a study examining the effect of using a smart speaker (SS) system (Amazon Echo, Google Home, Sonos) to build the executive function (EF) skills (organization, transitioning) of students with autism spectrum disorder (ASD). The presenter will share the findings of student-requested audio prompts delivered via smart speakers on increased on-time arrival with proper materials.

Leader(s): Adam Carreon, University of Kansas, Lawrence

THURSDAY, JANUARY 31

11:00–11:45 AM   **SESSION: 182**
ROOM: POSTER 23, WABASH BALLROOM 2

Online and Mobile Apps to Support Struggling Writers

Topic: Innovations in Special Education Technology
Secondary Topic: Learning Disabilities
Format: Poster Session

Many students struggle with writing. This poster session focuses on online and mobile applications struggling writers can use to plan and generate text. The presenters will demonstrate the use of websites and applications that employ research- and evidence-based methods such as cognitive load reduction, mnemonic strategies, and self-regulation to promote writing success.

Leader(s): Michael Dunn, Washington State University, Vancouver

Presenter(s): Mary Frances Rice, University of New Mexico, Albuquerque

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11:00–11:45 AM   **SESSION: 183**
ROOM: POSTER 24, WABASH BALLROOM 2

Preventing Challenging Behavior in Children With Autism Spectrum Disorder Through Visual Supports

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Children with autism spectrum disorder (ASD) often have difficulties transitioning to and engaging in non-preferred activities. This poster presents the results of a single-case design study of an intervention incorporating visual schedules and within-activity choice into classroom routines. The intervention reduced challenging behavior and improved the learning experiences of children with ASD.

Leader(s): Catharine Lory, Purdue University, West Lafayete, IN

Presenter(s): Soyeon Kim, Purdue University, West Lafayette, IN

11:00–11:45 AM   **SESSION: 184**
ROOM: POSTER 25, WABASH BALLROOM 2

Evidence-Based Interventions in Science for Secondary Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Poster Session

Students with autism spectrum disorder (ASD) are increasingly included in general education settings and expected to access core content. Development of scientific content knowledge, literacy, and thinking are emphasized in legislation and science standards. Participation in science is often challenging for students with ASD, and evidence on teaching science to students with disabilities is limited. This poster presentation synthesizes studies of science interventions for students with ASD.

Leader(s): Stanley Zucker, Arizona State University, Tempe

Presenter(s): Juliet Hart Barnett, Arizona State University, Tempe

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11:00–11:45 AM   **SESSION: 185**
ROOM: POSTER 26, WABASH BALLROOM 2

Word Problem-Solving Instruction for Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Poster Session

Word problem solving is a critical component of mathematical instruction. This poster session will present a systematic literature review of mathematical word problem-solving interventions for students with autism spectrum disorder (ASD). The effectiveness of instructional strategies will be shared as well as implications for teaching and future research.

Leader(s): Bonnie Henning, Fairmont State University, WV

Presenter(s): Sarah Cox, Florida State University, Tallahassee; Jenny Root, Florida State University, Tallahassee

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1:00-3:00 PM   **SESSION 188**   **ROOM: 205**

Program Chair Featured: Intelligent Lives: A Q&A with Filmmaker Dan Habib

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

Award-winning filmmaker Dan Habib will show his new film, INTELLIGENT LIVES, starring three young adults with IDD who challenge perceptions of intelligence as they navigate high school, college, and the workforce. Academy Award-winning actor and narrator Chris Cooper contextualizes the lives of these central characters through the personal story of his son Jesse. A moderated discussion follows.

Leader(s): Dan Habib, Filmmaker, University of New Hampshire, Institute on Disability, Concord

Presenter(s): Michael Wehmeyer, University of Kansas, Lawrence

MULTIPLE PRESENTATIONS

1:00–3:00 PM • SESSION: 189 • ROOM: 103

PUTTING HLPS INTO PRACTICE: STRATEGIES, PARTNERSHIPS, AND EVALUATION

Topic: Personnel Preparation
Format: Multi-Presentation Session
Moderator(s): Amber Benedict, University of Florida, Gainesville

● **Building Collaborative Education Preparation Partnerships to Enhance Educator Quality**

This session focuses on a collaboration among institutions in Kentucky to enhance the capacity of education preparation programs (EPPs) to develop general and special educators who use high-leverage practices (HLPs) to effectively educate all learners, specifically students with disabilities. Presenters will share examples from both large public and small private institutions.

Leader(s): Kera Ackerman, University of Kentucky, Lexington

Presenter(s): Amy Lingo, University of Louisville, KY; Todd Whitney, University of Louisville, KY

● **Improving Teacher Preparation: Using Data to Validate and Revise Practice-Based Preparation Opportunities**

This presentation provides information about two practice-based preparation opportunities that were foundational in improving general and special education teacher candidates' knowledge and skill in evidence-based practices. The presenters will discuss how teacher educators validated these opportunities and used what they learned to make revisions, and the implications of these efforts for others engaged in improving teacher preparation.

Leader(s): Mary Brownell, CEEDAR Center, University of Florida, Gainesville

Presenter(s): Brian Barber, Kent State University, OH; Amber Benedict, University of Florida, Gainesville; Melinda Leko, University of Wisconsin, Madison; Cara Richards-Tutor, California State University, Long Beach

● **Using Mixed-Reality Simulation to Teach High-Leverage Practices**

This session presents results from a series of studies investigating the use of mixed-reality simulation (MRS) in teacher preparation. Preservice general and special education teachers engaged in simulated environments to learn high-leverage practices (HLPs). There were significant differences in preservice teacher beliefs, knowledge, and skills as a result of the simulated environment.

Leader(s): Melissa Driver, Kennesaw State University, GA

Presenter(s): Katherine Zimmer, Kennesaw State University, GA; Kristin Murphy, University of Massachusetts, Boston

1:00–3:00 PM   SESSION: 190   ROOM: 123

CASE SHOWCASE: 90 tips in 120 minutes

Topic: Administration/Supervision
Format: Presentation with Q&A

This fast-paced session will provide participants with 90 practical tips on all things legal, from A to Z, in the field of special education. Topics covered will include Child Find/identification, evaluation, eligibility, individualized education program (IEP) and placement, procedural safeguards, discipline, extended school year, and Section 504.

Leader(s): Julie Weatherly, Resolutions in Special Education, Inc., Mobile, AL

1:00–2:00 PM   SESSION: 193
ROOM: WABASH BALLROOM 1

Program Chair Featured: ESSA and IDEA: U.S. Department of Education Update

Topic: Public Policy
Format: Presentation with Q&A

School systems across the nation are working to prepare diverse learners for success both in the classroom and after graduation. Leveraging resources and coordinating support across programs at the state, district, and school levels is a key strategy to effectively improve outcomes to meet the needs of all students. For those implementing the 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.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

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

THURSDAY, JANUARY 31

1:00–2:00 PM • SESSION: 194 • ROOM: 101

INTERNATIONAL VIEWS OF POLICY FOR PERSONS WITH DISABILITIES

Topic: Public Policy
Format: Multi-Presentation Session
Moderator(s): James Shriner, University of Illinois, Urbana-Champaign

● **Reimagining Education for Students with Disabilities: Lessons from Qatar and Singapore**

Being small in size or number may have its challenges. An argument can be made, however, that positive change and impact are still attainable when being small is most effectively used as an advantage. The presenters examine this premise through two different small nation states–Qatar and Singapore--in how they educate their students with disabilities, and consider its implications for policy makers, administrators and special educators.

Leader(s): Muhammad Salman Bin Mohamed Khair, World Innovation Summit for Education (WISE) - QF, Doha, Qatar

Presenter(s): Zachary Walker, University College London, United Kingdom

● **The Right to Education: An Analysis of Article 24 of the UN CRPD**

This session offers an analysis of Article 24 of the United Nations' Convention on the Rights of Persons with Disabilities (CRPD). The presenters will examine the right to education in international human rights law–drawing upon its general principles, and its drafting history–and provide a paragraph-by-paragraph legal and policy analysis of the CRPD and other U.N. documents.

Leader(s): Dimitris Anastasiou, Southern Illinois University, Carbondale

Presenter(s): James Kauffman, University of Virginia, Charlottesville

1:00–2:00 PM   SESSION: 195   ROOM: 102

Lessons From the Field: Practical Implementation of Data-Based Individualization

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Implementation of data-based individualization (DBI) requires a strong understanding of the research supporting it, but district-level implementation requires structures and procedures that go beyond the research. In this session, the presenters use their real-world experience implementing DBI to provide useful tips and tools to make DBI successful. They will describe concrete steps and procedures to begin or enhance DBI implementation.

Leader(s): Devin Kearns, University of Connecticut, Storrs

Presenter(s): Leslie Anderson, Bristol Warren Regional Schools, RI; Natasha Axelson, Bristol Warren Regional Schools, RI; Jason Borges, New York City Public Schools, NY

1:00–2:00 PM   SESSION: 196   ROOM: 104

Increasing Diverse Choice Opportunities in a Postsecondary Setting

Topic: Personnel Preparation
Secondary Topic: Research
Format: Presentation with Q&A

Adulthood symbolizes autonomy to make self-directed choices, yet research demonstrates that adults with disabilities often fail to access choice in even minor aspects of their lives. One of the greatest barriers to consumer autonomy and choice in adult disability service settings is staff practices. This presentation shares the results of a study in which researchers trained staff in a postsecondary setting serving adults with disabilities to facilitate diverse choice-making opportunities.

Leader(s): Rachel Schwartz, University of Pittsburgh, PA

Presenter(s): Rachel Robertson, University of Pittsburgh, PA; Sarah Westerfield, University of Pittsburgh, PA

| 1:00–2:00 PM | SESSION: 197 | ROOM: 105 |

Strand B, Session 3: Improving Outcomes for Students: OSEP Innovation and Improvement Tools, Training, and Resources

Topic: Administration/Supervision
Format: Presentation with Q&A

OSEP's free online resources have been used effectively to improve classroom and district practice as well as to improve the quality of teacher training and professional development programs. This session will demonstrate professional development training modules along with tools, trainings, and self-assessments for school, district, and state assessment of progress in areas such as PBIS, corrections, scale-up readiness, stakeholder engagement, and implementation fidelity.

Leader(s): Renee Bradley, OSEP, U.S. Department of Education, Washington, DC

Presenter(s): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

| 1:00–2:00 PM | SESSION: 198 | ROOM: 106 |

Strand D, Session 1: How Can I Show the Intersection of Language Difference or Language Disabilities in Bilinguals?

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Assessment
Format: Presentation with Q&A

This session will focus on research in the intersectionality of native-language development, its transference to second-language proficiency, and the effect on referral and eligibility for special education services on the basis of specific learning disabilities. The focus is on an ecological and collaborative process that involves general education, special education, and English as a second language.

Leader(s): Julie Esparza Brown, Portland State University, OR

Presenter(s): Maria de Lourdes Serpa, Lesley University, Cambridge, MA; Claudia Rinaldi, Lasell College, Newton, MA; Sara Nino, Lasell College, Newton, MA

| 1:00–2:00 PM | SESSION: 199 | ROOM: 107 |

Strand C, Session 3: Leading the Charge: How Leaders Can Support Implementation of Effective Literacy Practices

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Leaders from the state to the school level can be critical partners in improving literacy outcomes. This session will address how state and local leaders can support implementation of effective literacy practices. The presenters will also provide information about free resources available from the National Center on Intensive Intervention (NCII) and the National Center on Improving Literacy (NCIL).

Leader(s): Rebecca Zumeta Edmonds, National Center on Intensive Intervention, American Institutes for Research, Washington, DC

Presenter(s): Amy Peterson, American Institutes for Research, Washington, DC; Allison Gandhi, American Institutes for Research, Washington, DC

| 1:00–2:00 PM | SESSION: 200 | ROOM: 108 |

Strand E, Session 1: Practical Strategies for Recruitment and Retention of Diverse Families in Parenting Programs

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session presents a systematic literature review of published parenting intervention research for children with or at risk for neurodevelopmental or behavioral disabilities. The presenter will highlight potentially efficacious methods for the recruitment and retention of ethnically, racially, and economically diverse caregivers and children with or at risk for disabilities to parenting programs with an emphasis on Latinx families.

Leader(s): Wendy Machalicek, University of Oregon, Eugene

THURSDAY, JANUARY 31

1:00–2:00 PM	SESSION: 201	ROOM: 109

Correspondence Reporting for Non-Parametric Effect Sizes and Visual Analysis

Topic: Research
Format: Presentation with Q&A

Statistical analysis in single-case research is expected in journal publications and grants. However, these outcomes are rarely described completely or in relationship to one another. Although visual analysis is not always reliable, specific guidelines for improving reliability exist. This session describes the state of the literature, demonstrates examples of concordant and discordant comparisons between analysis, and examines possible reasons for reliability differences.

Leader(s): Kimberly Vannest, Texas A&M University, College Station

1:00–2:00 PM	SESSION: 202	ROOM: 110

Work Experience, What Is It Good for? Student Job Readiness After Work Experience

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

The presenter of this session will share an exploration of factors that led 34 students with significant disabilities to grow in job readiness skills after an 8-month work experience. Progress was tracked three times across six competencies. Results show students made gains in each competency, increasing work skills and improving employability outcomes.

Leader(s): Bekis Choiseul-Praslin, University of Oklahoma, Norman

1:00–2:00 PM	SESSION: 203	ROOM: 125

Teacher2Teacher: Mindfulness in the Small Group Setting

Topic: Research
Format: Presentation with Q&A

Many students are affected by past and current traumas that cause them to struggle. Mindful practices can help increase students' classroom attendance, growth mindset, and writing stamina. In this session, learn how to implement routine mindful practices to help students regulate their emotions and develop coping mechanisms. Presenters will review action research, demonstrate mindfulness practice, describe how to set up a mindful classroom, and provide resources for replication.

Leader(s): Gabrielle Benoit, Wendell Phillips High School, Chicago, IL

Presenter(s): Corinne Durrette, Chicago Public Schools, IL

1:00–2:00 PM	SESSION: 204	ROOM: 126

Towards Equity in Mathematics: Collaborative Partnerships Between Special and General Education Math Teachers

Topic: Collaboration and Inclusive Practices
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

General education mathematics and special education teachers each possess unique expertise that at times can make it difficult for them to work together, particularly at the secondary level. This presentation shares results from a statewide survey examining the elements of strong collaborative relationships and barriers to promoting effective partnerships. The results highlight ways that teacher preparation programs, districts, schools, and individuals can enhance collaborative relationships.

Leader(s): Sarah Watt, Miami University, Oxford, OH

Presenter(s): Wayne Nirode, Miami University, Oxford, OH

1:00–2:00 PM	SESSION: 205	ROOM: 127

A Multi-State Analysis of Due Process Hearings Involving Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

This presenters will discuss findings and implications from a multi-state study of special education due process hearings involving students with emotional and behavioral disorders (EBD). The session will include an in-depth discussion of the issues frequently addressed in these due process hearings, including evaluation procedures, individualized education program (IEP) development, behavior intervention plans, and suspension and expulsion policies.

Leader(s): William Blackwell, Sam Houston State University, Huntsville, TX

Presenter(s): Jennifer Buss, Lewis University, Romeoville, IL; Jaime Durán, Sam Houston State University, Huntsville, TX

| 1:00–2:00 PM | SESSION: 206 | ROOM: 128 |

Wearable Technology for Monitoring Academic Engagement of College Students With Intellectual Disability

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

Providing academic support for adult students with intellectual and developmental disabilities (IDD) can be challenging. This presentation will illustrate how wearable technology can be used to promote active engagement in academic content learning. This approach has been used to increase the on-task behavior of college students with IDD in an inclusive postsecondary education program while participating in varied academic courses.

Leader(s): Kudirat Giwa-Lawal, George Mason University, Fairfax, VA

Presenter(s): Anya Evmenova, George Mason University, Fairfax, VA; Heidi Graff, George Mason University, Fairfax, VA

| 1:00–2:00 PM | SESSION: 207 | ROOM: 140 |

Strategies for Leading Inclusive Tier 1 Restorative Practice Circles in Elementary Schools

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

This demonstration will introduce participants to strategies for implementing Tier 1 restorative practice (RP) circles in elementary schools. The presenters will draw upon findings from a recent research study to demonstrate the RP circle process and showcase strategies for modifying RP circles to foster inclusion of students with exceptionalities.

Leader(s): Colby Kervick, University of Vermont, Burlington

Presenter(s): Mika Moore, University of Vermont, Burlington

| 1:00–2:00 PM | SESSION: 208 | ROOM: 141 |

Systematic CHAAOS: A Promising Practice for Academic Vocabulary Instruction

Topic: Learning Disabilities
Secondary Topic: Research
Format: Demonstration

This interactive session focuses on High-Leverage Practice #12, or how to systematically design instruction toward a specific learning goal. The presenters will demonstrate a CHAAOS (Creating Habits that Accelerate Academic Language of Students) academic vocabulary lesson, share results from a quasi-experimental research study involving distinct instructional contexts, and provide participants with an opportunity to develop CHAAOS lessons for students with disabilities.

Leader(s): Kristen Beach, University of North Carolina, Charlotte

Presenter(s): Ann Jolly, Charlotte-Mecklenburg Schools, NC; Kerry Kisinger, University of North Carolina, Charlotte; Rollanda O'Connor, University of California, Riverside

| 1:00–2:00 PM | SESSION: 209 | ROOM: 142 |

Becoming a Friend to Myself and Others: Evidence-Based Strategies for Developing Social-Emotional Competence

Topic: Early Childhood and Early Intervention
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

This session highlights social-emotional learning strategies that enhance self-awareness, social awareness, relationship awareness, self-management, and responsible decision making–all of which are key to successful inclusion and social participation. Presenters will share evidence-based strategies for developing these competencies, as identified by the Collaborative on Academic and Social Emotional Learning and the Center on Social and Emotional Foundations for Early Learning.

Leader(s): Lisa Combs, Combs Educational Consulting, Ltd., Greenville, OH

THURSDAY, JANUARY 31

1:00–2:00 PM   SESSION: 210   ROOM: 143

Using SRSD to Improve the Fraction Competency of Students With and at Risk for Disabilities

Topic: Learning Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Demonstration

This session provides a demonstration of self-regulated strategy development (SRSD) in mathematics, to teach fraction skills. The presenters will share free, open-access lesson plans and materials will for the mnemonics FILMS, CUT, and EDIT, which guide students in adding and subtracting fractions with unlike denominators, simplifying fractions, and converting improper fractions to mixed numbers respectively. Presenters will model the recursive stages of SRSD and discuss practice implications.

Leader(s): Robin Ennis, University of Alabama, Birmingham

Presenter(s): Mickey Losinski, Kansas State University, Manhattan

Notes

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 211 • ROOM: 144

TECHNOLOGY AND NEW LEARNING ENVIRONMENTS FOR STUDENTS WITH DISABILITIES

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Lisa Wadors Verne, Benetech, Palo Alto, CA

● **Predicting Early Reading Outcomes: Student Behaviors in an Online Learning Environment**

This session highlights student behaviors in an online literacy environment that can help teachers predict early literacy outcomes and plan for early intervention strategies. Using examples from a 2-year longitudinal study, the presenters will discuss how data analytics and progress monitoring data can be used together to create student profiles to guide instruction.

Leader(s): Wilhelmina van Dijk, University of Florida, Gainesville

Presenter(s): Valentina Contesse, Alachua County Public School, FL; Holly Lane, University of Florida, Gainesville; Danielle Leuschen de Pico, University of Florida, Gainesville

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● **The DIAGRAM Report: A Deep Look at Emerging Personalized Learning Technologies**

This session presents an in-depth look at emerging mainstream technologies shaping the ways students learn. Presenters will report on opportunities and challenges for students with disabilities using personalized learning technology in the classroom.

Leader(s): Lisa Wadors Verne, Benetech, Palo Alto, CA

1:00–2:00 PM　　　**SESSION: 212**　　　**ROOM: 145**

School-Based Behavioral Interventions Targeting Challenging Behaviors of Adolescents With Developmental Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

Adolescents with developmental disabilities who exhibit challenging behaviors are at risk for poor educational outcomes. This session presents the results of a review evaluating and summarizing the quality of research on school-based behavioral interventions for adolescents with developmental disabilities. Assessment of quality of research was based on alignment with the Council for Exceptional Children's (CEC) quality indicators.

Leader(s): Marie David, Purdue University, West Lafayette, IN

Presenter(s): Soyeon Kim, Purdue University, West Lafayette, IN

1:00–2:00 PM　　　**SESSION: 213**　　　**ROOM: 201**

A Technology-Based Tier 2 Intervention to Promote Mathematics Problem-Solving Skills

Topic: STEM
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Central to becoming mathematically proficient is developing an in-depth understanding of the foundational concepts and problem solving that underlie measurement and data analysis. This session will present findings from a recent study involving first-grade students with mathematics difficulties (MD) and practical implications for integrating technology into Tier 2 mathematics instruction.

Leader(s): Allison Firestone, University of California, Berkeley

Presenter(s): Ben Clarke, Center on Teaching and Learning, University of Oregon, Eugene; Christian Doabler, University of Texas, Austin; Kathleen Jungjohann, University of Oregon, Eugene

1:00–2:00 PM　　　**SESSION: 214**　　　**ROOM: 202**

Improving the Word Problem-Solving Performance of Elementary Students With Mathematics Difficulties

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: STEM
Format: Panel

This session presents an evidence-based cognitive and meta-cognitive strategy which educators can use to teach elementary level students with mathematics difficulties how to solve word problems. Presenters will use multiple representations to demonstrate how problems can be represented concretely, pictorially, and symbolically, emphasize the vocabulary related to word problem solving, and discuss common error patterns and solution strategies.

Leader(s): Diane Bryant, University of Texas, Austin

Presenter(s): Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

1:00–2:00 PM　　　**SESSION: 215**　　　**ROOM: 203**

Education of Students Who Are DHH: Standards, Ethics, Policy, and Practice

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Public Policy
Format: Panel

The field of education of students who are deaf and hard of hearing (DHH) has undergone significant changes in recent decades and faces challenges in instructional effectiveness, teacher preparation, and research-based practices. The panel will continue the conversation from past DCDD CEC Convention discussions about challenges and future directions for the field, and will include breakout groups to discuss topics specific to stakeholders.

Leader(s): Becca Jackson, Minnesota Department of Education, St. Paul

Presenter(s): Debra Lively, Saginaw Valley State University, University Center, MI; Kevin Miller, Concordia University, Seward, NE; Suzanne Raschke, Saginaw Valley State University, University Center, MI

THURSDAY, JANUARY 31

1:00–2:00 PM   SESSION: 216   ROOM: 209

How to Write for EC and TEC

Topic: Professional Development
Format: Presentation with Q&A

In this session, the editors of CEC's Exceptional Children (research journal) and TEACHING Exceptional Children (practitioners journal) provide an overview of the journals and guidance for prospective authors. Editors will describe the aim and scope of each journal and provide specific recommendations for preparing manuscripts for submission. The session includes information related to circulation, number of annual submissions, impact factor, and author experience and includes Q&A time.

Leader(s): Kristin Sayeski, University of Georgia, Athens; John Wills Lloyd, University of Virginia, Charlottesville; Bill Therrien, University of Virginia, Charlottesville

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Notes

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 217 • ROOM: 210

EFFECTIVE STRATEGIES TO MEET THE NEEDS OF STUDENTS WITH VISUAL IMPAIRMENTS

Topic: Visual Impairments
Format: Multi-Presentation Session
Moderator(s): Maribeth Lartz, Illinois State University, Normal

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● **The Expanded Core Curriculum for Students With Visual Impairments: Barriers and Facilitators**

This session focuses on the results of a large national survey to identify areas of the expanded core curriculum being taught to students with visual impairments, adequacy of instruction, and barriers and facilitators to instruction. The presenters will discuss the results of statistical analyses describing relationships among teacher characteristics, expanded core curriculum instruction, and barriers and facilitators.

Leader(s): Susan Yarbrough, Florida State University, Tallahassee

Presenter(s): Sandra Lewis, Florida State University, Tallahassee; Nicholas Trotter, Florida State University, Tallahassee

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● **Meeting the Needs of Infants and Toddlers With Visual Impairments**

Increasingly, infants and toddlers with visual impairments are enrolling in early intervention, but the training for most teachers of the visually impaired (TVI) and orientation and mobility (O&M) specialists does not include this young age group. Attend this session and learn about an interdisciplinary training program that transforms TVIs and O&M specialists into family-centered, birth-to-3 service providers grounded in early childhood recommended practices.

Leader(s): Maribeth Lartz, Illinois State University, Normal

Presenter(s): Mindy Ely, Illinois State University, Normal

1:00–2:00 PM   SESSION: 218   ROOM: 211

Implementation of a Classroom Management Intervention in Diverse Middle School Settings

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This presentation describes the process associated with implementing the classroom management intervention CW-FIT in middle-school settings. The presenters will provide an overview of the steps of implementation as well discuss special considerations when implementing the practice with diverse adolescent populations. They will present tools, examples, video, and data supporting evidence for the effects of the intervention.

Leader(s): Renee Speight, University of Arkansas, Fayetteville

Presenter(s): Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City

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1:00–2:00 PM   ROOM: 120

★ Exhibitor Showcase: Foundational Reading Skills: Standards Tell Us What; Research Tells Us How

Format: Exhibitor Showcase Session

Students must develop the foundational skills to become proficient readers. Standards define what foundational reading skills students should be able to do (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): Carol Ann Kane, Read Naturally, Inc., St. Paul, MN

1:00–2:00 PM   ROOM: 121

★ Exhibitor Showcase: Preparing Transition-Age Students for Success

Format: Exhibitor Showcase Session

This session will showcase Transition to Adulthood, a curriculum that utilizes video modeling, computer-based lessons, task analysis, and visual supports to teach a range of functional skills. The presenters will share data-collection and assessment strategies and evidence of the program's effectiveness.

Leader(s): Julie Sherwood, TeachTown, Inc., Columbus, OH

1:00-2:00 PM   ROOM: 122

★ Exhibitor Showcase: Create Inclusive Classrooms and Improve Reading and Writing with Free Microsoft Learning Tools

Format: Exhibitor Showcase Session

Did you know Microsoft has created free, accessible AT to support students who struggle with reading and writing? This session will showcase how these free Learning Tools can be used to support classroom engagement of reading and writing for users with learning differences such as dyslexia, dysgraphia, ADHD, emerging readers or a combination of any of the broad range of unique student abilities. Details, demonstrations and student examples will be shared about several new and improved sets of features across Microsoft products. Details and demonstrations in this session will feature Immersive Reader, Office Lens, Dictate, Read Aloud, Edge and OneNote.

Leader(s): Lauren Pittman and Beth Dudycha, Microsoft Corporation, Redmond, WA

1:00–1:45 PM   SESSION: 222
ROOM: POSTER 1, WABASH BALLROOM 2

Kindergarten Transition for Children With Disabilities: A Review of Practices and Experiences

Topic: Early Childhood and Early Intervention
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presentation shares the results of a literature review that explored findings regarding to kindergarten transition practices used to support young children with disabilities and the experiences of families, teachers, and administrators. Central topics that emerged include: transition practices used, practices for specific disabilities, barriers and concerns, and teacher and family perceptions.

Leader(s): Michelle Sands, University of Illinois, Urbana-Champaign

Presenter(s): Hedda Meadan-Kaplansky, University of Illinois, Urbana-Champaign

THURSDAY, JANUARY 31

THURSDAY, JANUARY 31

1:00–1:45 PM   **SESSION: 224**
ROOM: POSTER 3, WABASH BALLROOM 2

Item Difficulty of Early Writing Word Dictation Items: Implications for Practice

Topic: Research
Secondary Topic: Assessment
Format: Poster Session

Word dictation is an early writing curriculum-based measure (CBM) designed to capture students' transcription skills at the word level, and includes six different types of words to determine student dictation skills. This poster presents results of a study using item response theory (IRT) to determine the amount of variability in individual item difficulty, and how different item types can provide information about students' ability levels–information that can connect results to instruction.

Leader(s): Kyle Wagner, University of Minnesota, Minneapolis

Presenter(s): Britta Bresina, University of Minnesota, Minneapolis; Nicole McKevett, University of Minnesota, Minneapolis

1:00–1:45 PM   **SESSION: 225**
ROOM: POSTER 4, WABASH BALLROOM 2

Effectiveness of Mathematics Instruction for Students With Moderate to Severe Intellectual Disability

Topic: Research
Secondary Topic: STEM
Format: Poster Session

This poster presents the results of a meta-analysis examining the effectiveness of mathematics instruction in teaching students with moderate to severe intellectual disability (ID). The results provide quantitative evidence regarding instruction using multiple effect size indicators, and synthesized information regarding critical factors contributing to the effectiveness of instruction.

Leader(s): Pei-Lin Weng, William Paterson University, Wayne, NJ

Presenter(s): Gulnoza Yakubova, University of Maryland, College Park

1:00–1:45 PM   **SESSION: 226**
ROOM: POSTER 5, WABASH BALLROOM 2

An Overview of Dyslexia Legislation in the United States

Topic: Learning Disabilities
Secondary Topic: Public Policy
Format: Poster Session

A growing number of states are enacting legislation regarding how to educate students with dyslexia. This poster presentation shares a review of the components of current dyslexia legislation. The presenters will share implications for assessment and instructional practices as well as training requirements that affect planning for teacher education programs and professional development for inservice educators.

Leader(s): Amanda Kern, University of Nebraska, Omaha

Presenter(s): Michelle Hosp, University of Massachusetts, Amherst

1:00–1:45 PM   **SESSION: 227**
ROOM: POSTER 6, WABASH BALLROOM 2

Increasing the On-Task Behavior of Students With Learning Disabilities Using Multi-Element, Function-Based Interventions

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presentation shares the results of two ABAB research studies that were implemented to assess whether there were demonstrated functional relationships between the implementation of the two multi-element function-based interventions and increases in the respective on-task behavior of two middle school students with diagnosed learning disabilities (LD).

Leader(s): Kimberly Thorpe, Marshfield School District-R1, MO

Presenter(s): Paris DePaepe, Missouri State University, Springfield

1:00 – 1:45 PM **SESSION: 228**
ROOM: POSTER 7, WABASH BALLROOM 2

Antecedent Strategies for Preventing Challenging Behaviors: Tips for Teachers and Paraeducators

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Increasing levels of challenging behavior in the classroom has resulted in teachers and paraeducators acting as primary behavior interventionists. However, both teachers and paraeducators report feeling underprepared to address these behaviors. Antecedent behavior strategies have been shown to be effective for a variety of behaviors. In this poster session, participants will learn 10 antecedent behavior strategies to help prevent challenging behavior in the classroom.

Leader(s): Emily Sobeck, Franciscan University, Steubenville, OH

1:00 – 1:45 PM **SESSION: 229**
ROOM: POSTER 8, WABASH BALLROOM 2

The Road to Understanding: A Five-Step Problem-Solving Strategy Using Addition and Subtraction

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: STEM
Format: Poster Session

The five-step problem-solving strategy focuses on developing an understanding of multistep addition and subtraction. The process incorporates concrete-representational-abstract (CRA) pedagogy targeting Tier 2 and Tier 3 intervention for struggling students. Participants will leave with an understanding of the importance of the CRA pedagogy, the research supporting it, and how to effectively implement CRA and problem-solving steps and strategies in their classrooms, along with materials to use.

Leader(s): Deborah Ondov, Math Teachers Press, Inc., Minneapolis, MN

1:00 – 1:45 PM **SESSION: 230**
ROOM: POSTER 9, WABASH BALLROOM 2

Creating a Dialogic Network in the Preschool Classroom: Changing Circle Time Interactions Through Dramatic Inquiry

Topic: Arts in Special Education
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Learn how dramatic inquiry can be used to increase positive student interactions. This poster session shares individual student interaction changes from one classroom's implementation of dialogic dramatic inquiry strategies. The presenters will share key dramatic inquiry strategies and lesson plans educators can implement to increase student interactions during circle time.

Leader(s): Megan Troxel Deeg, Arizona State University, Tempe

Presenter(s): Kathleen Farrand, Arizona State University, Tempe

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1:00 – 1:45 PM **SESSION: 231**
ROOM: POSTER 10, WABASH BALLROOM 2

Defining and Exploring Rigor in Teacher Education Programs

Topic: Personnel Preparation
Secondary Topic: Administration/Supervision
Format: Poster Session

This poster presents work based on a previous study exploring whether National Council on Teacher Quality (NCTQ) criterion-referenced assignment guidelines adequately assess the rigor level in a university's teacher preparation program. The presenters of this session extend that work by examining differences between content areas of the program.

Leader(s): Sharon Goldrup, University of Nevada, Reno

Presenter(s): Tammy Abernathy, University of Nevada, Reno

THURSDAY, JANUARY 31

1:00–1:45 PM　　　　　　　　　　SESSION: 232
ROOM: POSTER 11, WABASH BALLROOM 2

High-Leverage Practices in Special Education: The Path from 'Response to Conditions' to Program Reform

Topic: Personnel Preparation
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

In the process of responding to conditions set forth in a recent program evaluation, the integration of high-leverage practices (HLPs) in special education became a focal point for one institution. Questions considered included: How do we intentionally teach HLPs? How do we represent HLPs? How do we show deliberate practice in teacher education? The presenter will discuss the institution's response to this self-evaluation as it influenced program reform.

Leader(s): Cara McDermott-Fasy, Rhode Island College, Providence

1:00–1:45 PM　　　　　　　　　　SESSION: 233
ROOM: POSTER 12, WABASH BALLROOM 2

Interpersonal Dynamics Among Adults Serving Students With EBD in Self-Contained Classes

Topic: Emotional and Behavioral Disorders
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation examines the interpersonal dynamics in self-contained classes for students with emotional and behavioral disorders (EBD), including factors shaping these dynamics and how teachers negotiate them. Special educators must coordinate a complex social network; they feel more successful in doing so with particular kinds of administrative support, and they draw on many strategies support them in negotiating interpersonal tensions within this network.

Leader(s): Elizabeth Bettini, Boston University, MA

Presenter(s): Nelson Brunsting, Wake Forest University, Winston-Salem, NC; Jennifer Lillis, Boston University, MA; Kristabel Stark, Boston University, MA

1:00–1:45 PM　　　　　　　　　　SESSION: 234
ROOM: POSTER 13, WABASH BALLROOM 2

Reducing Adolescent Anxiety: A Pilot Study Using Wearable Technology

Topic: Emotional and Behavioral Disorders
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

This poster presents results of research evaluating the effectiveness of wearable biosensor technology on measuring physiological processes associated with stress and anxiety among adolescents with disabilities. The presenters evaluated the effectiveness of visually based breathing mobile applications on reducing stress and anxiety. Results indicated that the visually based breathing activity with no alerts or notifications condition was the most effective for reducing tense breathing patterns.

Leader(s): Toni Van Laarhoven, Northern Illinois University, DeKalb

1:00–1:45 PM　　　　　　　　　　SESSION: 235
ROOM: POSTER 14, WABASH BALLROOM 2

Interdisciplinary Learning: Collaborative Experiences Among Preservice, Special Education Teachers, and School Counselors

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Poster Session

This session shares information from a study on collaborative interactions among graduate students in special education and school counseling in diverse urban university and multi-ethnic inner-city school environments. The presenters will share data regarding changing participant perceptions over three semesters, along with and scenarios, activities, and shared learning experiences.

Leader(s): Caron Mellblom-Nishioka, California State University, Dominguez Hills

Presenter(s): Carol Sullivan, California State University, Dominguez Hills; Kimmie Tang, California State University, Dominguez Hills

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1:00–1:45 PM   **SESSION: 236**
ROOM: POSTER 15, WABASH BALLROOM 2

Addressing the Academic Needs of Students With Multiple Sclerosis: A Focus on Solutions

Topic: Physical/Health/Multiple Disabilities
Secondary Topic: Research
Format: Poster Session

Multiple sclerosis (MS) is an immune-mediated disease that causes the immune system to attack the body's central nervous system. Although once believed to be a condition primarily affecting middle-aged females, the rate of diagnosis in children is on the rise; in the U.S., an estimated 8,000-10,000 children under 18 are currently living with MS. This poster presentation examines challenges facing students with MS in the school environment, as well as creative accommodations and supports.

Leader(s): Holly Hoffman, Central Michigan University, Mt. Pleasant

1:00–1:45 PM   **SESSION: 237**
ROOM: POSTER 16, WABASH BALLROOM 2

Are Teachers of Early Writing Implementing Evidence-Based Practices?

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Research
Format: Poster Session

This poster provides the results of a pilot study investigating how elementary special education teachers are teaching and using evidence-based practices in writing. The presenters will share the results from a current practices survey that sought to investigate the education history, current training, and instructional practices used for early writing instruction.

Leader(s): Jessica Simpson, University of Missouri, Columbia

Presenter(s): Laura Frye, University of Missouri, Columbia; Erica Lembke, University of Missouri, Columbia

1:00–1:45 PM   **SESSION: 238**
ROOM: POSTER 17, WABASH BALLROOM 2

Mindfulness in the Inclusive Classroom

Topic: Gifted and Talented
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Many gifted children have a heightened sensitivity to their surroundings, events, ideas, and expectations and this constant striving to live up to self-expectations (or those of others) to be first, best, or both can be very stressful. Recognizing these traits in our students, the presenters of this poster session implemented a mindfulness curriculum and collected and analyzed data from two inclusive classrooms in a school for the creative and performing arts.

Leader(s): Dusty Columbia Embury, Eastern Kentucky University, Richmond

Presenter(s): Laura Clarke, Eastern Kentucky University, Richmond

1:00–1:45 PM   **SESSION: 239**
ROOM: POSTER 18, WABASH BALLROOM 2

Interventions for 2e Students: An Ecological, Educational, and Special Education/Legal Perspective

Topic: Gifted and Talented
Secondary Topic: International Programs/Services
Format: Poster Session

This poster presents case studies from a project incorporating a support group to empower families along with interdisciplinary interventions with twice-exceptional (2e) students to develop social-emotional skills. The case studies are drawn from students' educational records, interviews, and interventions; pre- and posttests are administered to measure changes or gains in social-emotional skills. Parents evaluate the group sessions.

Leader(s): Ana Miro, University of Puerto Rico Rio Piedras, San Juan

THURSDAY, JANUARY 31

1:00 – 1:45 PM   **SESSION: 240**
ROOM: POSTER 19, WABASH BALLROOM 2

Enhancing Postsecondary Mobility and Transportation Options

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Mobility innovations broaden the range of transportation options that can support the access to postschool education, employment, and community settings for young people with disabilities. This poster session shares strategies for using peer-to-peer transportation mentoring and advocacy, as well as establishing partnerships with transit professionals to build knowledge and skill in accessing these innovations to reduce transportation barriers.

Leader(s): Judy Shanley, Easterseals, Chicago, IL

1:00 – 1:45 PM   **SESSION: 241**
ROOM: POSTER 20, WABASH BALLROOM 2

ACTNow to Improve Transition: Using Student Discussion to Support Self-Determination

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Within a multitiered system of support (MTSS), a student-directed discussion tool (ACTNow) is used in small groups or individually to increase self-determination and engagement in transition planning. Attend this poster session and learn how to systematically teach students to identify strengths and needs so they can communicate, seek, and apply for appropriate disability supports in communities.

Leader(s): Shirley Dawson, Weber State University, Ogden, UT

Presenter(s): Melanie Allen, Davis School District, UT

1:00 – 1:45 PM   **SESSION: 242**
ROOM: POSTER 21, WABASH BALLROOM 2

Supporting Struggling Learners in Inclusive Settings in India

Topic: International Programs/Services
Secondary Topic: Assessment
Format: Poster Session

Educators in developing countries work under several constraints, including limited knowledge and resources. This poster presentation shares a tool (Gateway IEP) to support educators in planning more effectively and improving outcomes for struggling learners. Participants will gain a deeper understanding of the challenges faced by teachers, how Gateway IEP improved student outcomes, and how this tool can be applied in other settings where educators face similar challenges.

Leader(s): Radhika Misquitta, The Gateway School of Mumbai, India

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1:00 – 1:45 PM   **SESSION: 243**
ROOM: POSTER 22, WABASH BALLROOM 2

Assistive Technology Evaluation From the Perspective of the Subject-Matter Expert

Topic: Assessment
Secondary Topic: Research
Format: Poster Session

This poster presentation reflects information from a study identifying dimensions and clusters of assistive technology (AT), as they relate to evidence-based practices-from the perspective of the AT expert. The factors identified offer insights into ensuring quality AT implementation as well as serving as a step toward reliable evaluation.

Leader(s): Soonhwa Seok, Korea University, Seoul, Korea

Presenter(s): Boaventura DaCosta, Solers Research Group, Orlando, FL

1:00–1:45 PM   **SESSION: 244**
ROOM: POSTER 23, WABASH BALLROOM 2

Vocabulary Learning Using eBooks With Audio Narration Support

Topic: Innovations in Special Education Technology
Secondary Topic: Learning Disabilities
Format: Poster Session

Although eBooks are rapidly replacing printed books in today's classrooms, the empirical evidence on their effect on literacy development has not been well investigated. This poster presents the results of a study examining the effect of eBook reading with audio narration support and the additional effects of recorded word explanation on the new vocabulary learning of children with reading difficulties. The presenter will discuss the instructional implications of eBook use.

Leader(s): Sung Hee Lee, California State University, Fullerton

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1:00–1:45 PM   **SESSION: 245**
ROOM: POSTER 24, WABASH BALLROOM 2

Increasing Social Communication Through the Peer-Implemented Picture Prompting Procedure

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Poster Session

This poster session reports the results of an applied research study in which peers were taught to use pictures and a system of least prompts to engage high school students with intellectual disability (ID) and complex communication needs in social communication exchanges. Presenters will discuss implications for classroom instruction and future research.

Leader(s): Paige Clark, University of Tennessee, Knoxville

Presenter(s): Mari Beth Coleman, University of Tennessee, Knoxville; Blanche Jackson Glimps, Tennessee State University, Nashville

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1:00–1:45 PM   **SESSION: 246**
ROOM: POSTER 25, WABASH BALLROOM 2

Building Elementary Students' Communicative Competence Through Shared Reading and Core Vocabulary Instruction

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Poster Session

Four elementary students with intellectual disability (ID) and autism spectrum disorder (ASD) participated in a CAR (comment-ask-respond) shared reading strategy and Dynamic Learning Maps Core Vocabulary intervention to improve communicative competence and joint attention skills. Incorporating core vocabulary in the shared reading intervention increased skills in all participants.

Leader(s): Cate Smith, University of Tennessee, Knoxville

Presenter(s): Margaret Werts, Appalachian State University, Boone, NC

1:00–1:45 PM   **SESSION: 247**
ROOM: POSTER 26, WABASH BALLROOM 2

Using Manipulatives to Teach Subtraction Skills to Elementary Students with Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

The presentation reviews research on teaching students with autism spectrum disorder (ASD) to solve subtraction problems with regrouping using Base-10 concrete and mobile application-based manipulatives. The presenters will discuss instructional strategies for teaching students to use manipulatives as well as the associated social validity of using each type of manipulative.

Leader(s): Laura Bassette, Ball State University, Muncie, IN

Presenter(s): Emily Bouck, Michigan State University, East Lansing; McKenzie Cremeans, Ball State University, Muncie, IN; Jordan Shurr, Queen's University, Kingston, Ontario, Canada

THURSDAY, JANUARY 31

2:15–3:15 PM   **SESSION: 249**
ROOM: WABASH BALLROOM 1

Program Chair Featured: Updates from NCSER: Research and Resources at the Department of Education's Institute of Education Sciences

Topic: Public Policy
Format: Presentation with Q&A

The recent emphasis on the use of evidence-based practices and approaches to teaching and learning has left many practitioners with questions about where to go for high-quality research and evaluation. The Institute of Education Sciences is the research, evaluation, and data collection arm of the U.S. Department of Education and has multiple resources that may be of use to practitioners. This presentation will highlight some of these resources, as well as some recent research findings with practical implications for early intervention and special education.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Joan McLaughlin, Commissioner, National Center for Special Education, Institution of Education Sciences, U.S. Department of Education, Washington DC

2:15–3:15 PM   **SESSION: 250**
ROOM: 500 BALLROOM

Voices of Special Education Teachers: Can You Hear Us Now?

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Collaboration and Inclusive Practices
Format: Town Hall

This interactive session will focus the results of the recent CEC State of Our Profession Survey in which over 1400 special education teachers shared their perspectives on professional practices, collegiality, parent/family engagement, teacher evaluation, and what teachers need most to be successful with their students. Session participants will explore the survey findings and discuss their implications for practice and policy. Come join us in examining the State of Our Profession!

Leader(s): Mary Ruth Coleman, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Presenter(s): William Bogdan, Education Leadership Consultant, Cincinnati, OH; Susan Fowler, University of Illinois, Urbana-Champaign

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MULTIPLE PRESENTATIONS

2:15–3:15 PM • SESSION: 251 • ROOM: 101

IMPROVING PARAPROFESSIONAL TRAINING IN TEACHER PREPARATION

Topic: Personnel Preparation
Format: Multi-Presentation Session
Moderator(s): Miguel Ampuero, University of Pittsburgh, PA

● **Are Teacher Education Programs Preparing Teachers to Supervise Paraeducators? A National Survey**

Meaningful coursework in the training and supervision of paraeducators is lacking across teacher education programs. Through this review of the results of a national survey of teacher educators, participants will gain insight into current practices in institutions of higher education (IHEs) as they relate to preparing preservice special education teachers to work effectively with paraeducators.

Leader(s): Emily Sobeck, Franciscan University, Steubenville, OH

Presenter(s): Ritu Chopra, The PAR²A Center, University of Colorado, Denver; Stephanie Morano, University of Virginia, Charlottesville

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● **Improving Paraprofessional-Implemented Mand Training Through Performance Feedback**

Paraprofessionals have become a critical and valued component in the education of students with disabilities; to best meet the needs of students served, the need for effective and efficient approaches to train paraprofessionals is ever pressing. The presenters will discuss how to implement a brief performance feedback intervention to improve paraprofessional-implemented mand training for students with autism spectrum disorder and other disabilities.

Leader(s): Miguel Ampuero, University of Pittsburgh, PA

Presenter(s): Rachel Robertson, University of Pittsburgh, PA; Sarah Westerfield, University of Pittsburgh, PA

2:15–3:15 PM SESSION: 252 ROOM: 102

Can Executive Function Training Improve Intervention Response in Reading and Math?

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Panel

Executive function appears to be related to students' response to intervention. In this session, the panel presenters will discuss methods and results from three recently completed randomized control trials and discuss how training in the select processes involved in executive function might contribute to better academic performance, within the context of reading and math interventions.

Leader(s): Meagan Walsh, Vanderbilt University, Nashville, TN

Presenter(s): Sarah Krowka, Peabody College, Vanderbilt University, Nashville, TN; Sam Patton, Vanderbilt University, Nashville, TN; Amber Wang, Vanderbilt University, Nashville, TN

2:15–3:15 PM SESSION: 253 ROOM: 104

Formative Assessment for Students With Significant Disabilities

Topic: Assessment
Secondary Topic: Physical/Health/Multiple Disabilities
Format: Presentation with Q&A

Formative assessment can provide insight into students' thinking process, help teachers interpret student responses, and identify what feedback or immediate next steps in instruction are required. This presentation highlights the collaborative efforts of the Indiana Department of Education's Project SUCCESS Resource Center and local school districts to support students with significant cognitive disabilities; presenters will share tools, videos, and resources.

Leader(s): Meredith Keedy-Merk, Public Consulting Group-Project SUCCESS, Boston, MA

Presenter(s): Marissa Caldwell, Covered Bridge Special Education District, Terre Haute, IN; Kim Gauck, Greensburg Community Schools, IN; Ashley Quick, Public Consulting Group/Project SUCCESS, Indianapolis, IN; Bradford Rosebrock, Brownsburg High School, IN

2:15–3:15 PM SESSION: 254 ROOM: 105

Preparing for Life: The Culturally Responsive Student Transition Project (CRSTP)

Topic: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

Students with disabilities have less positive postschool outcomes than their typical peers; those from diverse cultural and linguistic backgrounds fare even worse. The Culturally Responsive Student Transition Project (CRSTP) guides K-12 special educators in transition practices that increase positive outcomes for their students. This presentation reviews the research, instructional steps, barriers, and adaptations for implementing the functional, elementary, or secondary version of the CRSTP.

Leader(s): Rebekka Jez, University of San Diego, CA

2:15–3:15 PM SESSION: 255 ROOM: 106

Strand D, Session 2: How Can I Develop Culturally Responsive IEPs for Bilingual Students Learning English?

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

This session will demonstrate how to develop culturally responsive, data-informed individualized education programs (IEPs) that meet the language and academic needs of bilingual students. The session addresses each part of the IEP, including developing goals in second-language development and academic areas, progress monitoring, and the use of native language as an instructional strategy.

Leader(s): Maria de Lourdes Serpa, Lesley University, Cambridge, MA

Presenter(s): Sara Nino, Lasell College, Newton, MA; Joni Magee, Lasell College, Newton, MA

2:15–3:15 PM SESSION: 256 ROOM: 107

Evidence-Based Predictors and Practices for Promoting Positive Transition Employment Outcomes

Topic: Career Development/Transition
Format: Presentation with Q&A

This session focuses on evidence-based predictors and practices for promoting positive postschool outcomes in employment for students with disabilities. The presenters will illustrate engagement rates along with reasons for non-engagement through findings from the Ohio Longitudinal Transition Survey, and compare these results to to national data relating to transition-age students.

Leader(s): Carol Sparber, Kent State University, OH

Presenter(s): Alfred Daviso, University of Akron, OH

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2:15–3:15 PM   SESSION: 257   ROOM: 108

Strand E, Session 2: Supporting Diverse Families of Young Children With Developmental Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

The number of dual-language learners in the United States is growing, with Latinos as the fastest growing ethnic minority group. The presenter of this sessionwill discuss findings from a recent review, issue a call for further research in critical areas related to family involvement, and share recommendations for supporting dual-language families and their children with autism spectrum disorder (ASD).

Leader(s): Mandy Rispoli, Purdue University, West Lafayette, IN

2:15–3:15 PM   SESSION: 258   ROOM: 109

Learning to RELATE: Effective Special Education Classroom Observation by School Personnel

Topic: Research
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

This session presents an evaluation of the reliability of 20 school personnel across four districts in using the Recognizing Excellence in Learning and Teaching (RELATE) Tool for Special Education Classroom Observation, a previously validated tool. Session participants will learn about the RELATE tool, barriers to effective evaluation in special education classrooms, and suggestions for addressing those barriers.

Leader(s): Christina Cipriano, Yale Center for Emotional Intelligence, New Haven, CT

2:15–3:15 PM   SESSION: 259   ROOM: 110

School Safety Preparedness for Students With Disabilities

Topic: Collaboration and Inclusive Practices
Secondary Topic: Public Policy
Format: Presentation with Q&A

How can we keep students safe in an active-shooter situation? How do we ensure that our students with disabilities are not in greater danger than their peers without disabilities? Presenters will address these questions and discuss principles for emergency management planning, topics surrounding school safety planning, models for school safety plans and how such plans can be modified to meet the needs of students with disabilities, and instructional tools and strategies to teach safety skills.

Leader(s): Christine Barthold, George Mason University, Fairfax, VA

Presenter(s): Jodi Duke, George Mason University, Fairfax, VA

2:15–3:15 PM   SESSION: 260   ROOM: 125

Make a Difference: Be a CEC Leader

Topic: Professional Development
Format: Presentation with Q&A

Are you thinking about leading in your university, school or district, higher education, or consulting? How about honing your skills as a CEC leader? This interactive session, for ALL convention attendees, highlights CEC leadership opportunities at the local/state/provincial/special interest division/international levels. Turn your commitment to students with disabilities and gifts/talents into action by realizing your leadership potential.

Leader(s): CEC's Leadership Development Committee

2:15–3:15 PM   SESSION: 261   ROOM: 126

Informative Writing Instruction for Elementary Students Using Self-Regulated Strategy Development

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Presentation with Q&A

Teaching elementary students strategies for Common Core State Standards-aligned informative writing from source texts prepares them for academic success. The presenters will discuss nformative writing strategies using the evidence-based practice self-regulated strategy development (SRSD) for K-5 students and approaches for differentiation and scaffolding for students with disabilities and English language learners.

Leader(s): Amber Ray, University of Hawaii at Manoa, Honolulu

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2:15–3:15 PM   SESSION: 262   ROOM: 127

Screening Teachers' Classroom Management Skills: There's an App for That!

Topic: Emotional and Behavioral Disorders
Secondary Topic: Assessment
Format: Presentation with Q&A

This session presents an audio and video recording-based mobile application to assess elementary teachers' evidence-based classroom management skills (CMS) during large-group instruction. Presenters will (a) describe the app, (b) the CMS it evaluates, and (c) the results of the initial psychometric evaluation of the app.

Leader(s): Nicholas Gage, University of Florida, Gainesville

| 2:15–3:15 PM | SESSION: 263 | ROOM: 128 |

Paraprofessionals' Use of Evidence-Based Practices for Students With Autism Spectrum Disorder in Elementary Schools

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This session will describe findings from classroom observations focused on paraprofessionals' use of foundational evidence-based practices for learners with autism spectrum disorder (ASD) and provide guidance for special educators supporting paraprofessionals in using evidence-based practices. The presenters will share videos showing paraprofessionals' use of evidence-based practices in schools, along with resources for implementation.

Leader(s): Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Presenter(s): Ann Sam, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Melissa Savage, University of North Texas, Denton

| 2:15–3:15 PM | SESSION: 264 | ROOM: 140 |

Strategies to Increase Content-Area Literacy Achievement in Co-Taught Middle School Classrooms

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

This presentation provides details of effective reading comprehension strategies tested in co-taught content-area classes in middle schools. Participants will learn about the reading comprehension strategies developed by the presenters, through demonstration and video examples, and leave with information and materials to implement these practices in their own classrooms.

Leader(s): Devin Kearns, University of Connecticut, Storrs

Presenter(s): Erin Clancy, University of Maryland, College Park; Cheryl Lyon, University of Connecticut, Storrs; Marney Pollack, University of Connecticut, Storrs; Jade Wexler, University of Maryland, College Park

| 2:15–3:15 PM | SESSION: 265 | ROOM: 141 |

Discipline Disproportionality: Clogging the Pipeline to Prison

Topic: Administration/Supervision
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

The largest civil rights issue of our time hinges on our ability to equitably manage discipline in our schools. The federal government has labeled this issue 'the pipeline to prison' and called for a resolution. Experience the foundational shifts and practical knowledge needed to address this issue. Learn a proven model to effectively problem-solve for discipline disproportionality.

Leader(s): Charlie Lyons, DRIVE Educational System, Asheboro, NC

| 2:15–3:15 PM | SESSION: 266 | ROOM: 142 |

Flipped Learning to Support Special Educators' Mathematical Knowledge for Teaching

Topic: Personnel Preparation
Secondary Topic: Innovations in Special Education Technology
Format: Demonstration

This session shares how special education teacher candidates enrolled in a course on math methods for learners with disabilities were provided instruction using interactive 'flipped' learning lessons. The presenter will share the results of this quasi-experimental mixed-methods study, which indicated that performance on the learning lessons significantly predicted preservice special educator's mathematical knowledge for teaching on five different summative assessments.

Leader(s): Tara Kaczorowski, Illinois State University, Normal

| 2:15–3:15 PM | SESSION: 267 | ROOM: 143 |

A Narrative Review of Alternative Certification Programs: Lessons Learned From Program Development

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This presentation provides a narrative review of the literature on special education alternative certification programs, conducted to support recommendations for designing a new pathway for licensure. Presenters will share the review and discuss lessons learned about the importance of collaboration in developing such programs and protecting the role of the public intellectual.

Leader(s): Donna Sayman, Wichita State University, KS

Presenter(s): Heidi Cornell, Wichita State University, KS; Jennifer Stone, Wichita State University, KS

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2:15–3:15 PM   SESSION: 268   ROOM: 144

Promoting Mathematical Practices Through Modified Schema-Based Instruction for Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Presentation with Q&A

This session provides an overview of how modified schema-based instruction (MSBI) can be used to promote participation in mathematical practices (reasoning, representation, flexibility) for students with autism spectrum disorder (ASD). Presenters will share results of two single-case research designs and discuss implications for practitioners. Findings extend previous research and suggest that MSBI may provide scaffolds which support participation in mathematical content and practice standards.

Leader(s): Sarah Cox, Florida State University, Tallahassee

Presenter(s): Jenny Root, Florida State University, Tallahassee

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2:15–3:15 PM   SESSION: 269   ROOM: 145

Exploring the Ecology of Family Involvement: Perspectives of Parents, Educators, and Administrators

Topic: Parent/Family/School Partnerships
Secondary Topic: Research
Format: Presentation with Q&A

Often facing significant challenges, minority and lower income families of children with disabilities are less likely to be involved with their children's education. This presentation highlights the findings from a mixed-methods study exploring the involvement of such families being served at a university-based early childhood program. The presenters will discuss barriers and challenges faced by families on a daily basis as they attempt to be involved with their children's education.

Leader(s): Kimmie Tang, California State University, Dominguez Hills

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2:15–3:15 PM   SESSION: 270   ROOM: 201

Novice Teachers' Commitment and the Relationship Between Role, Social Resources, and School Poverty

Topic: Starting the Teaching Career
Secondary Topic: Public Policy
Format: Presentation with Q&A

Novice teachers who are people of color and who serve students from minoritized backgrounds (students with disabilities, students of color, students living in poverty) may experience weaker social support than other new teachers. Using structural equation modeling to analyze the NCES Schools and Staffing Survey, the presenters examined how social supports vary based on teacher/student demographics and how social supports mediate relationships between demographics and commitment.

Leader(s): Loretta Mason-Williams, Binghamton University, NY

Presenter(s): Elizabeth Bettini, Boston University, MA; Mildred Boveda, Arizona State University, Tempe; Hannah Mathews, Boston University, MA

2:15–3:15 PM   SESSION: 271   ROOM: 202

Supporting English Learners With Intensive Needs: What Every Teacher Should Know

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Are you looking for resources to meet the needs of English learners (ELs) with intensive instructional needs? Ensuring instruction and assessment meet the needs of ELs is imperative across all levels of multitiered systems of support (MTSS). The presenters will discuss key recommendations and provide tools and resources to support implementation.

Leader(s): Lauren Artzi, American Institutes for Research, Washington, DC

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

2:15–3:15 PM   **SESSION: 272**   **ROOM: 203**

How Caregivers and Educators Use Early Numeracy Read-Alouds

Topic: Early Childhood and Early Intervention
Secondary Topic: Parent/Family/School Partnerships
Format: Panel

Children demonstrate differences in math understanding on the first day of kindergarten, and this is especially true for children with disabilities. To understand how caregivers and educators practice early math, the presenters administered a survey of read-aloud routines for reading and math in the home and at school. The use of read-alouds for early math was less than the use of read-alouds for early reading.

Leader(s): Sarah Powell, University of Texas, Austin

Presenter(s): Suzanne Forsyth, University of Texas, Austin

2:15–3:15 PM   **SESSION: 273**   **ROOM: 209**

Teacher2Teacher: Using Project-Based Learning to Develop Critical Thinking Skills

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Problem-based learning (PBL) provides students the opportunity to learn material in a contextualized way, using critical, divergent and creative thinking strategies to solve real-life problems. This session presents a PBL project responding to the community food needs that emerged from Hurricane Maria in Puerto Rico. The project, developed with secondary students with mild intellectual disability and emotional or behavioral disorders, created a school orchard to provide food for the community.

Leader(s): Karla Monge Montanez, University of Puerto Rico, Rio Piedras Campus, San Juan

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2:15–3:15 PM   **SESSION: 274**   **ROOM: 210**

Teacher2Teacher: District and Classroom Implementation of a Social and Emotional Learning Curriculum

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This session shares the experience of implementing a social and emotional learning (SEL) curriculum across 11 elementary schools. The district team gathered baseline data, focused on addressing the paradigm shift from a punitive to a restorative approach, engaged in coaching educators, and created partnerships with family and community stakeholders. Presenters will describe the framework used to roll out the SEL initiative and plans for continued implementation and sustainability.

Leader(s): Alicia Erwin, MSD Wayne Township, IN

Presenter(s): Chris Wey, MSD Wayne Township, IN

2:15–3:15 PM   **SESSION: 275**   **ROOM: 211**

Interventions and Strategies for Reducing Disproportionality in Exclusionary Discipline

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Research
Format: Panel

Disproportionate representation of Black students in school discipline and increased risk for emotional and behavioral disabilities is a significant, systemic problem in U.S. schools that has persisted despite increasing media, policy, and research attention. Members of this panel will focus on class- and schoolwide approaches to close the gap.

Leader(s): Kristine Larson, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Presenter(s): Catherine Bradshaw, University of Virginia, Charlottesville; Kent McIntosh, University of Oregon, Eugene; Michael Rosenberg, SUNY New Paltz

Notes

THURSDAY, JANUARY 31

MULTIPLE PRESENTATIONS

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2:15–3:15 PM • SESSION: 276 • ROOM: 212

ADDRESSING THE NEEDS OF UNDERSERVED GIFTED STUDENTS

Topic: Gifted and Talented
Format: Multi-Presentation Session
Moderator(s): Lynette Breedlove, Western Kentucky University, Bowling Green

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● **Addressing Inequality: A Summer Program for Low-Income, High-Ability Students**

This session profiles Camp Launch, a 2-week summer residential science, technology, engineering and math (STEM) program for low-income, high-ability middle school students. Since 2012, more than 200 students have attended the camp and most return for a second year. The strengths-based focus and future orientation foster positive identity development among these economically disadvantaged youths. Presenters will share research on the program's effectiveness and describe student characteristics.

Leader(s): Tracy Cross, William and Mary, Williamsburg, VA

Presenter(s): Jennifer Cross, William and Mary, Williamsburg, VA

● **An Rx for Addressing Academic Diversity in the Classroom**

Meeting the needs of students with a wide range of academic needs is daunting! We have an Rx (tiered assignments) that, when taken regularly, will provide just what you need to challenge all students in your classroom. Tiered assignments are leveled for the ability of the learner while providing challenge at each level. You will leave this session with a lesson template and sample tiered lessons.

Leader(s): Christine Weber, University of North Florida, Jacksonville

Presenter(s): Cheryll Adams, Ball State University, Muncie, IN

● **Who Are the Gifted English Language Learners and How Can We Find Them?**

Although English learners are the fastest-growing population in the U.S., their representation in gifted and talented education programs continues to lag behind all other types of learners, including other underserved populations. How can teachers and gifted service coordinators collaborate to identify and support ELs for inclusion in accelerated offerings? Presenters will share simple strategies for a referral nomination process and support system that engages teachers, families, and students.

Leader(s): Wendy Behrens, Minnesota Department of Education, St. Paul

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2:15–3:15 PM   **ROOM: 120**

★ **Exhibitor Showcase: Educating Students About Sexual Health**

Format: Exhibitor Showcase Session

This session provides an overview of comprehensive sexual health education adapted for secondary students, based on a nationally recognized evidence-based curriculum developed with input from special education teachers.

Leader(s): Christine Ridley and Kim Clark, Positive Prevention PLUS, LCC

2:15–3:15 PM   **ROOM: 121**

★ **Exhibitor Showcase: Transforming Transition Through Student Engagement, Ownership, and Leadership**

Format: Exhibitor Showcase Session

Attendees of this session will learn about a three-part system that guides and prepares students to be actively engaged before, during, and after their individualized education program (IEP) meetings. Students participating in this system take ownership of exploring, identifying, and reaching their postsecondary goals while communicating with parents, teachers, and IEP team members throughout the transition process.

Leader(s): Tom Spudic and Kim Spudic, Ten Sigma, St. Cloud, MN

2:15–3:15 PM   **ROOM: 122**

★ **Exhibitor Showcase: Secondary Students With ASD: A Practical Guide for Teaching Independence**

Format: Exhibitor Showcase Session

This session will share a practical solution for providing secondary students an effective, evidence-based curriculum that teaches the critical skills necessary for success in school and beyond. Learn how school districts across the country are building capacity to provide an appropriate education for secondary students, preparing these students for transition into postsecondary life.

Leader(s): Cami Ferguson, STAR Autism Support, Portland, OR

2:15–3:00 PM   **SESSION: 280**
ROOM: POSTER 1, WABASH BALLROOM 2

Aligning Restorative Practices With Multitiered Systems of Support

Topic: Research
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster will present findings from a research study that examined implementation of restorative practices (RP) in a diverse elementary school. The presenters will discuss how school personnel integrate RP into existing multitiered systems of support (MTSS) to address the behavioral needs of students and reduce exclusionary discipline practices.

Leader(s): Colby Kervick, University of Vermont, Burlington

Presenter(s): Mika Moore, University of Vermont, Burlington

2:15–3:00 PM   **SESSION: 281**
ROOM: POSTER 2, WABASH BALLROOM 2

Bullying Experiences Among Middle School Students With and Without Disabilities

Topic: Research
Secondary Topic: Administration/Supervision
Format: Poster Session

Bullying in schools is a widespread phenomenon resulting in numerous, negative outcomes for those involved in the bullying dynamic. This poster presents the results of a descriptive study measuring the frequency of bullying perpetration, bullying victimization, and fighting of middle school students with and without disabilities.

Leader(s): Melissa Sreckovic, University of Michigan, Flint

2:15–3:00 PM   **SESSION: 282**
ROOM: POSTER 3, WABASH BALLROOM 2

Implementing the VISION Strategy: Endrew F, Translated Into Practice

Topic: Public Policy
Secondary Topic: Administration/Supervision
Format: Poster Session

This poster session reviews the Endrew F. Supreme Court case, and the extent of free and appropriate public education (FAPE) for students with severe disabilities. Participants will learn steps in the VISION strategy to translate high expectations into special education practice and be able to apply those steps to scenarios and discussions.

Leader(s): Melinda Burchard, Messiah College, Mechanicsburg, PA

2:15–3:00 PM   **SESSION: 283**
ROOM: POSTER 4, WABASH BALLROOM 2

Embracing Systemic Change and Achieving the Vision of Results-Driven Accountability

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

States are taking powerful steps to improve academic and behavioral outcomes for students with disabilities under the federal initiative known as 'results-driven accountability' (RDA). RDA requires that all states develop and implement plans to improve student outcomes. What do know about your state's RDA plan? This session provides an easy-to-understand overview of RDA for school and district staff, along with suggested activities for teachers and school and district leaders.

Leader(s): Kristin Ruedel, American Institutes for Research, Washington, DC

Presenter(s): Jennifer Pierce, American Institutes for Research, Washington, DC

2:15–3:00 PM   **SESSION: 284**
ROOM: POSTER 5, WABASH BALLROOM 2

Attendance Considerations in Specific Learning Disability Identification

Topic: Learning Disabilities
Secondary Topic: Assessment
Format: Poster Session

Although a growing body of research indicates a strong relationship between problematic attendance and difficulties with academic achievement, how to consider attendance in specific learning disability (SLD) identification has been largely overlooked in the literature. This poster presentation shares the results of a survey of practicing school psychologists that suggests there is significant variability in whether and how practitioners account for attendance when identifying SLDs.

Leader(s): Jessica Sprick, Safe & Civil Schools, Eugene, OR

Presenter(s): Emily Bouck, Michigan State University, East Lansing

2:15–3:00 PM SESSION: 285
ROOM: POSTER 6, WABASH BALLROOM 2

Non-Repeated Reading Fluency Interventions for Students With or at Risk for Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a systematic review investigating non-repeated reading fluency interventions for K-12 students with or at risk for learning disabilities (LD). Findings revealed non-repeated reading had small to large effects on fluency when compared to repeated reading and control conditions, and small to large effects on comprehension. The presenters will discuss implications for intervention practices.

Leader(s): Leah Zimmermann, University of Iowa, Iowa City

Presenter(s): Deborah Reed, University of Iowa, Iowa Reading Research Center, Iowa City

2:15–3:00 PM SESSION: 286
ROOM: POSTER 7, WABASH BALLROOM 2

Using Technology to Support Educational Decision Making for CLD Students Within an RTI Framework

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster session presents the results of a qualitative study examining high school teachers' perceptions and use of technology to support educational decision making for culturally and linguistically diverse (CLD) students within multitiered systems of support (MTSS) and response-to-intervention (RTI) frameworks. The study results indicate that teachers have multiple types of technology at hand, ongoing training is paramount, and educational decision making often solely relies on test scores.

Leader(s): Benikia Kressler, California State University, Fullerton

2:15–3:00 PM SESSION: 287
ROOM: POSTER 8, WABASH BALLROOM 2

Navigating Implementation Barriers: Lessons Learned from NCII's First 5 Years

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presentation details lessons learned from the work of the National Center on Intensive Intervention's (NCII) technical assistance in school districts in four states from 2011-2016. Presenters will share successes, challenges, and key findings from the NCII's implementation efforts and highlight implications for school and district administrators who are implementing tiered interventions and other initiatives.

Leader(s): Nicholas Croninger, American Institutes for Research, Washington, DC

Presenter(s): Matt Weingarten, American Institutes for Research, Washington, DC

2:15–3:00 PM SESSION: 288
ROOM: POSTER 9, WABASH BALLROOM 2

Brain-Based Instructional Strategies in Mathematics for Children With ADHD

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

This poster session presents the results of a quasi-experimental design study finding that a brain-based instructional strategy was more effective at improving the attitudes of students with attention deficit hyperactivity disorder (ADHD) toward mathematics than the conventional method. The presenters will share data and findings of the study.

Leader(s): Catherine Ayantoye, Emporia State University, KS

Presenter(s): Samuel Olaoluwa, The College of Education, Lanlate, Oyo State, Nigeria

THURSDAY, JANUARY 31

2:15–3:00 PM   **SESSION: 289**
ROOM: POSTER 10, WABASH BALLROOM 2

Supporting Rural Special Educators Through an Online Professional Development Platform

Topic: Personnel Preparation
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

This poster presentation describes the development and evaluation of an online professional development (PD) platform to support rural special educators working in isolated geographic regions of western Kansas. The platform is designed for synchronous and asynchronous professional learning community activities to foster the use of high-leverage practices (HLPs) in special education settings.

Leader(s): Brooke Moore, Fort Hays State University, Hays, KS

2:15–3:00 PM   **SESSION: 290**
ROOM: POSTER 11, WABASH BALLROOM 2

Integrating Physiological Biomarkers Into Behavioral Assessment

Topic: Emotional and Behavioral Disorders
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presentation describes how physiological information obtained from wearable devices can be used for behavioral assessment and for alerting clients or practitioners to the need for interventions and relaxation techniques aimed at recognizing the body's anxiety response. The presenters will discuss specific case studies and recommendations for future research.

Leader(s): Toni Van Laarhoven, Northern Illinois University, DeKalb

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2:15–3:00 PM   **SESSION: 291**
ROOM: POSTER 12, WABASH BALLROOM 2

Raising Girls With Emotional and Behavioral Disorders: Perceptions of 16 Caregivers

Topic: Emotional and Behavioral Disorders
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

This poster presents the results of research examining the perceptions of 16 caregivers of girls with emotional and behavioral disorders (EBD). The caregivers describe their daughters, interventions tried at home and school, and their own coping strategies. Sharing the underrepresented voices of caregivers offers professionals and families a needed perspective about helping girls with EBD.

Leader(s): Elisabeth Rice, George Washington University, Washington, DC

Presenter(s): Karen Ihrig, George Washington University, Washington, DC; Amy Srsic, University of Pittsburgh, PA; Darcie Whitlow, Great Praire Area Education Agency, IA

2:15-3:00 PM   **SESSION 292**
ROOM: POSTER 13, WABASH BALLROOM 2

Using Self-Regulated Strategy Development to Increase Writing Outcomes in Students At Risk for EBD

Topic: Collaboration and Inclusive Practices
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This presentation reports results from a single subject study of SRSD writing instruction using the TIDE strategy and middle school students at-risk for EBD. Overall, findings from visual analyses and effect size calculations are positive and results from a social validity questionnaire indicated that participants valued the instruction. Implications for practice will be provided.

Leader(s): Megan Carroll, Johns Hopkins University, Washington, DC

Presenter(s): Stephen Ciullo, Texas State University, San Marcos; Gavin Watts, Texas A&M University, San Antonio

THURSDAY, JANUARY 31

2:15–3:00 PM SESSION: 293
ROOM: POSTER 14, WABASH BALLROOM 2

Integrating Behavioral Interventions Into Co-Teaching

Topic: Collaboration and Inclusive Practices
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

Co-teaching is the most often used approach for supporting students with disabilities in the general education setting. However, co-teachers may have difficulty providing students with behavioral interventions in order to meet individual needs. This poster presentation provides co-teachers with methods for integrating behavioral interventions strategically within various co-teaching models.

Leader(s): Kimberly McDuffie-Landrum, Education Consultant, Louisville, KY

Presenter(s): Sara Cook, University of Hawaii at Manoa, Honolulu; Chris Sweigart, Ohio Valley Educational Cooperative, Shelbyville

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2:15–3:00 PM SESSION: 294
ROOM: POSTER 15, WABASH BALLROOM 2

Evidence-Based Inclusive Practices for Students With Severe and Multiple Disabilities

Topic: Physical/Health/Multiple Disabilities
Secondary Topic: Visual Impairments
Format: Poster Session

The inclusion movement has resulted in a more diverse student population in general education classroom settings. Although special education teachers are responsible for ensuring that students with disabilities receive an education that meets their needs, research demonstrates that educators struggle to effectively instruct students with multiple disabilities. This poster presentation will share strategies to successfully include students with multiple disabilities in inclusive classrooms.

Leader(s): Nicole Johnson, Kutztown University, PA

Presenter(s): Wendy Rogers, Kutztown University, PA

2:15–3:00 PM SESSION: 295
ROOM: POSTER 16, WABASH BALLROOM 2

Development of Student Justifications for Solving Symbolic Numerical Magnitude Problems

Topic: STEM
Secondary Topic: Research
Format: Poster Session

This poster presents findings from a study that investigated the types of justifications and effect of intervention on justifications to solve numerical magnitude tasks. Participants were second-grade students identified as struggling in mathematics. Before instruction, most justifications were considered superficial. With explicit instruction, the justifications became more conceptually robust.

Leader(s): Delinda van Garderen, University of Missouri, Columbia

Presenter(s): Jessica Kamuru, University of Missouri, Columbia; Stephanie Hopkins, University of Missouri, Columbia

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2:15–3:00 PM SESSION: 296
ROOM: POSTER 17, WABASH BALLROOM 2

Analyzing the Counting Acts of Students With Mathematics Difficulties in Additive Problem Solving

Topic: STEM
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster session explores the learning path and the role of affect through a case study of a child with mathematics difficulty (MD) in computer-based learning related to developing the composite unit. By using constant comparative analysis, the presenters analyzed pre- and posttests, video-recorded tutoring sessions, and field notes. The participant exhibited the use of the composite unit consistent with Steffe's idea although she needed support for developing the composite of tens.

Leader(s): Yan Ping Xin, Purdue University, West Lafayette, IN

2:15–3:00 PM   **SESSION: 297**
ROOM: POSTER 18, WABASH BALLROOM 2

Language Outcomes of Children Who Are Deaf or Hard of Hearing in OPTION Schools

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

This poster presents the vocabulary and language outcomes of children who are deaf or hard of hearing (DHH), and are using listening and spoken language. OPTION Schools is a consortium of private education programs providing specialized early intervention and early childhood education to children who are DHH. The goal of these programs is to facilitate development of age appropriate language and academic skills in order to prepare children for mainstream school settings.

Leader(s): Uma Soman, Carle Foundation Hospital, Urbana, IL

Presenter(s): Ronda Rufsvold, CCHAT Center Sacramento, Rancho Cordova, CA

2:15–3:00 PM   **SESSION: 298**
ROOM: POSTER 19, WABASH BALLROOM 2

AAC Apps: Using a Feature Matching Evaluation Tool

Topic: Communication, Language, and Deaf/Hard of Hearing

Secondary Topic: Innovations in Special Education Technology

Format: Poster Session

The use of tablets and other mobile devices as augmentative and alternative communication (AAC) strategies is increasing. Choosing the most appropriate AAC mobile application can be difficult given the variety of commercially available apps. This poster session will describe a feature matching evaluation tool to systematically identify the most appropriate apps for a student's needs.

Leader(s): Miriam Boesch, University of North Texas, Denton

Presenter(s): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

2:15–3:00 PM   **SESSION: 299**
ROOM: POSTER 20, WABASH BALLROOM 2

Implementing RTI With CLD Learners: What Does the Research Say?

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presents a review of the literature intended to determine how response to intervention (RTI) is currently being implemented as a means to qualify culturally and linguistically diverse (CLD) students for special education services in reading and to determine how reading interventions have been examined among CLD students within an RTI framework. Several themes emerged that can inform further research on the implementation of RTI among diverse populations.

Leader(s): Melissa McGraw, University of Washington, Seattle

Presenter(s): Roxanne Hudson, University of Washington, Seattle

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2:15–3:00 PM   **SESSION: 300**
ROOM: POSTER 21, WABASH BALLROOM 2

Perceptions of Preparation for Cross-Categorical Cultural Competence in Special Education

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Research
Format: Poster Session

Cultural competence is a key focus for all educators. Intersecting identities such as race, ethnicity, and able-ness can affect outcomes for students with disabilities. This poster presents the results of a survey of special educators that sought to identify best practices and needs for improvement in developing teachers' cultural competence and promote the development of equitable education systems that meet the responsibility of developing socially conscious citizens.

Leader(s): Tammy Ellis-Robinson, University at Albany, NY

Presenter(s): Jessica Coles, University at Albany, NY

THURSDAY, JANUARY 31

2:15–3:00 PM   **SESSION: 301**
ROOM: POSTER 22, WABASH BALLROOM 2

Peer-Support Arrangements to Promote Positive Postschool Outcomes for Students With Disabilities

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presentation focuses on the intersection of two research-based practices: peer-support arrangements and predictors of positive postschool outcomes. Aligning these areas can contribute to the delivery of services to help students with disabilities achieve transition-related goals. Attendees will better understand how to develop peer-support arrangements and integrate elements that relate to evidence-based predictors of postschool success.

Leader(s): Andrew Scheef, University of Idaho, Moscow

Presenter(s): Aleksandra Hollingshead, University of Idaho, Moscow

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2:15–3:00 PM   **SESSION: 302**
ROOM: POSTER 23, WABASH BALLROOM 2

Integrating Predictors to Support Transitioning Students With Mental Health Disorders

Topic: Career Development/Transition
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

The needs of transitioning students with mental health or emotional and behavioral disorders (EBD) continue to grow. It is critical to address these needs using strategies backed with research and evidence-based practices. This poster session provides an overview of the predictors associated with successful postschool outcomes and how to integrate these predictors and transition-related activities for students, and resources from the National Technical Assistance Center on Transition (NTACT).

Leader(s): Wen-hsuan Chang, University of North Carolina, Charlotte

Presenter(s): Kelly Clark, Cornell University, Ithaca, NY

2:15–3:00 PM   **SESSION: 303**
ROOM: POSTER 24, WABASH BALLROOM 2

Developing and Incorporating Assistive Technology Learning in Teacher Education

Topic: Innovations in Special Education Technology
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster shares how preservice teachers used assistive technology (AT) to develop competence in AT for organizing and managing differentiated reading and social communication instruction and interventions to meet the needs of a range of learners. The presenters will provide examples of assignments, instructional pedagogies used, and student data collected–including how the technologies were used to support and promote learning for both teacher candidates and the K-12 students they supported.

Leader(s): Tal Slemrod, California State University, Chico

2:15–3:00 PM   **SESSION: 304**
ROOM: POSTER 25, WABASH BALLROOM 2

A Peer-Assisted Learning Strategy (PALS) to Address the Reading Challenges of Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Although many students with ASD experience challenges in decoding, fluency, and comprehension, research on best-practice reading interventions for this group is limited. Peer-assisted learning strategy (PALS) instruction, where children work together or with an adult, can help develop reading skills. The presenters will discuss how PALS was implemented to address a student's reading difficulty, and the implications of the results of this study for teacher practice and research.

Leader(s): Juliet Hart Barnett, Arizona State University, Tempe

Presenter(s): Stanley Zucker, Arizona State University, Tempe

2:15–3:00 PM   **SESSION: 305**
ROOM: POSTER 26, WABASH BALLROOM 2

Using Smartphones to Promote Healthier Lifestyles for Postsecondary Students With Developmental Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Career Development/Transition
Format: Poster Session

This poster session is for educators and service providers who work with adolescents and adults with developmental disabilities. The presenters will share the results of a study of teaching young adults with developmental disabilities to use smartphone mobile applications to self-record eating and exercise habits. Attendees will learn procedures for teaching and promoting use of the apps.

Leader(s): Kathleen Cook, Augustana University, Sioux Falls, SD

Presenter(s): Elizabeth Hansen, Augustana University, Sioux Falls, SD; Sarah House, Augustana University, Sioux Falls, SD

3:30–4:30 PM   **SESSION: 308**   **ROOM: 101**

Publishing in LDRP: Highlights From the Research and Practice Special Series

Topic: Learning Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

Meet the scholars who have been successful in publishing in Learning Disabilities Research & Practice (LDRP)! Learn from the editors of the journal about how to develop results from research into an article suitable for publication. Authors of the LDRP Research to Practice Special Series will frame a discussion regarding critical aspects of dissemination.

Leader(s): Linda Mason, George Mason University, Fairfax, VA

Presenter(s): Lysandra Cook, University of Virginia, Charlottesville; Bryan Cook, University of Virginia, Charlottesville; Bill Therrien, University of Virginia, Charlottesville

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3:30–4:30 PM   **SESSION: 309**   **ROOM: 102**

Effects of a Multi-Component Reading Intervention for Fourth-Grade Struggling Readers

Topic: Learning Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

This session focuses on the results and implications of a series of studies examining the effects of a standard and intensive implementation of a fourth-grade reading intervention. The presenters examined immediate outcomes for students with and at risk for disabilities, as well as long-term effects.

Leader(s): Jeanne Wanzek, Vanderbilt University, Nashville, TN

Presenter(s): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Rachel Donegan, Vanderbilt University, Nashville, TN

MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 310 • ROOM: 103

EXPLORING FEEDBACK MECHANISMS FOR PRESERVICE TEACHERS

Topic: Personnel Preparation
Format: Multi-Presentation Session
Moderator(s): Mary Brownell, CEEDAR Center, University of Florida, Gainesville

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● **Feedback Mechanisms for Preservice Teachers' Lesson Plans**

Although written lesson plans are a standard requirement in teacher preparation programs, there is limited information about effective methods for reviewing and assessing these documents. This presentation will share results from a Scholarship of Teaching and Learning (SoTL) research project that compared the effectiveness of written and in-person feedback provided to students preparing to be teachers for children with hearing loss.

Leader(s): Dana Kan, Vanderbilt University, Nashville, TN

Presenter(s): Uma Soman, Carle Foundation Hospital, Urbana, IL

● **POISE: Engaging Preservice Special Educators in Peer Performance Feedback**

This presentation reports findings from a study of using the Preservice Observation Instrument for Special Education (POISE) to teach special education preservice teachers to provide their peers with performance feedback on their classroom teaching. Embedded within an online collaboration course assignment, results include preservice teachers' perceptions of the assignment, their knowledge and reliable use of the POISE, and their skill at providing constructive feedback to their peers.

Leader(s): Daisy Pua, University of Florida, Gainesville

Presenter(s): Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Cynthia Griffin, University of Florida, Gainesville; David Peyton, University of Florida, Gainesville

THURSDAY, JANUARY 31

3:30–4:30 PM   SESSION: 311   ROOM: 104

Program Vision in Special Education Teacher Preparation: A Vehicle for Professional Formation

Topic: Personnel Preparation
Format: Presentation with Q&A

Policy changes require that teacher preparation programs (TPPs) focus on preparing special educators for complex work. One aspect of preparation is the extent to which TPPs communicate a specific vision of teaching and learning. Explored extensively in general education, this construct has yet to be explored in special education. This presentation reports results of a study examining perceptions of program vision using survey and interview data from six TPPs.

Leader(s): Hannah Mathews, Boston University, MA

3:30–4:30 PM   SESSION: 312   ROOM: 105

Promoting Employment and Independence for Individuals with Intellectual Disabilities Through Postsecondary Education

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Panel

This interactive panel session provides an opportunity for parents, special educators, administrators, and guidance counselors to learn about the different types of postsecondary education (PSE) programs–inclusive, substantially separate, and mixed or hybrid models–available for young adults with intellectual disability (ID). Topics to be discussed include curriculum, job skills training, independent living, social skills development, and community integration on a traditional college campus.

Leader(s): Joseph Ryan, Clemson University, SC

Presenter(s): Erica Walters, Clemson University, SC

3:30–4:30 PM   SESSION: 313   ROOM: 106

Strand D, Session 3: How Can I Prepare Teachers to Disentangle Language Difference and Learning Disability in Bilingual Students?

Topic: Learning Disabilities
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

This session will focus on the role of culture in learning differences, collaboration and dissemination of inclusive practices among professionals working with these students and their families, learning strategies within a multitiered of support (MTSS) framework, and the role of assistive technology to remove language and cultural barriers.

Leader(s): Diana Morales, Lasell College, Newton, MA

Presenter(s): Julie Esparza Brown, Portland State University, OR; Joni Magee, Lasell College, Newton, MA; Claudia Rinaldi, Lasell College, Newton, MA

3:30–4:30 PM   SESSION: 314   ROOM: 107

Transition Discoveries: Data-Driven Planning and Pathways to Success

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

In this interactive session, participants will learn about the Transition Discoveries Quality Indicator research project, a multi-year participatory action study from which the following usable tools emerged: the Transition Discoveries Quality Indicator metric, an infographic guide, and a planning model. Presenters will share how to use these tools in developing youth- and family-focused action plans, and how the model applies to transition planning at the student, school, and systems level.

Leader(s): Joan Kester, George Washington University, Washington, DC

Presenter(s): Matthew Flanagan, George Washington University, Washington, DC; Julie Stella, George Washington University, Washington, DC

3:30–4:30 PM	**SESSION: 315**	**ROOM: 108**

Strand E, Session 3: Empowering Spanish-Speaking Caregivers: Training and Coaching on Social/ Communication Strategies

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session shares the results of a pilot study of an adapted program to teach caregivers, in their native language (Spanish), to use evidence-based naturalistic communication strategies. Materials were translated into Spanish and procedures adapted to train the caregivers in a group context; caregivers also received individual coaching. The presenter will discuss results, limitations, and implications for research and practice.

Leader(s): Hedda Meadan-Kaplansky, University of Illinois, Urbana-Champaign

3:30–4:30 PM	**SESSION: 316**	**ROOM: 109**

Serving Students With Disabilities in Charter Schools: Opportunities and Challenges

Topic: Research
Secondary Topic: Public Policy
Format: Panel

This session presents research by the Center on Reinventing Public Education (CRPE) and the National Center on Special Education in Charter Schools (NCSECS) on how charter schools are implementing special education programs that improve student academic and behavioral outcomes. The panel will focus on how local policy and school contexts affect the provision of special education services and practices that improve student academic and social-emotional learning.

Leader(s): Paul O'Neill, National Center for Special Education in Charter Schools, New York, NY

Presenter(s): Megan Ohlssen, National Center for Special Education in Charter Schools, New York, NY

3:30–4:30 PM	**SESSION: 317**	**ROOM: 110**

Supporting College Students With ASD in Academic Classes Using a Self-Monitoring Application

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

This session provides an overview of how a self-monitoring mobile application was used to increase the on-task engagement of college students with autism spectrum disorder (ASD) in academic classes. The presenters will discuss the results of a single-case design withdrawal study, and describe self-monitoring strategies for supporting students with ASD who are pursuing postsecondary education.

Leader(s): Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City

Presenter(s): Leslie Bross, University of Kansas, Lawrence; Rose Mason, Purdue University, West Lafayette, IN

3:30–4:30 PM	**SESSION: 318**	**ROOM: 125**

Program Chair Featured: Dyslexia: A Conversation About Aligning Practice with Research and Legislation

Topic: Learning Disabilities
Secondary Topic: Public Policy
Format: Panel

Join CEC's Division for Learning Disabilities for a conversation about dyslexia. For this moderated discussion, panelists will respond questions related to current research on the neurobiology of dyslexia, recent legislative efforts and their relation to the Individuals with Disabilities Education Act, evidence-based interventions and supports for students with reading disabilities, and implications for teacher preparation programs.

Leader(s): Kristin Sayeski, University of Georgia, Athens

Presenter(s): Louise Spear-Swerling, Southern Connecticut State University, New Haven; Holly Lane, University of Florida, Gainesville; Devin Kearns, University of Connecticut, Storrs; Sheldon Horowitz, National Center for Learning Disabilities, New York, NY; David Bateman, Shippensburg University, PA

THURSDAY, JANUARY 31

3:30–4:30 PM   SESSION: 319   ROOM: 123

Policies vs. Expectations vs. Practice: Navigating the Complexities of High School Co-Teaching

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

Although high schools implement co-teaching in an effort to ensure access to the grade-level curriculum for students with disabilities, significant challenges can lead to frustration for co-teaching partners. Presenters will highlight four critical issues (along with those identified by participants), explore six characteristics of co-teaching practice that can help co-teachers prioritize and navigate complex education settings, and demonstrate how to develop an action plan for future success.

Leader(s): Tammy Barron, Western Carolina University, Cullowhee, NC

Presenter(s): Marilyn Friend, University of North Carolina, Greensboro

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3:30–4:30 PM   SESSION: 320   ROOM: 126

Behavior Analysts in School Settings: Perspectives of Practitioners on Targeted Support and Data Collection

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Presentation with Q&A

With the growing presence of behavior analysts in schools, practitioners are looking to provide targeted support for educators. Through an analysis of the current literature and feedback from behavior analysts, the presenters will review the current perspective of behavior analysts in the field on targeted support and data collection practices.

Leader(s): Erin Farrell, University of St. Thomas, Minneapolis, MN

Presenter(s): L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

3:30–4:30 PM   SESSION: 321   ROOM: 127

Special Educators' Working Conditions and Commitment to Teaching Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Many schools have difficulty retaining SETs who work with students with emotional and behavioral disorders (EBD). Improving working conditions may be a way to increase retention and improve outcomes for students with EBD, but research provides limited insight into working conditions. The presenters conducted a national survey examining SET working conditions in self-contained settings for students with EBD, and how these conditions related to their stress and commitment to continue teaching.

Leader(s): Michelle Cumming, Florida International University, Miami

Presenter(s): Elizabeth Bettini, Boston University, MA; Kristen O'Brien, George Mason University, Fairfax, VA; Nelson Brunsting, Wake Forest University, Winston-Salem, NC

3:30–4:30 PM   SESSION: 322   ROOM: 128

Systematic Core Vocabulary Instruction to Promote Social Commenting

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session will present a highly structured intervention package to increase the social commenting skills of adolescents with autism spectrum disorder (ASD) and significant communication needs targeting core vocabulary. The presenters will share a rationale for core word and vocabulary instruction and specific instructional targets.

Leader(s): Kathryn Doyle, Mount St. Joseph University, Cincinnati, OH

Presenter(s): Christi Carnahan, University of Cincinnati, OH

3:30–4:30 PM   SESSION: 323   ROOM: 140

Teaching Mathematical Problem Solving to Students With Extensive Support Needs

Topic: STEM
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Demonstration

This demonstration will provide practitioners with research-based examples of how to use the universal design for learning (UDL) framework to select and adapt instructional supports for teaching math to students with extensive support needs, including those with intellectual disability (ID) and autism spectrum disorder (ASD). The highlighted instructional strategies, student videos, and learning materials are based on two studies that taught students to solve percent of change problems.

Leader(s): Jenny Root, Florida State University, Tallahassee

Presenter(s): Sarah Cox, Florida State University, Tallahassee; Nanette Hammons, Florida State University, Tallahassee

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3:30–4:30 PM   SESSION: 324   ROOM: 141

Using Within-Activity Choices to Increase Engagement During Reading

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Demonstration

This session will share the results of a training program designed to support teachers of students at risk for academic and behavioral challenges. Teachers were trained to implement within-activity choices during reading and to collect direct observation data while teaching. Results suggest a functional relationship between the intervention and students' academic engagement. The presenters will discuss limitations and future directions for research, and share open-access training materials.

Leader(s): Robin Ennis, University of Alabama, Birmingham

Presenter(s): Kathleen Lynne Lane, University of Kansas, Lawrence; Wendy Oakes, Arizona State University, Tempe

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3:30–4:30 PM   SESSION: 325   ROOM: 142

It's a Small World After All! A Distance Training/Coaching/Mentoring Program in Australia

Topic: International Programs/Services
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Demonstration

Learn how to leverage talent from, literally, around the world. This innovative program was delivered to Australian educators across 2 school years via live webinars and Skype coaching from America and Europe. Annual on-site visits provided additional modeling. The program taught educators to implement a structured teaching model for students with autism spectrum disorder, developmental disabilities, and intellectual disability. The presenters will demonstrate Skype training with Australia.

Leader(s): Daniel Gulchak, KOI Education, Phoenix, AZ

Presenter(s): Trevor Herny, Catholic Education Melbourne, Australia

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3:30–4:30 PM   SESSION: 326   ROOM: 143

Students With Disabilities Who Identify as LGBTQ: Quality-of-Life Indicators and Transition to Postschool Outcomes

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

The intersectionality of disability and at-risk youth who identify as LGBTQ can pose challenges to relationships with teachers, due to negative attitudes, misinformation, and discomfort in discussing sexual relationships. Challenges are complicated by issues in school culture, disciplinary standards, and appropriate curriculum. The experiences of students within the intersectionality of LGBTQ and disability can indicate appropriate transition intervention strategies to produce better outcomes.

Leader(s): Jennifer Christensen, Eastern Kentucky University, Richmond

Presenter(s): Marie Manning, Eastern Kentucky University, Richmond

THURSDAY, JANUARY 31

3:30–4:30 PM   SESSION: 327   ROOM: 144

Individualizing the Personalized Learning Experience: Tools, Solutions, and Interventions

Topic: Innovations in Special Education Technology
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This interactive presentation will feature ways educators can further individualize blended or fully online learning. Through technology-based initiatives such as 1:1 computer programs and digital learning, practitioners and researchers are trying to personalize the learning experience. The presenters will summarize research and provide practical tips to facilitate positive outcomes individualized to individual learners' needs (yes, 'personalized').

Leader(s): Sean Smith, University of Kansas, Lawrence

Presenter(s): Adam Carreon, University of Kansas, Lawrence

3:30–4:30 PM   SESSION: 328   ROOM: 145

A Community-Based Summer Enrichment Experience for College Students With Intellectual Disability

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session provides in-depth information on a postsecondary institution's summer program for young adults with intellectual disability (ID). The presenters will describe the curriculum for the academic and community service aspects of the program, and discuss the evidence of program success.

Leader(s): Stuart Carroll, The Career and Community Studies Program, The College of New Jersey, Ewing; Bryana DeMonte, The Career and Community Studies Program, The College of New Jersey, Ewing

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3:30–4:30 PM   SESSION: 329   ROOM: 201

If Not Clip Charts and ISS, Then What? Tools for Lasting Behavioral Change

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

Disruptive behavior occurs across many general education classroom settings. Clip charts and in-school suspension (ISS) are often used to manage behavior, but rarely result in sustainable behavioral change. Teaching positive expectations and replacement behaviors, however, do result in lasting behavioral change. This presentation will focus on these alternatives to manage behavior and provide participants with useful tools.

Leader(s): Beth Clavenna-Deane, Kansas MTSS

Presenter(s): Susan Danner, Kansas MTSS

3:30–4:30 PM   SESSION: 330   ROOM: 202

Attendance and RTI: Effects of Intervention Dosage and Exposure on Reading Achievement

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Absenteeism is a widespread issue affecting student achievement. This session provides a more in-depth look at the issue of absenteeism within a treatment integrity framework, specifically focusing on the effects of intervention dosage and exposure on at-risk primary grade students' response to reading intervention implemented within a mutitiered system of support (MTSS) framework.

Leader(s): Kaitlin Leonard, University of Connecticut, Storrs

Presenter(s): Gina Braun, University of Illinois, Chicago; Michael Coyne, University of Connecticut, Storrs

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3:30–4:30 PM   SESSION: 331   ROOM: 203

Common Indicators of Special Educators' Expected Teaching Skills

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Research
Format: Presentation with Q&A

Special education teacher participants ranked indicators across commonly used observation instruments and CEC's high-leverage practices to determine a set of indicators that reflected their expected teaching practices. This presentation will include suggestions for the development of rubric items that administrators can use to supplement existing observation-based evaluation systems.

Leader(s): Janelle Rodl, San Francisco State University, CA

Presenter(s): Greg Knollman, Towson University, MD; Rebecca Cruz, University of California, Berkeley

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3:30–4:30 PM   SESSION: 332   ROOM: 209

Google Suite for Gifted Students

Topic: Gifted and Talented
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

Gifted students often require acceleration of content and synthesis of information at an advanced level, which can be difficult for teachers who are also responsible for the on-level learning of the rest of the students in the classroom. The Google Suite of applications is one way classroom teachers can differentiate instruction and learning. Participants will be introduced to classroom applications and activities using Docs, Sheets, Slides, Sites, and Forms, as well as Google Classroom.

Leader(s): Kim Hardin, Abilene Christian University, TX

3:30–4:30 PM **SESSION: 333** **ROOM: 210**

Teacher2Teacher: Using Instructional Technology Tools to Engage Diverse Learners

Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

This session will present instructional technology (IT) tools to support innovative learning and teaching. Participants will have hands-on opportunities to explore IT tools such as EDpuzzle, Kahoot, Storybird, and Padlet, which can be used to engage diverse learners in the classroom and on different platforms. The presenter will discuss how to use IT tools to gather and analyze data to enhance teaching and research practice, as well as how these tools can enhance professional development.

Leader(s): Kharissa Seah Lay Keng, APSN Katong School, Singapore

3:30–4:30 PM **SESSION: 334** **ROOM: 211**

Privilege, Social Identity, and Ableism: Exploring Intersectionality in the College Classroom

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

School populations are increasingly diverse; stakeholders in education (students, parents, administrators, faculty, staff, volunteers) have social identities that are evolving and intersecting. Preparing preservice teachers requires knowledge of civil rights across this changing dynamic of social identities, but teachers and administrators do not necessarily have the tools to engage faculty in increasing awareness of the effects of unconscious bias and privilege on student and family engagement.

Leader(s): Elizabeth Harkins, William Paterson University, Wayne, NJ

Presenter(s): Gloria Niles, University of Hawaii, West Oahu

MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 335 • ROOM: 212

PROFESSIONAL LEARNING TO SUPPORT GIFTED AND TALENTED STUDENTS

Topic: Gifted and Talented
Format: Multi-Presentation Session
Moderator(s): Lynette Breedlove, Western Kentucky University, Bowling Green

● **Advocating About the Excellence Gap: Professional Development for School Boards**

Decisions about gifted children and their educational opportunities are made at both school and school district level. Professional development for school board members informs them on issues; this session will focus on educating on the 'excellence gap.' Presenters will share information about a video, a module, and other professional learning materials as well as responses from school district-level decision makers after receiving training supported by the Kentucky School Board Association.

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

● **Case Studies for Professional Learning: Twice-Exceptional Students**

How can educators best learn about twice-exceptional (2e) students? Consider using the lens of case studies for professional learning. This session offers a case-studies approach with discussion and questions to examine means of identification and appropriate differentiation for 2e students.

Leader(s): Cecelia Boswell, Austin Creek Education Systems, De Leon, TX

Presenter(s): Wendy Behrens, Minnesota Department of Education, St. Paul; Christine Weber, University of North Florida, Jacksonville

● **Infusing Gifted Education Modules in Undergradate Teacher Preparation Courses**

In response to a study revealing that preservice teachers held resistant attitudes toward giftedness, online modules were created and implemented in an undergraduate course in early childhood education. Students in the course completed an attitudinal survey with respect to their attitudes toward giftedness, participated in an online module within their course, and completed a post-assessment attitudinal survey. The presenter will discuss the results of this project, as well as the modules used.

Leader(s): Debbie Troxclair, Lamar University, Beaumont, TX

THURSDAY, JANUARY 31

3:30–4:30 PM   **SESSION: 336**
ROOM: 500 BALLROOM

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. Session facilitators lead discussions surrounding strategies used to break down 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.

Leader(s): Jennifer Diliberto, University of North Carolina, Chapel Hill

Co-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

3:30–4:30 PM   **ROOM: 120**

★ Exhibitor Showcase: Discover DIBELS 8th Edition

Format: Exhibitor Showcase Session

The official owner of DIBELS (University of Oregon) is launching a new edition–DIBELS 8! DIBELS 8 is more comprehensive, covers more grades, and provides better student assessments than previous versions. DIBELS 8 is a powerful assessment tool for Title I schools, special education programs, and students with dyslexia.

Leader(s): Scott Baker and Ben Clarke, Center on Teaching and Learning, University of Oregon, Eugene

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3:30–4:30 PM   **ROOM: 121**

★ Exhibitor Showcase: Using Pre-Employment Transition Services (Pre-ETS) Tools to Get Back to What You Love-Helping Students Succeed

Format: Exhibitor Showcase Session

Learn how to use our cloud-based assessment and skill-building tools to reduce costs, improve efficiency and interagency communication, and help students to succeed in the transition process. Thousands of professionals have used these tools to help students of all ability levels to achieve personal success.

Leader(s): Art Janowiak III, The Conover Company, Appleton, WI

3:30–4:30 PM   **ROOM: 122**

★ Exhibitor Showcase: Create SEL Lessons That Are Flexible, Factual, and Fun!

Format: Exhibitor Showcase Session

This learning lab will introduce participants to engaging, research-based, ready-to-use resources to support K-12 educators as they integrate SEL into their curriculum. Attendees will learn how to use Free Spirit's free digital content to complement our teacher guises as well as explore our picture and middle-grade/teen books to reinforce lessons for students.

Leader(s): Liz Bergren and Meg Bratsch, Free Spirit Publishing, Minneapolis, MN

3:30–4:15 PM   **SESSION: 338**
ROOM: POSTER 1, WABASH BALLROOM 2

How Do Perceptions of Leadership Functions and Behaviors Drive Prioritization of Administration of Special Education Standards?

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Poster Session

Presenters will discuss the differences between two types of special education leaders: transactional-instructional leaders who focus on the day-to-day responsibilities associated with instruction, and transformational-relational-distributed leaders who have an affinity for more global aspects of leadership. They will present a dynamic action model for special education leadership to assist in developing strategic approaches to providing special education services.

Leader(s): Mary Lynn Boscardin, University of Massachusetts, Amherst

Presenter(s): Rob Schulze, Johnson State College, VT

3:30–4:15 PM   **SESSION: 339**
ROOM: POSTER 2, WABASH BALLROOM 2

Intern Supervision: Comparing On-Site and Distance Observation Methods

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Poster Session

Observation is an important part of the internship experiences that contribute to the professional growth of student teachers. The geographical limitations of on-site supervision can be overcome by using technology to conduct observations remotely. This poster presents results of a study that compared on-site and remote observations to determine if different observation methods yield comparable data.

Leader(s): Penny Cox, University of Florida, Gainesville

3:30–4:15 PM   **SESSION: 340**
ROOM: POSTER 3, WABASH BALLROOM 2

Bullying Prevention Through Legislation: State and Federal Anti-Bullying Laws

Topic: Public Policy
Secondary Topic: Research
Format: Poster Session

All 50 U.S. states and Washington, DC, have adopted anti-bullying legislation. Federal civil rights laws also prohibit bullying and harassment among traditionally marginalized youth, including students with disabilities. This poster session outlines findings from a systematic review of state and federal bully prevention and harassment laws, and provides state-by-state comparisons. Presenters will provide recommendations for bully prevention policy development, adoption, and implementation.

Leader(s): Chad Rose, University of Missouri, Columbia

Presenter(s): Erica Mason, University of Missouri, Columbia; Stephanie Hopkins, University of Missouri, Columbia; Jessica Simpson, University of Missouri, Columbia

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3:30–4:15 PM   **SESSION: 341**
ROOM: POSTER 5, WABASH BALLROOM 2

Ratios and Proportions (and Expressions and Equations) for Struggling Students

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presentation summarizes the results and instructional implications from a 2-year, Tier 2 randomized control trial study. The presenters will share the lesson content for two seventh-grade algebra readiness modules: Ratios and Proportions and Expressions and Equations.

Leader(s): Diane Bryant, University of Texas, Austin

Presenter(s): Soyoung Park, University of Texas, Austin; Gavin Watts, Texas A&M University, San Antonio

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3:30–4:15 PM   **SESSION: 342**
ROOM: POSTER 6, WABASH BALLROOM 2

Science Instruction and a Student With a Learning Disability: A Case Study

Topic: Learning Disabilities
Secondary Topic: STEM
Format: Poster Session

This poster presents a case study involving a student with a learning disability (LD) in an inclusive science classroom utilizing inquiry-based instruction. Data sources included student and teacher interviews, observations, and student portfolios. Results revealed the student acquired science content and process knowledge, but struggled to demonstrate this knowledge. The presenter will discuss implications for instruction in inclusive science classrooms.

Leader(s): Allison McGrath, Otterbein University, Westerville, OH

3:30–4:15 PM   **SESSION: 343**
ROOM: POSTER 7, WABASH BALLROOM 2

College Students' Use and Perceptions of Extended Time on Tests

Topic: Research
Secondary Topic: Career Development/Transition
Format: Poster Session

This poster presents the results of a mixed-methods study examining the amount of extended time that students registered with a disability resource center actually used, and whether it varied by disability, course, and test format. During one-on-one interviews, undergraduate students discussed their perceptions of their extended-time accommodation.

Leader(s): Rubia Anderson, University of Georgia, Athens

THURSDAY, JANUARY 31

3:30–4:15 PM   **SESSION: 344**
ROOM: POSTER 8, WABASH BALLROOM 2

Teaching Early Mathematics Concepts Through a Play-Based Structure in Inclusive Preschool Classrooms

Topic: Research
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

This poster presents the results of a mixed-methods study of early childhood educators' perceptions of differentiating early mathematics concepts using a play-based structure in inclusive preschool classrooms throughout Appalachia Ohio. Educators' personal awareness of mathematics anxiety, as well as their experience, philosophy of inclusion, and education level, affects the pedagogical choices made regarding differentiation of instruction and delivery of early mathematics concepts to students.

Leader(s): Sarah Good, Ross-Pike Educational Service Center, Kingston, OH

3:30–4:15 PM   **SESSION: 345**
ROOM: POSTER 9, WABASH BALLROOM 2

Supporting Alternatively Licensed Teachers: Developing Partnerships Through University Mentoring

Topic: Personnel Preparation
Format: Poster Session

A million and a half veteran teachers will retire by the year 2020 while student enrollment is expected to experience continued growth. This is an especially troubling prophecy in light of the difficulties that rural districts already face in securing highly qualified teachers for students with disabilities. But are alternative licensure candidates prepared to enter today's classroom? This poster reports on a longitudinal study of special educators licensed under an alternative program.

Leader(s): Rebecca Davis, Eastern New Mexico University, Portales

Presenter(s): Kathie Good, Eastern New Mexico University, Portales

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3:30–4:15 PM   **SESSION: 346**
ROOM: POSTER 10, WABASH BALLROOM 2

Evaluating Special Educators Using the CEC Initial Preparation Standards

Topic: Personnel Preparation
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

This poster presentation provides a tool administrators and faculty in teacher education programs can use to evaluate teachers' performance against the CEC Initial Preparation Standards. Attendees will be able to practice using the tools with authentic teaching behaviors.

Leader(s): Elizabeth Potts, Missouri Western State University, Saint Joseph

Presenter(s): Susan Bashinski, Missouri Western State University, St. Joseph

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3:30–4:15 PM   **SESSION: 347**
ROOM: POSTER 11, WABASH BALLROOM 2

Interventions for Anxiety in Anxiety-Provoking Times

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

Current events are creating increasingly anxious environments in both school and community–and teachers, students, and parents are each affected differently. This poster presentation reviews the conditions of anxiety and provides an overview of options and how-to information on interventions. The presenter will also share results from a national survey on teacher and student perceptions of anxiety and anxiety-provoking conditions.

Leader(s): Kimberly Vannest, Texas A&M University, College Station

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3:30–4:15 PM   **SESSION: 348**
ROOM: POSTER 12, WABASH BALLROOM 2

Learning Together: Using Observation, Analysis, and Feedback to Improve Instruction

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Poster Session

Feedback from colleagues is a powerful tool to support educators in improving teaching and increasing student learning. In this presentation, teachers will learn about the features of effective instruction, as well as how to observe and provide feedback to peers to improve their teaching to better meet students' needs.

Leader(s): Kelly Acosta, University of Florida, Gainesville

Presenter(s): Amber Benedict, University of Florida, Gainesville; Wilhelmina van Dijk, University of Florida, Gainesville

3:30–4:15 PM   **SESSION: 349**
ROOM: POSTER 13, WABASH BALLROOM 2

Improving Reading Comprehension in English Language Learners With Reading Difficulties

Topic: Learning Disabilities
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This session shares the results of a study comparing the effects of click-or-clunk and question-generation interventions in improving reading comprehension in English language learners (ELLs) in elementary school. The interventions included training sessions using explicit instruction in each of the strategies, and the study utilized an alternating treatments design; reading comprehension was measured using the DIBELS DAZ.

Leader(s): Maha Alghamdi, Duquesne University, Pittsburgh, PA

Presenter(s): Temple Lovelace, Duquesne University, Pittsburgh, PA

3:30–4:15 PM   **SESSION: 350**
ROOM: POSTER 14, WABASH BALLROOM 2

Moving Educational Preparation Programs to Authentic Settings: Lesson Learned From the Field

Topic: Starting the Teaching Career
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster describes the collaborative process created between a university and local school district to construct a mutually beneficial partnership, from the perspective of multiple stakeholders: university personnel, preservice teacher candidates, cooperating teachers, and K-12 students. This information may assist other university personnel in creating effective partnerships, identifying critical variables for success, and addressing potential obstacles for implementation.

Leader(s): Alfred Daviso, University of Akron, OH

3:30–4:15 PM   **SESSION: 351**
ROOM: POSTER 15, WABASH BALLROOM 2

A Sociocognitive Analysis of Special Education Partnership Research on Immigrant Families

Topic: Parent/Family/School Partnerships
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster presents research on special education parent/ professional partnerships focusing on participants' linguistic membership and status. There are three interrelated themes associated with the sociocognitive processing of English monolingualism-driven discourse: immigrant parents' compliance with monolingual English-biased norms, school professionals' collective ignorance of monolingual English-centered communication, and researchers' role as gatekeepers.

Leader(s): Sumin Lim-Mullins, University of Kansas, Lawrence

Presenter(s): Gregory Cheatham, University of Kansas, Lawrence

3:30–4:15 PM   **SESSION: 352**
ROOM: POSTER 16, WABASH BALLROOM 2

Accommodating Students Who Are Deaf and Hard of Hearing in the Classroom: Real-Time Speech to Text

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

In the general education classroom, spoken language is the primary mode of communication; students who are deaf and hard of hearing (DHH) rely on accommodations to access information, including American Sign Language (ASL) and real-time speech to text (RTSTT). This presentation reports on studies focusing on the effectiveness of RTSTT in an educational setting. The presenters will discuss variables that may explain contradictory results.

Leader(s): Ahmed Alshubrumi, Indiana University, Bloomington

THURSDAY, JANUARY 31

3:30–4:15 PM   **SESSION: 353**
ROOM: POSTER 17, WABASH BALLROOM 2

Engaging Parents in the Effort to Reduce Disproportionality

Topic: Parent/Family/School Partnerships
Secondary Topic: Public Policy
Format: Poster Session

Decades of systemic racism, a persistent lack of teacher diversity, use of culturally unresponsive curricula and widespread discriminatory discipline practices each contribute to the disproportionality trend in differing ways. Federal and state efforts have been met with limited success, strongly suggesting that more attention may be needed at the local level. This research investigates how parental engagement might be used as an intervention.

Leader(s): Catrina Dorsey, University of Illinois, Chicago

3:30–4:15 PM   **SESSION: 354**
ROOM: POSTER 18, WABASH BALLROOM 2

Listening to Hear: Family Member Perceptions of the Special Education Funding Formula

Topic: Parent/Family/School Partnerships
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

The presenters of this poster session interviewed 12 families across Vermont as part of a comprehensive study on special education funding. Although findings from these interviews played a critical role in shaping the resulting report, but, the families' voices were largely washed out. This presentation amplifies participating family voices, in response to the former policy as well as the forthcoming policy designed in reaction to this report.

Leader(s): Mika Moore, University of Vermont, Burlington

Presenter(s): Shana Haines, University of Vermont, Burlington; Colby Kervick, University of Vermont, Burlington; Katharine Shepherd, University of Vermont, Burlington

3:30–4:15 PM   **SESSION: 355**
ROOM: POSTER 19, WABASH BALLROOM 2

Coaching Caregivers to Support Children's Reading Development

Topic: Parent/Family/School Partnerships
Secondary Topic: Learning Disabilities
Format: Poster Session

Children's reading development is largely supported by exposure to reading prior to entering school and outside of school. This poster presentation summarizes a pilot study on training caregivers to implement evidence-based reading and behavioral interventions with their young readers at home to improve reading outcomes.

Leader(s): Lauren Rollins, University of Alabama, Tuscaloosa

3:30–4:15 PM   **SESSION: 356**
ROOM: POSTER 20, WABASH BALLROOM 2

A Learning Media Assessment for Students Who Are Visually Impaired

Topic: Visual Impairments
Secondary Topic: Assessment
Format: Poster Session

Students with visual impairments must have access to printed materials, according to their visual needs. Learning media assessments (LMAs) determine what kind of literacy and functional learning materials are appropriate for these students. This poster presentation shares results from a study of teachers of the visually impaired on their comfort level and thoroughness in conducting and implementing LMAs. Presenters will review the importance of LMAs and crucial pieces to include.

Leader(s): Nicole Johnson, Kutztown University, PA

Presenter(s): Kathleen Stanfa, Kutztown University, PA

3:30–4:15 PM   **SESSION: 357**
ROOM: POSTER 21, WABASH BALLROOM 2

Preparing Preservice Teachers for Culturally and Linguistically Diverse Classrooms

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presents the results of a literature review conducted to explore the process that teacher education programs in special education have undergone to redesign core curriculum to include culturally responsive pedagogy. The presenters also report on the professional development that university faculty have undergone to grow in their own cultural competencies.

Leader(s): Krystal Lewis-Pratl, Illinois State University, Normal

Presenter(s): Yojanna Cuenca-Carlino, Illinois State University, Normal

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3:30–4:15 PM   **SESSION: 358**
ROOM: POSTER 22, WABASH BALLROOM 2

Advocating for Change: Disseminating a State Special Education Legislative Summit Toolkit

Topic: Career Development/Transition
Secondary Topic: Public Policy
Format: Poster Session

Learn to advocate for change in your state. This poster session will share how to organize a state special education legislative summit to promote advocacy, review and comment on proposed bills, and speak directly with legislators. Participants will leave with a sample State Special Education Legislative Summit Toolkit.

Leader(s): Faye Autry-Schreffler, University of Oklahoma, Norman

Presenter(s): Amber McConnell, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

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3:30–4:15 PM   **SESSION: 359**
ROOM: POSTER 23, WABASH BALLROOM 2

Mathematics Word Problem-Solving Instruction for English Language Learners With Learning Difficulties

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster organizes research about using different interventions to improve the math word problem-solving skills of English language learners (ELLs) with learning difficulties or learning disabilities (LD). The presenters analyzed studies in several categories, including explicit instruction, computer-assisted instruction (CAI), and culturally relevant or responsive intervention practices. They describe the interventions that benefit ELLs with LD, and will discuss implications for educators.

Leader(s): Qingli Lei, Purdue University, West Lafayette, IN

Presenter(s): Yan Ping Xin, Purdue University, West Lafayette, IN

3:30–4:15 PM   **SESSION: 360**
ROOM: POSTER 24, WABASH BALLROOM 2

Using Interactive iPad Technology to Increase Vocabulary of Children With Reading Difficulties

Topic: Innovations in Special Education Technology
Secondary Topic: Learning Disabilities
Format: Poster Session

One instructional technique that shows promise for supporting the vocabulary development of children with reading difficulties is the use of interactive iPad technology, in which content is presented through a combination of visuals, sounds, and actions. This poster presents the results of a study examining the effect of interactive iPad technology on the novel vocabulary learning of young children with reading difficulties. Presenters will discuss results and instructional implications.

Leader(s): Sung Hee Lee, California State University, Fullerton

Presenter(s): I. Cinthia Lee, Regent University, Virginia Beach, VA

THURSDAY, JANUARY 31

3:30–4:15 PM   **SESSION: 361**
ROOM: POSTER 25, WABASH BALLROOM 2

Using Technology to Teach Reading Skills to Students With ASD: A Review of Research Quality

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

This poster presents the results of a literature review of the quality of research on technology-based reading interventions for students with autism spectrum disorder (ASD). The presenters systematically aggregate experimental studies that used technology (e.g., computer, iPad) to teach reading skills to students with ASD. Studies with high-quality evidence provide practical information about how technology can be incorporated into reading interventions–type, role, and availability.

Leader(s): Soyeon Kim, Purdue University, West Lafayette, IN

Presenter(s): Marie David, Purdue University, West Lafayette, IN

3:30–4:15 PM   **SESSION: 362**
ROOM: POSTER 26, WABASH BALLROOM 2

Assessing Mathematical Writing: Comparing Outcomes From International Rubrics

Topic: STEM
Secondary Topic: Assessment
Format: Poster Session

Although National Council of Teachers of Mathematics (NCTM) and Common Core (CCSS) standards emphasize the importance of written expression of mathematics to develop mathematical reasoning, few guidelines exist for practitioners to reliably assess students' mathematical writing. This presentation explores math writing assessments from various states and countries, including how scoring methods influence interpretation of student outcomes.

Leader(s): Joo-Young Lee, Pennsylvania State University, State College

Presenter(s): Elizabeth Hughes, Pennsylvania State University, State College

Friday, February 1

YES I CAN AWARDS CEREMONY

Visit the Expo immediately following the
General Session, 9:00–9:45 AM

Expo (8:30 AM–2:00 PM)

Visit the Expo, 12:00–1:30 PM
Expo closes at 2:00 PM

SCHEDULE OF EXPO SHOWCASE SESSIONS

Descriptions for these sessions can be found:

1. On CEC's mobile app
2. In the printed program on pages 143 and 155
3. By browsing online

9:45–10:45 AM	Room: 120
Strategies to Empower Classroom Management and Self-Regulation	
n2y, Huron, OH	

9:45–10:45 AM	Room: 121
Dance for Motor Development	
Rhythm Works Integrative Dance, Redondo Beach, CA	

9:45–10:45 AM	Room: 122
CanDue™: Executive Function Software	
CanDue™, Danville, CA	

11:00 AM–12:00 PM	Room: 120
STAR Autism Support: Developing a Districtwide Program for Serving Students With ASD	
STAR Autism Support, Portland, OR	

11:00 AM–12:00 PM	Room 121
Literacy Intervention: Can It Be Engaging and Effective?	
LiteracyPlanet, Sycamore, IL	

11:00 AM–12:00 PM	Room 122
Modernizing Behavior Management	
Insights to Behavior, Oklahoma City, OK	

11:00 AM–12:00 PM	Room: 141
Navigating CEC's Online Transition Curriculum	
Council for Exceptional Children, Arlington, VA	

THIRD GENERAL SESSION

FRIDAY, FEBRUARY 1

8:00 AM – 9:00 AM

Hall C, Indiana Convention Center, Level 1

YES I CAN AWARDS CELEBRATION

Honoring the accomplishments of children and youth with exceptionalities.
Don't miss this very exciting event.

Twelve outstanding students will be honored in the following categories:

ACADEMICS • TRANSITION • TECHNOLOGY • SELF-ADVOCACY • SCHOOL & COMMUNITY • ARTS

Danielle Pruitt
Academics
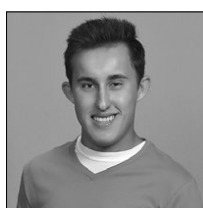
Colin Schultz
Academics
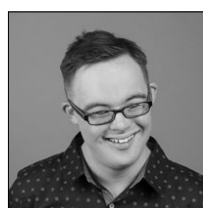
Beck Long
Transition
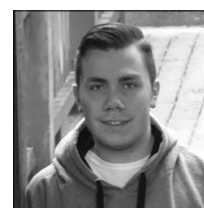
Hunter Lisiecki
Transition

Bryan Martinez
Technology

Alexandra Allers
Technology

Sara Patrick
Self-Advocacy
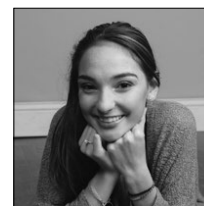
Rebecca Caron
School & Community
Activities

Harrison Barnes
School & Community
Activities

Mason Metzger
Self-Advocacy

Jonar Sardon
Arts

YES I CAN AWARDS

La'Juane Nash
Arts

FRIDAY SESSIONS

9:45 AM–12:00 PM   **SESSION: 365**
ROOM: WABASH BALLROOM 1

What's Happening in Washington

Topic: Public Policy
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

9:45–10:45 AM

Session I – Program Chair Featured: Updates from OSEP

Deputy Director Ruth Ryder will discuss current OSEP initiatives including implementing the OSERS Framework and Rethinking Results Driven Accountability. She will also discuss recent investments to support children with disabilities, including critical work to support literacy instruction.

BREAK • 10:45–11:00 AM

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 Administration and U.S. Congress that are impacting special/gifted 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, 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 Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Ruth Ryder, Deputy Director, Office of Special Education Programs, U.S. Department of Education, Washington, DC

9:45 AM–11:45 AM   **SESSION: 368**   **ROOM: 102**

DLD SHOWCASE: The State of Learning Disabilities: Issues Related to Definition and Identification

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Panel

Join CEC's Division for Learning Disabilities for a conversation about issues related to the definition and identification of learning disabilities, including dyslexia. Panelists will discuss historical and current definitions, RTI as an approach to identification, and current legislation. Considerations may include removing discrepancy as an option, stronger guidance regarding the identification process, triggers for a comprehensive evaluation, and the components of a comprehensive evaluation.

Leader(s): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX

Presenter(s): Lynn Fuchs, Vanderbilt University, Nashville, TN; Douglas Fuchs, Vanderbilt University, Nashville, TN; Tim Odegard, Middle Tennessee State University, Murfreesboro; Louis Danielson, American Institutes for Research, Washington, DC; Matthew Burns, University of Minnesota, Minneapolis; JoAnna Barnes, Learning Disabilities Association of America, Pittsburgh, PA; Lindsay Jones, National Center for Learning Disabilities, Washington, DC; Meghan Whittaker, National Center for Learning Disabilities, Washington, DC

9:45 AM–11:45 AM   **SESSION: 369**   **ROOM: 123**

Program Chair Featured: Developing and Implementing Appropriate and Legally Sound IEPs

Topic: Public Policy
Secondary Topic: Administration/Supervision
Format: Town Hall

This Town Hall session will enable a discussion of developing and implementing educationally appropriate and legally sound individualized education programs (IEPs). The presenters will seek guidance and feedback from participants on this important topic.

Leader(s): Mitchell Yell, University of South Carolina, Columbia

Presenter(s): David Bateman, Shippensburg University, PA

9:45 AM–11:45 AM   SESSION: 370   ROOM: 144

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. 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.

Leader(s): Jennifer Diliberto, University of North Carolina, Chapel Hill

Presenter(s): Mary Ruth Coleman, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Marge Terhaar, Meredith College, Raleigh, NC; Kathryn Haselden, Francis Marion University, Florence, SC

9:45 AM–11:45 AM   SESSION: 372   ROOM: 204

General Educators and the 1 in 5: A National Study of Teacher Knowledge, Skills and Mindsets

Topic: Learning Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

Most students with learning and attention issues spend a majority of their day in general education classrooms, but general educators do not feel prepared to ensure their success. Learn about the findings of a national study (including literature review, focus groups, and quantitative study) conducted by NCLD and Understood.org of the mindsets, knowledge and skills of general educators that is informing the development of a new resource for teachers called Understood for Educators.

Leader(s): Lindsay Kruse, Understood.org, New York, NY; Brittney Newcomer, Understood.org, New York, NY; Amanda Morin, Understood.org, New York, NY

MULTIPLE PRESENTATIONS

9:45–10:45 AM SESSION: 373 ROOM: 101

EMERGING ISSUES IN SERVING STUDENTS WITH DISABILITIES

Topic: Public Policy
Format: Multi-Presentation Session
Moderator(s): Martha Thurlow, NCEO/University of Minnesota, Minneapolis

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● **The Fascinating, Frustrating and Empowering Ways That Special Education Laws Apply in Charter Schools**

Charter schools have been created under state laws that free them from many of the rules that apply to and constrain traditional public schools. But federal law and many other authorities also apply. With more than two million U.S. students currently attending charter schools, it is crucial to understand how disability law plays a role and can be a strong tool for equitably and effectively serving students with diverse learning needs.

Leader(s): Paul O'Neill, National Center for Special Education in Charter Schools, New York, NY

● **The Role of Collaboration in Developing Policies for English Learners With Disabilities**

State and local education leaders have developed policies to help educators identify and serve English learners (ELs) with disabilities. This presentation showcases findings from a study of how state and local education leaders develop and implement such policies. Presenters will focus on how leaders collaborate across expertise and departments and share approaches to collaboration between EL and special education experts at state and local education agencies for developing such policies.

Leader(s): Soyoung Park, University of Texas, Austin

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 374 • ROOM: 103

EXPLORING FEEDBACK MECHANISMS FOR PRESERVICE TEACHERS' LESSON PLANS

Topic: Personnel Preparation
Format: Multi-Presentation Session
Moderator(s): Colleen Commisso, Lehigh University, Bethlehem, PA

● **Behavioral Skills Training: Extending Knowledge on Behavioral Assessment and Intervention to General Education Teachers**

This session focuses on a study examining the effectiveness of a multi-component training intervention modeled after behavioral skills training. Preservice general education teachers were shown video vignettes of a student engaging in challenging behavior and were asked to collect data using a structured ABC recording form. Presenters will discuss the importance of functional approaches to challenging behaviors, and how to efficiently and effectively extend that knowledge to general educators.

Leader(s): Mark Samudre, University of Kentucky, Lexington

Presenter(s): Richard Allday, University of Kentucky, Lexington

● **Talk About It, Be About It: Supporting Behavior Management in the High School Classroom**

High school teachers are often not prepared to manage problem behavior in the classroom. This session reports on a case study examining the behavior and classroom management perceptions of high school general education teachers. Findings demonstrate the cyclic relationship between teacher training, preventative measures, responses to problem behaviors, and teacher perceptions of problem behavior. Presents will discuss the implications of this relationship for professional development programs.

Leader(s): Colleen Commisso, Lehigh University, Bethlehem, PA

9:45–10:45 AM   SESSION: 375   ROOM: 104

High-Quality, Low-Intensity Training for Paraprofessionals Supporting Students With Severe Disabilities

Topic: Personnel Preparation
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

It is a challenge for schools to provide adequate training and supervision to paraprofessionals. This session shares findings from a randomized control trial in which paraprofessionals learned to implement evidence-based prompting strategies through a large-group, low-intensity training. Paraprofessionals implemented prompting strategies with fidelity, and students with severe disabilities made substantial progress toward meeting individualized education program (IEP) goals.

Leader(s): Matthew Brock, Ohio State University, Columbus

Presenter(s): Mary Barczak, Ohio State University, Columbus; Scott Dueker, Ball State University, Muncie, IN

9:45–10:45 AM   SESSION: 376   ROOM: 105

Strand F, Session 1: Embracing Systemic Change and Achieving the Vision of Results-Driven Accountability

Topic: Public Policy
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

States are taking powerful steps to improve outcomes for students with disabilities under the federal initiative known as results-driven accountability (RDA). This session provides an easy-to-understand overview of RDA for school and district staff and suggested activities for teachers and leaders to prepare for involvement in RDA.

Leader(s): Jennifer Pierce, American Institutes for Research, Washington, DC

Presenter(s): Kristin Ruedel, American Institutes for Research, Washington, DC

FRIDAY, FEBRUARY 1

9:45–10:45 AM　　　SESSION: 377　　ROOM: 106

Engagement of and Transition Planning for English Learners With Disabilities

Topic: Career Development/Transition
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Data from the National Longitudinal Transition Study indicates that, although English learners (Els) with disabilities in secondary school report high engagement, they also demonstrate higher rates of suspensions and expulsions. Presenters will discuss implications such as maximizing students' positivity and minimizing barriers, how to adapt and strategize the transition planning and education process to address the unique strengths and needs of this population, and share tools for engagement.

Leader(s): Audrey Trainor, New York University, NY

Presenter(s): Lynn Newman, SRI International, Menlo Park, CA

9:45–10:45 AM　　　SESSION: 378　　ROOM: 107

Strand G, Session 1: First Step Next and homeBase: An Efficacy Study for Children with Challenging Behavior

Topic: Emotional and Behavioral Disorders
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

This session focuses on the effects of a school-based intervention (First Step Next) and a home-based intervention (homeBase) for students with challenging behavior in Grades K-3. The presenters will describe both interventions, the results associated with motivational interviewing training, and discuss the effects for all conditions.

Leader(s): Andy Frey, University of Louisville, KY

Presenter(s): Jason Small, Oregon Research Institute, Portland; Jon Lee, University of Northern Arizona, Flagstaff; Edward Feil, Oregon Research Institute, Eugene

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9:45–10:45 AM　　　SESSION: 379　　ROOM: 108

DISES SHOWCASE: Around the World in 60 Minutes

Topic: International Programs/Services
Format: Panel

What is happening around the world in special education? This panel will share some of the exciting work being done by CEC Division of International Special Education and Services (DISES) members across the globe. Learn more about the growth of DISES and opportunities to be part of this amazing world.

Leader(s): Mark Francis, FYI-CSI, Milford, MI

Presenter(s): Alice Farling, DISES Executive Director, Estero, FL

9:45–10:45 AM　　　SESSION: 380　　ROOM: 109

CEC-DR SHOWCASE: Adapting Evidence-Based Practices for Youth With Emotional and Behavioral Disorders

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Panel

This session provides an introduction to three approaches to delivering adaptive, individualized, data-based, and effective interventions at Tiers 2 and 3: adapting existing interventions to improve effectiveness and efficiency, providing direct consultation to teachers, and employing a collaborative care model to guide teams of educators and health-care providers.

Leader(s): Elizabeth Talbott, University of Illinois, Chicago

Presenter(s): Allison Bruhn, University of Iowa, Iowa City; Sara McDaniel, University of Alabama, Tuscaloosa; Brittany Sterrett, Virginia Commonwealth University, Richmond

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9:45–10:45 AM　　　SESSION: 381　　ROOM: 110

ASD On The Go: Increasing Social Skills, Problem Solving, and Community Engagement Through a Technology-Based Intervention

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

This presentation provides an overview of the ASD On The Go intervention package, which focuses on developing social communication, organization and planning, and problem-solving skills of adolescents and young adults with autism spectrum disorder. The presenters will discuss how to enhance community engagement and quality of life of individuals with ASD through instructional modules, coaching, and self-monitoring.

Leader(s): Rose Mason, Purdue University, West Lafayette, IN

Presenter(s): Leslie Bross, University of Kansas, Lawrence; Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City

9:45–10:45 AM   **SESSION: 382**   **ROOM: 125**

A Multimedia Professional Development Process for Improving Secondary Teachers' Literacy Instruction

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Presentation with Q&A

Students with disabilities in rigorous secondary-level courses often struggle with literacy-related challenges and need specialized instruction. The presenters will describe a scalable multimedia professional development (PD) process to support inclusive secondary teachers and co-teaching teams. This PD process, with demonstrated effectiveness, includes multimedia vignettes modeling evidence-based practices; customizable curriculum materials; and personalized, data-driven coaching.

Leader(s): Michael Kennedy, University of Virginia, Charlottesville

Presenter(s): Hannah Mathews, Boston University, MA; Kate Peeples, University of Virginia, Charlottesville; John Romig, University of Texas, Arlington

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9:45–10:45 AM   **SESSION: 383**   **ROOM: 126**

Every Student Can: Teaching Reading Comprehension Using Grade-Level Literature

Topic: Collaboration and Inclusive Practices
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

This session presents a systematic approach to teaching reading comprehension to students with disabilities using grade-level texts. The presenters will demonstrate a sample unit while exploring evidence-based practices employed throughout the lesson sequence, and introduce a variety of online tools that may be used to create literacy units with any text.

Leader(s): Amber Dollar, Tobii Dynavox, Euless, TX

Presenter(s): Emily Strom, Tobii Dynavox, Pittsburgh, PA

9:45–10:45 AM   **SESSION: 384**   **ROOM: 127**

Interventions and Strategies to Reduce Bullying in Schools

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Panel

Students with disabilities often face significant challenges around bullying. The presenters of this session will focus on factors associated with bullying and strategies to improve pre- and inservice teachers' strategies to address bullying.

Leader(s): Kristine Larson, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

Presenter(s): Catherine Bradshaw, University of Virginia, Charlottesville; Chad Rose, University of Missouri, Columbia

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9:45–10:45 AM   **SESSION: 385**   **ROOM: 128**

A Reason to SMiLE: Effective Literacy Instruction for Students With Cognitive Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Panel

Structured Methods in Language Education (SMiLE) provides students with significant cognitive disabilities the skills to access authentic text, become readers, and move towards greater independence. SMiLE has shown promise for students and requires minimal training. Presenters will discuss the results of a cluster randomized controlled trial of 200 teachers in New York City and SMiLE's effect on student literacy skills among K-5 students with significant cognitive disabilities.

Leader(s): Caroline Parker, Education Development Center, Waltham, MA

Presenter(s): Lauren Katzman, Urban Special Education Leadership Collaborative, Waltham, MA; Raizel Reider, District 75 New York City Department of Education

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9:45–10:45 AM   **SESSION: 386**   **ROOM: 140**

Strengthening Supports: The IRIS Center's Modules on MTSS/RTI

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Assessment
Format: Demonstration

There's no time to lose when students do not respond adequately to research-validated instruction. Effective intervention through increasingly intensive levels of instruction–provided through response to intervention (RTI) and multitiered system of support (MTSS) frameworks–can prevent students from falling further behind their peers. Join staff from this OSEP-funded center for a fun and interactive overview of IRIS's popular and informative series of free online modules about MTSS/RTI.

Leader(s): Kim Skow, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN

Presenter(s): Sarah Allen, U.S. Department of Education, Office of Special Education Programs, Washington, DC; Tanya Collins, Vanderbilt University, Nashville, TN

FRIDAY, FEBRUARY 1

9:45–10:45 AM   SESSION: 387   ROOM: 141

The Secondary Transition Fidelity Assessment: Results From Field Testing

Topic: Career Development/Transition
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

This session provides an overview of the Secondary Transition Fidelity Assessment, developed in collaboration with CEC's Division on Career Development and Transition and the National Technical Assistance Center on Transition (NTACT). Presenters will discuss the results from field testing the fidelity assessment, provide guidance for using the assessment to evaluate fidelity of secondary programs, and share a tool to evaluate secondary programs.

Leader(s): Valerie Mazzotti, University of Oregon, Eugene

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

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9:45–10:45 AM   SESSION: 388   ROOM: 142

Using Predictable Writing Routines to Teach Written Expression

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Demonstration

In this session, the presenter will guide participants through a series of recently published studies related to using predictable instructional routines and response prompting to teach students with moderate to severe intellectual disability (ID) and autism spectrum disorder (ASD) to generate written narratives. The presenter will translate these studies into practical instructional strategies that can be implemented by practitioners with varying levels of knowledge and expertise.

Leader(s): Robert Pennington, University of Louisville, KY

Presenter(s): Pamela Mims, East Tennessee State University, Johnson City

9:45–10:45 AM   SESSION: 389   ROOM: 143

What Every Aspiring Special Education Administrator Needs to Know

Topic: Administration/Supervision
Format: Presentation with Q&A

Are you interested in learning about what it takes to be an effective special education teacher leader or administrator? Attend this session, and find out 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

Presenter(s): Erin Maguire, Essex Westford School Distrct, Essex Junction, VT; Adam Leckie, Florence Unified School District, AZ; Kevin Rubenstein, Lake Bluff Elementary School District 65, IL

Notes

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 390 • ROOM: 145

COMMUNITY PARTNERSHIP SUPPORTING FAMILY PARTNERSHIP

Topic: Parent/Family/School Partnerships
Format: Multi-Presentation Session
Moderator(s): Colby Kervick, University of Vermont, Burlington

● Caring, Committed and Collaborative: School/ Community Partnerships for Responsive Practice

This presentation addresses the importance of teacher professional development (PD) related to students who are culturally and linguistically diverse with exceptionalities (CLD/E). The presenters will share current research and policy, present an innovative model for collaborating with schools and community partners to improve teacher knowledge, and describe implementation strategies.

Leader(s): Danielle Turner, Towson University, MD

Presenter(s): Gilda Martinez-Alba, Towson University, MD

● Ability Day: Community-Wide Disability Education

Disability education and awareness are a critical piece to creating a culture of understanding. Ability Day is a program that includes students (Pk-12) and adults from the community with disabilities and submerses them in community-based activities. The presenters will share the model that's evolved over 8 years to meet student-specific needs each year. Participants will have an opportunity to brainstorm on creating similar events (on large or small scales) in their schools and communities.

Leader(s): Lauren Bailey, Northridge Middle School, Middlebury, IN

Presenter(s): Nicole Belschner, Northridge Middle School, Middlebury, IN; Amy Fought, Northridge Middle School, Middlebury, IN; Amber Miller, Northridge Middle School, Middlebury, IN

● Sanctuaries, 'Special Needs,' and Service: Perceptions of Faith Community Leaders

This presentation summarizes the results of a study investigating the experience, knowledge, and attitudes of faith community leaders on including children with disabilities and their families in faith communities. The targeted population included clergy and lay leaders. The study utilized a mixed-methods approach to include quantitative survey data and qualitative data from three focus groups.

Leader(s): Jared Stewart-Ginsburg, University of North Carolina, Charlotte

Presenter(s): JaneDiane Smith, University of North Carolina, Charlotte

9:45–10:45 AM   SESSION: 391   ROOM: 201

★ DPHMD SHOWCASE: Using Explicit Instruction and Technology to Engage Students

Topic: Physical/Health/Multiple Disabilities
Format: Presentation with Q&A

Students with moderate to severe disabilities need significant supports to engage in content instruction in general education classroom settings. This session will focus on the use of explicit instruction and technologies–including mobile applications and assistive technology–to engage students in content instruction.

Leader(s): Dusty Columbia Embury, Eastern Kentucky University, Richmond

Presenter(s): Laura Clarke, Eastern Kentucky University, Richmond

9:45–10:45 AM   SESSION: 392   ROOM: 202

Five Practical Steps to Making RTI and MTSS Work in Your School

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Response to intervention (RTI) and multitiered systems of support (MTSS) provide a framework to maximize student achievement, close achievement gaps, and reduce behavior problems. However, schools do not always produce the expected outcomes and confusion regarding how to implement all the components of these frameworks and how to adapt implementation for unique contexts remain barriers to effective implementation. Presenters will provide practical remedies for implementation challenges.

Leader(s): Dia Jackson, American Institutes for Research, Washington, DC

Presenter(s): Sarah Benz, American Institutes for Research, Austin, TX

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 393 • ROOM: 203

CREATING DYNAMIC CLASSROOMS USING INTERACTIVE READ-ALOUDS IN EARLY CHILDHOOD SETTINGS

Topic: Early Childhood and Early Intervention
Format: Multi-Presentation Session
Moderator(s): Katherine Zimmer, Kennesaw State University, GA

● **Read Alouds Across Content Area: Increasing Emergent Literacy Skills in Early Childhood Settings**

Research shows that the emergent literacy knowledge and the skills children gain during their preschool experiences strongly correlate with their academic performance. In this interactive session, participants will learn how to create a dynamic classroom that provides a rich literacy environment through hands-on read aloud activities that make learning interesting and educational for students with disabilities across all content areas.

Leader(s): Katherine Zimmer, Kennesaw State University, GA

Presenter(s): Melissa Driver, Kennesaw State University, GA

● **Maximizing Interactions During Storybook Read-Alouds**

Interactive read-alouds increase children's language skills, vocabulary development, and engagement. This presentation, emphasizing the importance of using interactive read-alouds, will provide guidance on selecting and adapting books to increase opportunities for serve-and-return interactions to actively engage young children with diverse learning needs.

Leader(s): Ann-Bailey Lipsett, Lipsett Learning Connection, Springfield, VA

9:45–10:45 AM   SESSION: 394   ROOM: 209

What You Need to Know About Trauma-informed Care for Children With Disabilities

Topic: Parent/Family/School Partnerships
Secondary Topic: Early Childhood and Early Intervention
Format: Presentation with Q&A

The connection between trauma and disability has been established; it is vital that the disability community understand how best to support this population of students. In this session, participants will learn about the prevalence of trauma, how trauma manifests, support strategies, and prevention approaches related to children with disabilities.

Leader(s): Deserai Miller, University of Illinois, Urbana-Champaign

Presenter(s): Robyn DiPietro-Wells, University of Illinois, Children's Research Center, Champaign

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9:45–10:45 AM   SESSION: 395   ROOM: 210

Purposeful Partnership: Implementing High-Leverage and Evidence-Based Practices Across Preparation and Practice

Topic: Personnel Preparation
Format: Presentation with Q&A

This presentation highlights the CEEDAR Center's technical assistance supporting a systemic approach to change. Presenters from the CEEDAR Center and Tennessee will highlight a partnership between the Peabody College at Vanderbilt University and Metro Nashville Public Schools focused on high-leverage practices (HLPs), evidence-based practices (EBPs), and multitiered systems of support (MTSS).

Leader(s): Erica McCray, University of Florida, Gainesville

Presenter(s): Kimberly Paulsen, Vanderbilt University, Peabody College, Nashville, TN; Tieawasa (Tie) Hodack, Metro Nashville Public Schools, TN

9:45–10:45 AM   SESSION: 396   ROOM: 211

MOVE: Engaging African American Boys With Disabilites

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

Every July, the Virginia Department of Education hosts African American males with disabilities and their families in a 3-day institute (MOVE) where young men in Grades 9-11 engage in activity-based learning with state leadership and mentors. The program encourages participants to unlock their potential to overcome barriers, become self-determined, and graduate high school college- and career-ready.

Leader(s): John McNaught, James Madison University, Harrisonburg, VA

Presenter(s): Amanda Randall, James Madison University, Harrisonburg, VA

9:45–10:45 AM   SESSION: 397   ROOM: 212

Recruitment and Retention: An Equity-Based Culturally Responsive Bill of Rights for Gifted Students of Color

Topic: Gifted and Talented
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

The Bill of Rights for Gifted Students of Color focuses on the twin principles and goals of cultural responsiveness and equity. The presenters will review the sections and subsections of the Bill of Rights, including advocacy and accountability, access to programming and services, gifted program evaluation and accountability, gifted education evaluation and assessment, educators, curriculum and instructions, social and emotional needs, and families and communities.

Leader(s): Donna Ford, Vanderbilt University, Nashville, TN

Presenter(s): Ken Dickson, Educational Support and Consulting Network, Upper Marlboro, MD

9:45–10:45 AM   ROOM: 120

★ **Exhibitor Showcase: Strategies to Empower Classroom Management and Self-Regulation**

Format: Exhibitor Showcase Session

n2y is excited to introduce Positivity, the first comprehensive online behavioral solution to support classroom management, empower self-regulation, and automatically collect behavior-related data. Learn how this groundbreaking solution integrates easily into daily routines, delivering proactive strategies that support emotional control and executive function, enabling students to actively participate in learning.

Leader(s): Chrissy Stohl, n2y, Huron, OH

9:45–10:45 AM   ROOM: 121

★ **Exhibitor Showcase: Dance for Motor Development**

Format: Exhibitor Showcase Session

The people at Rhythm Works Integrative Dance believe dance can change the brain–and change lives! The presenters of this session will demonstrate ways to incorporate fun and functional dance movement into your curriculum to support developmental goals.

Leader(s): Tricia Gomez, Rhythm Works Integrative Dance, Redondo Beach, CA

9:45–10:45 AM   ROOM: 122

★ **Exhibitor Showcase: CanDue™: Executive Function Software**

Format: Exhibitor Showcase Session

CanDue™ plans, prioritizes, and provides reminders of homework assignments for students with executive function challenges. Educators save time by easily accessing students' progress on homework planning, and are able to use that time for coaching. Developed with input from educators, technologists, parents, and students, CanDue™ reduces frustration, allowing students to focus on academics.

Leader(s): Kyle Chan, CanDue™, Danville, CA

9:45–10:30 AM   SESSION: 400
ROOM: POSTER 1, WABASH BALLROOM 2

Using Video in Teacher Observations: Resources and Ideas to Improve Evaluations

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster describes the benefits of incorporating video into teacher and teacher candidate evaluations, presents strategies for overcoming common implementation barriers, and identifies resources to support the use of video in classroom observations.

Leader(s): Kristi Morin, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

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9:45–10:30 AM   SESSION: 401
ROOM: POSTER 2, WABASH BALLROOM 2

Mislabeled, Misplaced, Misunderstood: Finding a Home for Adapted Physical Education in IEP Software

Topic: Research
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Poster Session

This poster presents the results of a study examining how individual education program (IEP) software programs include adapted physical education (APE) within their templates, and the extent to which it is being included. The presenters surveyed 15 IEP software companies regarding APE. Findings demonstrate there are misunderstandings of how to label and include APE within the IEP.

Leader(s): Scott McNamara, Texas Woman's University, Denton

FRIDAY, FEBRUARY 1

9:45–10:30 AM   **SESSION: 402**
ROOM: POSTER 3, WABASH BALLROOM 2

Promoting Inclusion: Changing Preservice Practitioners' Dispositions Toward Students With EBD

Topic: Personnel Preparation
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster session reports on a study assessing whether an undergraduate course focused on relationship-based approaches to positive behavior support could affect preservice educators' dispositions toward inclusive classroom practices for students with emotional and behavioral disorders (EBD). Participants made significant improvements in their knowledge and understanding of compassionate behavior management, intentional relationship building, and establishing a welcoming classroom environment.

Leader(s): Justin Garwood, University of Vermont, Burlington

9:45–10:30 AM   **SESSION: 403**
ROOM: POSTER 4, WABASH BALLROOM 2

Partnerships With Purpose: How Service Learning Benefits Preservice Teacher Preparation

Topic: Personnel Preparation
Secondary Topic: International Programs/Services
Format: Poster Session

Can you incorporate service learning to improve student growth and foster mutually beneficial collaborations at your school? This poster shares the results of collaborative projects between preservice teachers and both international and local special education programs. Participants will explore benefits of service learning with diverse populations in teacher education programs.

Leader(s): Christine Scholma, Trinity Christian College, Palos Heights, IL

9:45–10:30 AM   **SESSION: 404**
ROOM: POSTER 5, WABASH BALLROOM 2

Actionable 10: A Checklist to Boost Mathematics Teaching for Students with Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Actionable 10 is a checklist of 10 research-based teaching strategies that make teachers' lessons more accessible and effective for students with learning disabilities. This poster presentation shares the checklist, an accessible approach to translating research to practice in mathematics instruction.

Leader(s): Soyoung Park, University of Texas, Austin

Presenter(s): Diane Bryant, University of Texas, Austin

9:45–10:30 AM   **SESSION: 405**
ROOM: POSTER 6, WABASH BALLROOM 2

The Farrington Friends Program: Reverse Inclusion in the High School Setting

Topic: Collaboration and Inclusive Practices
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Farrington High School implemented a 'reverse inclusion' program to increase interaction between students with special educational needs and their typically developing peers. Using activities such as Special Olympics, Life Skills Prom, Project Unify, Farrington May Day, and weekly lunches, the program has benefited both groups of students and increased skills in the areas of self-esteem, communication, and self-advocacy.

Leader(s): Duane Fukumoto, Farrington High School, Honolulu, HI

9:45–10:30 AM   **SESSION: 406**
ROOM: POSTER 7, WABASH BALLROOM 2

Assessing Collaborative, Inclusive Practices in the United States and South Africa

Topic: Collaboration and Inclusive Practices
Secondary Topic: International Programs/Services
Format: Poster Session

South Africa and the United States both mandate inclusive practices in their schools. The Educator Collaborative Survey assesses personnel perspectives on how they use their time, opportunities for professional growth, types of collaboration, school climate, general demographic information, and the effect of stress on teaching. The process generates results that may be synthesized for discussion in focus groups and provides opportunities for collaboration and networking to support inclusion.

Leader(s): Rebekka Jez, University of San Diego, CA

9:45–10:30 AM   **SESSION: 407**
ROOM: POSTER 8, WABASH BALLROOM 2

The Landscape of Mixed-Methods Research in Special Education: A Systematic Review

Topic: Research
Format: Poster Session

This poster session presents the results of a systematic literature review exploring the landscape of mixed-methods research designs in special education research. The articles included were published between 2007-2017 in the 10 highest ranked special education journals and were identified as mixed methods in the abstract or Method section.

Leader(s): Catherine Corr, University of Illinois, Urbana-Champaign

Presenter(s): Hailey Love, University of Kansas, Lawrence; Melinda Snodgrass, Illinois State University, Normal

9:45–10:30 AM   **SESSION: 408**
ROOM: POSTER 9, WABASH BALLROOM 2

A Meta-Analysis of Mathematics Interventions for Learners with Autism Spectrum Disorder

Topic: STEM
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

The increasing number of students with autism spectrum disorder (ASD) has highlighted the need for evidence-based interventions to address their distinctive characteristics. Approximately a quarter of learners with ASD have a mathematics learning disability. This poster presents the results of a meta-analysis on interventions to improve the mathematics performance of learners with ASD. Effective mathematics instruction and interventions are essential to improving outcomes for students with ASD.

Leader(s): Paul Riccomini, Pennsylvania State University, University Park

Presenter(s): Muhammed Karal, Sinop University, Turkey

9:45–10:30 AM   **SESSION: 409**
ROOM: POSTER 11, WABASH BALLROOM 2

Effective Math Vocabulary Strategies: A Student-Driven Approach

Topic: STEM
Secondary Topic: Learning Disabilities
Format: Poster Session

The presenters of this poster session share a research-based vocabulary strategy that is student driven and aimed at increasing math vocabulary understanding for students with diverse learning needs and linguistically diverse students.

Leader(s): Jannette Moya, University of Illinois, Chicago

Presenter(s): Courtney Barcus, University of Illinois, Chicago; Geraldo Tobon, University of Illinois, Chicago

9:45–10:30 AM   **SESSION: 410**
ROOM: POSTER 12, WABASH BALLROOM 2

Exploring Curriculum-Based 3D Technology for Teaching Geometric Problem-Solving Skills

Topic: STEM
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

This poster session presents a technology-driven math curriculum to improve the problem-solving skills of students with or at risk for math learning disabilities. Based on elementary school geometry standards with specific emphasis on 3D geometric figures, the presenters will describe how teachers can leverage 3D technology tools to teach geometric problem-solving skills in different instructional settings. They will present examples of structured math lessons and instructional materials.

Leader(s): Samuel Choo, University of Oregon, Eugene

9:45–10:30 AM   **SESSION: 411**
ROOM: POSTER 13, WABASH BALLROOM 2

A Teacher's Guide to Embedding AAC in the Classroom

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Given the number of students with complex communication needs in today's classroom environments, special education teachers need knowledge and skills pertaining to augmentative and alternative communication (AAC). This session presents a three-step framework teachers can use when incorporating AAC in students' education programming.

Leader(s): Miriam Boesch, University of North Texas, Denton

Presenter(s): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

9:45–10:30 AM   **SESSION: 412**
ROOM: POSTER 14, WABASH BALLROOM 2

Modeling Collaboration in an Elementary Education/ Special Education Dual Certification Undergraduate Program

Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presentation highlights effective strategies for increased collaboration among special education and general education mentors, interns, and college faculty members.

Leader(s): Debi Gartland, Towson University, MD

Presenter(s): Roberta Strosnider, Towson University, MD

9:45–10:30 AM   **SESSION: 413**
ROOM: POSTER 15, WABASH BALLROOM 2

Practices to Support the Communication Bill of Rights

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

The National Joint Committee for the Communication Needs of Persons with Severe Disabilities (NJC) rewrote their communication Bill of Rights in 2015. This poster presentation shares all the rights and takes a deeper look at practices to support four of the 15 rights.

Leader(s): Susan Bruce, Boston College, Chestnut Hill, MA

Presenter(s): Diane Paul, ASHA, Rockville, MD

9:45–10:30 AM   **SESSION: 414**
ROOM: POSTER 16, WABASH BALLROOM 2

A Targeted Teacher Observation Tool to Improve Culturally Responsive and Inclusive Teaching Practices

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

At this poster presentation, participants will learn how to use a research-based observation tool to track culturally responsive and inclusive practices schoolwide for the purpose of targeting professional development opportunities to maximize student achievement for culturally and linguistically diverse, exceptional students in inclusive settings.

Leader(s): Suzanne O'Keeffe, Sonoma State University, Rohnert Park, CA

9:45–10:30 AM   **SESSION: 415**
ROOM: POSTER 17, WABASH BALLROOM 2

The Conceptual Understanding of Climate Change by Students With Visual Impairments

Topic: Visual Impairments
Secondary Topic: STEM
Format: Poster Session

What conceptual understanding (and misconceptions) do students with visual impairments (VI) have surrounding climate change? This poster session shares data from a bio-engineering education project for students with VI. Although the overall project focused on bio-engineering, the data being presented focus on student understanding of climate change. Students' conceptual understanding improved; the study also documented misconceptions that had not previously been identified.

Leader(s): Ying-Ting Chiu, The Ohio State University, Columbus

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9:45–10:30 AM   **SESSION: 416**
ROOM: POSTER 18, WABASH BALLROOM 2

Cortical Vision Impairment: Best Practices and Materials

Topic: Visual Impairments
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

This poster session provides an in-depth exploration of the characteristics of students with cortical visual impairment (CVI) and information on practices and materials to use to best educate students with CVI. The presenters will also share the results from a survey of educators on the importance of educating children with CVI.

Leader(s): Madison Evans, Kutztown University, PA

Presenter(s): Morgan Baxter, Kutztown University, PA

9:45–10:30 AM   **SESSION: 417**
ROOM: POSTER 19, WABASH BALLROOM 2

Refugee Families and Special Education Services: A Review of the Literature

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Over 70,000 refugees entered the United States annually between 2013 and 2015. This poster shares the results of a literature review highlighting challenges faced by refugee families in accessing special education services for their young children, birth through elementary age, and the barriers schools face in delivering special education to refugee families.

Leader(s): Nicole Adams, University of Illinois, Urbana-Champaign

Presenter(s): Lisa Monda-Amaya, University of Illinois, Urbana-Champaign

9:45–10:30 AM   SESSION: 418
ROOM: POSTER 20, WABASH BALLROOM 2

Increasing School Success for Dually Classified Students

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presentation describes research-based strategies that benefit individuals who are both diagnosed with autism spectrum disorder (ASD) and are English language learners (ELLs). The presenter will highlight the benefits of focusing on problem-based learning (PBL) strategies that promote content-area academic language development.

Leader(s): Wendy Farr, Arizona State University, Tempe

9:45–10:30 AM   SESSION: 419
ROOM: POSTER 21, WABASH BALLROOM 2

Augmented Reality for Teaching Daily Living Skills to Young Adults With ID

Topic: Career Development/Transition
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

The accessibility of mobile devices makes implementation of technology-based teaching strategies more practical. This poster session shares the results of a single-subject study using augmented reality (AR) to increase young adults' independence for completing three daily living tasks; presenters will discuss the results, and offer recommendations for future research using AR for daily living instruction.

Leader(s): Shannon Bridges, University of Alabama, Tuscaloosa

Presenter(s): Olivia Robinson, University of Alabama, Tuscaloosa

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9:45–10:30 AM   SESSION: 420
ROOM: POSTER 22, WABASH BALLROOM 2

Customizing Outcomes: Training Secondary Teams to Operationalize Customized Employment

Topic: Career Development/Transition
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster session describes a customized employment (CE) professional development initiative in Nevada intended to improve outcomes for students with intellectual and developmental disabilities (IDD). The program engaged area transition teams (parents, teachers, site administrators, paraprofessionals, related service providers) toward improving transition planning for students with IDD in rural Nevada.

Leader(s): C. J. Fields, University of Nevada, Reno/Lyon County School District

Presenter(s): Marva Cleven, Lyon County School District, Yerington, NV

9:45–10:30 AM   SESSION: 421
ROOM: POSTER 23, WABASH BALLROOM 2

Reading Interventions Using iPads, Tablets, or Handheld Devices, Students K-12

Topic: Innovations in Special Education Technology
Secondary Topic: Research
Format: Poster Session

This poster presentation provides an overview of reading interventions (identified using a systematic literature review) which used iPads, tablets, or handheld devices. Findings suggest that technology can be used to effectively support the reading skills of students with special needs. The presenters will discuss implications for practice and future research.

Leader(s): Seyma Intepe, Florida State University, Tallahassee

Presenter(s): Bonnie Henning, Fairmont State University, WV

9:45–10:30 AM   **SESSION: 422**
ROOM: POSTER 24, WABASH BALLROOM 2

Development of a New Technology-Based Assessment for Inferencing

Topic: Assessment
Secondary Topic: Research
Format: Poster Session

TeLCI is a technology-based early language comprehension intervention designed to improve inferencing and comprehension independent of decoding skill. An important part of this intervention is an assessment tool that measures inferencing but does not rely on decoding or reading fluency; it is administered via a computer or tablet, and can be given without the direct involvement of a test administrator. Presenters will describe the development of the assessment and its psychometric properties.

Leader(s): Kyle Wagner, University of Minnesota, Minneapolis

Presenter(s): Kristen McMaster, University of Minnesota, Minneapolis

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9:45–10:30 AM   **SESSION: 423**
ROOM: POSTER 25, WABASH BALLROOM 2

Supporting Teachers in Implementing Evidence-Based Practices for Students With MSD/ASD

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Personnel Preparation
Format: Poster Session

This session focuses on a self-evaluation tool for teachers of students with moderate and severe disabilities (MSD) and autism spectrum disorder (ASD). The tool is a crosswalk of the Council for Exceptional Children's high-leverage practices (HLPs) and evidence-based practices (EBPs) for teaching students with MSD and ASD. Participants will learn about the development of the tool as well as practice using it to determine their own strategies for individualized professional development.

Leader(s): Ginevra Courtade, University of Louisville, KY

Presenter(s): Bree Jimenez, University of Sydney/Mater Dei School, Australia

9:45–10:30 AM   **SESSION: 424**
ROOM: POSTER 26, WABASH BALLROOM 2

Predicting Reading Proficiency: The Contributions of CBM and Teacher Ratings

Topic: Assessment
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Teacher ratings and reading curriculum-based measurement (CBM) data from over 900 students in Grades K-6 and their teachers were used to examine prediction of reading proficiency. Presenters will discuss: (a) a multistep approach to universal screening, including teacher ratings and direct assessment; and (a) universal screening practices that maximize resources.

Leader(s): Kristen Missall, University of Washington, Seattle

Presenter(s): Michelle Hosp, University of Massachusetts, Amherst; John Hosp, University of Massachusetts, Amherst

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11:00 AM–12:00 PM   **SESSION: 426**   **ROOM: 101**

Aligning Postsecondary Programs for Individuals With IDD to Industry-Recognized Credentials

Topic: Career Development/Transition
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

Postsecondary settings provide numerous opportunities for students with Intellectual and developmental disabilities (IDD) to increase their academic, employment and self-determination skills. Many students are gaining industry-recognized credentials that boost their success in the employment world upon graduation. The presenters of this session will share strategies to help ensure that all potential audiences gain a credential that has meaning and which leads to increased employment outcomes.

Leader(s): Jessie Green, The Ohio State University. Columbus

Presenter(s): Margo Izzo, The Ohio State University, Columbus

11:00 AM–12:00 PM   SESSION: 427   ROOM: 103

Implementing IDEA's Age-Appropriate Transition Assessment Mandate to Improve Transition Planning

Topic: Assessment
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

Over 100 local education agency (LEA) transition coordinators responded to a survey regarding the implementation of IDEA's age-appropriate transition assessment provision. This presentation will highlight identified needs and best practices, as well as resources and strategies to improve students' transition planning, including increasing interagency partnerships, student and family involvement, and support from general education personnel.

Leader(s): Stacie Dojonovic, Fox Chapel Area School District, PA

Presenter(s): Dale Matusevich, Delaware Department of Education, Dover

11:00 AM–12:00 PM   SESSION: 428   ROOM: 104

Create Engaging Online Professional Development Using Teacher Perceptions and Data Analytics

Topic: Personnel Preparation
Secondary Topic: Research
Format: Presentation with Q&A

This presentation will highlight online professional development strategies that engage teachers in learning how to implement evidence-based reading practices (EBPs) within a mutitiered system of support (MTSS) framework. Presenters will discuss how to use data analytics and teacher perceptions of usefulness and implementation feasibility to refine a professional development (PD) approach and target activities that were most engaging and productive in terms of teacher learning.

Leader(s): Wilhelmina van Dijk, University of Florida, Gainesville

Presenter(s): Kelly Acosta, University of Florida, Gainesville; Amber Benedict, University of Florida, Gainesville; Mary Brownell, CEEDAR Center, University of Florida, Gainesville

11:00 AM–12:00 PM   SESSION: 429   ROOM: 105

Strand F, Session 2: Supporting, Scaling, and Sustaining Evidence-Based Practice Implementation

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Public Policy
Format: Presentation with Q&A

How can state and local leaders ensure buy-in to sustain implementation of evidence-based practices (EBPs)? This session will highlight EBP implementation from conceptualization to roll-out, with specific examples of modifying plans, adapting professional learning, and creating a culture focused on EBP implementation to support, scale, and sustain efforts.

Leader(s): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX

Presenter(s): Teri Marx, American Institutes for Research, Washington, DC

11:00 AM–12:00 PM   SESSION: 430   ROOM: 106

NTACT's Intensive Technical Assistance Process: Lessons Learned

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session provides an overview of the National Technical Assistance Center on Transition's (NTACT) Intensive Technical Assistance process. The process includes using state data to conduct an infrastructure analysis, build a logic model, and develop an intensive technical assistance plan focusing on improving outcomes for students with disabilities. A state education agency representative will provide examples for how transition programming changed as a result of this technical assistance.

Leader(s): Deanne Unruh, University of Oregon, Eugene

Presenter(s): Charlotte Alverson, National Technical Assistance Center on Transition (NTACT), University of Oregon, Eugene; Dawn Rowe, National Technical Assistance Center on Transition (NTACT), University of Oregon, Eugene

FRIDAY, FEBRUARY 1

11:00 AM–12:00 PM   SESSION: 431   ROOM: 107

Strand G, Session 2: Supporting Middle School Teachers' Use of Evidence-Based Literacy Instruction

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session will focus on a National Center for Special Education Research (NCSER)-funded project to develop a professional development and coaching model to support middle school co- teachers in implementing evidence-based practices for students with reading difficulties. The presenters will discuss the model, including its feasibility and promise for improving teacher and student outcomes.

Leader(s): Jade Wexler, University of Maryland, College Park

Presenter(s): Devin Kearns, University of Connecticut, Storrs

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11:00 AM–12:00 PM   SESSION: 432   ROOM: 108

Mentoring Teachers to Become Respected and Influential Members of School Teams

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Panel

The role of the special education teacher has evolved to that of a specialist who is relied upon to provide direction for teams that must develop and implement effective interventions to support students with a range of educational needs. This session will focus on strategies to develop these critical skills.

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, Office of Specialized Services, Philadelphia, PA

11:00 AM–12:00 PM   SESSION: 433   ROOM: 109

Kauffman-Hallahan Distinguished Researcher Award Winner: Research as Detective Work

Topic: Research
Format: Presentation with Q&A

Naomi Zigmond will review a research career spanning more than 50 years and always asking the same question, 'How can schools optimize delivery of special education services to students with learning and behavior disorders, and what is special about the special education being delivered?'

Leader(s): Naomi Zigmond, University of Pittsburgh, PA

11:00 AM–12:00 PM   SESSION: 434   ROOM: 125

Strategies for Effective Leadership: Becoming the Leader You Are Meant to Be

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This session focuses on the functions and characteristics of effective leaders, and how to use a strategic framework as a guide for developing excellence in leadership. Presenters will discuss modeling, building, and nurturing healthy relationships; engaging others in a shared vision and initiatives; emotional intelligence; practicing mindfulness in leadership; acting 'at integrity' to build trust; balancing 'doing and 'being' while leading; and the 'leadership essentials crosswalk.'

Leader(s): Melissa Robertson, Issaquah School District and Sound Options Group, Bainbridge Island, WA, WA

Presenter(s): Greg Abell, Sound Options Group, Bainbridge Island, WA

11:00 AM–12:00 PM   SESSION: 436   ROOM: 127

Adapting and Tailoring Reading Instruction for Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

This presentation summarizes the process and skills used to structure reading instruction for students with emotional and behavior disorders. Attendees will learn how behavior responses compete in a learning environment and how to leverage knowledge about students' behavioral tendencies to increase academic engagement and achievement.

Leader(s): Sage Pickren, Vanderbilt University, Nashville, TN

Presenter(s): Joseph Wehby, Vanderbilt University, Nashville, TN

11:00 AM–12:00 PM   SESSION: 437   ROOM: 128

Striving for a Better Tomorrow: Supporting Transition for Students with ASD

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Postsecondary outcomes for individuals with autism spectrum disorder (ASD) are worse than their typically developing peers as well as other individuals with disabilities. It is essential that schools address the transition needs of students with ASD. The presenters will discuss education programming recommendations and current data from a postsecondary employment preparation program for young adults with ASD.

Leader(s): Jena Randolph, MU Thompson Center for Autism and Neurodevelopmental Disorders, Columbia

11:00 AM–12:00 PM   SESSION: 438   ROOM: 140

HLPs in Action: Demonstrations of Effective Practice

Topic: Personnel Preparation
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Demonstration

High-leverage practices (HLPs) identify the critical practices of a strong special educator. Teacher educators must take on the practical role of preparing preservice teachers to utilize HLPs in classrooms. This session focuses on specific examples of instructional methods and activities used to prepare preservice teachers to implement effective practices.

Leader(s): Brooke Lylo, Bloomsburg University, PA

Presenter(s): Robin Drogan, Bloomsburg University of Pennsylvania; Stephanie Gardner, Bloomsburg University of Pennsylvania; Katie Hoffman, Pennsylvania State University, University Park

11:00 AM–12:00 PM • SESSION: 439 • ROOM: 110

TECHNOLOGY TOOLS TO SUPPORT WRITING INSTRUCTION

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Min Ok, University of Hawaii at Manoa, Honolulu

● **Digitizing Writing Instruction: Evidence for Improved Student Writing Outcomes**

This interactive presentation will feature findings from a year-long study on the effect of writing strategies embedded with technology tools. Participants will learn about student outcomes and have an opportunity to explore specific technology tools and proven writing interventions, as well as assess the application to their own classroom needs.

Leader(s): Amber Rowland, University of Kansas, Lawrence

Presenter(s): Sean Smith, University of Kansas, Lawrence

● **Speech-to-Text Mobile Apps for Writing: Student Usage Patterns and Perceptions**

This session addresses the use of speech-to-text (STT) technology for students with literacy-related learning disabilities, Grades 4-8. Presenters will share the results of a study examining students' usage patterns and perceptions of STT mobile applications for writing tasks, discuss teacher and student perceptions about the benefits and challenges of using this technology as part of the writing process, and recommend instructional supports to integrate STT effectively.

Leader(s): Min Ok, University of Hawaii at Manoa, Honolulu;

Presenter(s): Kavita Rao, University of Hawaii at Manoa, Honolulu

FRIDAY, FEBRUARY 1

11:00 AM–12:00 PM   SESSION: 440   ROOM: 142

A Fraction Sense Intervention for Middle School Students With or At Risk for Mathematics Difficulties

Topic: STEM
Secondary Topic: Learning Disabilities
Format: Demonstration

Fractions are foundational for learning algebra, thus representing a crucial component of middle school mathematics. The presenters of this interactive session will demonstrate how to implement a research-based fractions intervention that is highly effective for struggling middle school students. The intervention focuses on number line representations in meaningful contexts and incorporates validated learning principles to build deep understanding and increase retention.

Leader(s): Nancy Dyson, University of Delaware, Newark

Presenter(s): Kelly-Ann Gesuelli, University of Delaware, Newark

11:00 AM–12:00 PM   SESSION: 441   ROOM: 143

No One Is an Island: Networking, Collaborating, and Supporting Each Other

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Demonstration

This session presents effective strategies that education professionals can use to make and maintain professional relationships. Attendees will participate in a collaborative activity where they will network with other attendees and share their own collaborative strategies to access resources and meet the needs of their various job requirements.

Leader(s): Benjamin Tillotson, Salt Lake City School District, UT

Presenter(s): Melanie Allen, Davis School District, UT; Shirley Dawson, Weber State University, Ogden, UT; Nate Marsden, Canyons School District, UT

11:00 AM–12:00 PM   SESSION: 442   ROOM: 145

Using Curriculum-Based Measurement With Students with Intellectual Disability

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Assessment
Format: Presentation with Q&A

This session highlights recent research regarding the use of curriculum-based measurement (CBM) for students with intellectual disability (ID), along with recommendations for using CBM in classrooms to monitor academic achievement. Participants learn how to use CBM in reading and how to adapt progress monitoring measures to best fit the needs of their students. Presenters will emphasize using graphed CBM for data-based decision making, through literacy- and arithmetic-related scenarios.

Leader(s): Kristina Randall, Clemson University, SC

11:00 AM–12:00 PM   SESSION: 443   ROOM: 201

Scribing and Speech to Text: Strategies for Decision Making

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Public Policy
Format: Presentation with Q&A

Speech to text (STT) is becoming more commonly used by all students, including students with disabilities, during instruction. Because many students use STT daily with their phones or other devices, it is no surprise it is becoming an issue in testing. This session explores state policies and offers strategies for successful decision making.

Leader(s): Sheryl Lazarus, TIES Center/National Center on Educational Outcomes, Minneapolis, MN

Presenter(s): Kathy Strunk, National Center on Educational Outcomes, University of Minnesota, Minneapolis

11:00 AM–12:00 PM   SESSION: 444   ROOM: 202

What We Know (and Don't Know) About Data-Based Individualization for Students With Learning Disabilities

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Panel

For students with persistent academic difficulties such as learning disabilities (LD), research suggests one of the most effective ways to intensify interventions is to individualize instruction through use of performance data–a process known as data-based individualization (DBI). This session shares findings from studies of data-based decision making in reading and writing. Participants will learn what aspects of DBI are supported by research, and areas in which further study is needed.

Leader(s): Jessica Toste, University of Texas, Austin

Presenter(s): Nathan Clemens, University of Texas, Austin; Erica Lembke, University of Missouri, Columbia; Kristen McMaster, University of Minnesota, Minneapolis

11:00 AM–12:00 PM   SESSION: 445   ROOM: 203

DARTS SHOWCASE: Developing Social Interaction Skills Through Inclusive Visual Arts Education

Topic: Arts in Special Education
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

This session examines the development of social interactions for high school students with emotional disabilities (ED) who participated in inclusive visual arts classes. Students with ED were successful in visual arts, with constructivist approaches, by learning from and with peers regarding social norms, engaging in work, and developing visual arts skills.

Leader(s): Kelly Gross, Illinois State University, Normal

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 446 • ROOM: 209

EFFECTIVE WAYS TO WORK WITH STUDENTS WHO ARE DEAFBLIND IN THE CLASSROOM

Topic: Visual Impairments
Format: Multi-Presentation Session
Moderator(s): L. Beth Brady, Hunter College, City University of New York

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● **Critical Issues in the Lives of Children Who Are Deafblind**

This session will present current research and evidence-based strategies to address seven issues that have been identified as critical issues in lives of children and youth who are deafblind.

Leader(s): Catherine Nelson, University of Utah, Salt Lake City

Presenter(s): Susan Bruce, Boston College, Chestnut Hill, MA

● **Augmented Input and the Classroom Communication Environment for Learners With Deafblindness**

This session shares the results of analysis of group-level differences in classroom language environments to better understand implementation of best practices with learners with deafblindness (DB), and whether specialized training relates to differences in adult language modeling. Presenters will share video highlights of strategies and tools to assess students' communication growth that can benefit learners with multiple disabilities.

Leader(s): L. Beth Brady, Hunter College, City University of New York

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 447 • ROOM: 210

INCLUSION, EMPOWERMENT, AND ACCESSIBILITY FOR STUDENTS WHO ARE DHH IN THE US AND INTERNATIONALLY

Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Multi-Presentation Session
Moderator(s): Debra Lively, Saginaw Valley State University, University Center, MI

● A Look at Armenia: Supporting Students Who Are DHH in General Education Settings

Armenia is committed to educating students with disabilities alongside their typically developing peers. This presentation reviews a study examining how students who are deaf or hard of hearing (DHH) are supported in inclusive K-8 general education classrooms in Yerevan, Armenia. The presenter will summarize interviews and classroom observations, and provide recommendations for improving supports to students who are DHH in Armenia.

Leader(s): Kevin Miller, Concordia University, Seward, NE

● Providing Equality Through Accessible Media

Although research has shown that multimedia improves learning for all students, it is not always easy to find educational media with high-quality captions and audio description. This presentation introduces participants to the Described and Captioned Media Program (DCMP), a federally funded program with a free online library of accessible educational media.

Leader(s): Cindy Camp, Described and Captioned Media Program, Spartanburg, SC

● Raising the Bar to Empower Deaf Youth

This session addresses the effect of high expectations and self-determination on postsecondary outcomes for deaf individuals. Research and evidence-based resources will frame an interactive discussion on empowering deaf youth to choose their future within a strengths-based approach framework.

Leader(s): Lauren Kinast, National Deaf Center, University of Texas, Austin

Presenter(s): Kent Turner, National Deaf Center, University of Texas, Austin

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 448 • ROOM: 211

PREPARING EDUCATORS TO BECOME CULTURALLY COMPETENT CHANGE AGENTS

Topic: Cultural and/or Linguistic Diversity
Format: Multi-Presentation Session
Moderator(s): Jennifer Cullen, Ball State University, Muncie, IN

● A Preliminary Examination of Pre-service Teachers' Perceptions of Cultural Competence: Tools for Teacher Educators to Consider

The presentation describes a study designed to explore pre-service teachers' (PSTs) perceptions of their journey toward cultural competence. The study shares: (a) PSTs' underlying beliefs about diverse students; and, (b) tools for teacher educators to consider, that the PSTs reported to have been influential in deepening their cultural competence over the course of the semester.

Leader(s): Julie Martinez, Texas Education Agency, Austin

Presenter(s): Raymond Ostendorf, Western New England University, Springfield, MA

● Predetermining Disabilities: Implicit Bias as a Barrier to RTI Implementation for English Learners

This presentation addresses the question of why response to intervention (RTI) is not implemented effectively with English learners (ELs), a group that is disproportionately represented in special education. The study to be presented examines the role of implicit bias in hindering RTI implementation fidelity. In the study, educators demonstrated bias around ELs' slow academic language development and behavioral noncompliance, leading them to predetermine disabilities among ELs.

Leader(s): Soyoung Park, University of Texas, Austin

● Supporting English Learners With Language- and Literacy-Related Difficulties and Disabilities

This session will outline competencies needed by teachers who provide language and literacy instruction to English learners (ELs), including those in bilingual education, English as a second language, general education, and special education. The competencies suggest a shared knowledge base all teachers of ELs must have to provide linguistically and culturally responsive instruction and intervention that is differentiated to meet students' language-, literacy-, and disability-related needs.

Leader(s): Phyllis Robertson, Texas A&M University, Corpus Christi

Presenter(s): Alba Ortiz, University of Texas, Austin

FRIDAY, FEBRUARY 1

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 449 • ROOM: 212

MENTORING STRATEGIES TO IMPROVE TEACHER EFFECTIVENESS

Topic: Measuring Special Education Teacher Effectiveness
Format: Multi-Presentation Session
Moderator(s): Matthew Brock, Ohio State University, Columbus

● **Implementing Practices With Fidelity: Providing Teachers With Effective Feedback**

Performance feedback plays a vital role in the preparation of preservice teachers and the performance of inservice teachers. Effective feedback can increase fidelity of implementation of instructional practices and use of evidence-based teaching behaviors, and decrease incorrect use of techniques. This interactive session share the process of developing observation forms mentors can use to ensure preservice and inservice teachers are implementing strategies with fidelity.

Leader(s): Kimberly Paulsen, Vanderbilt University, Peabody College, Nashville, TN

Presenter(s): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

● **Coach Training for Mentor Teachers and Student Outcomes in the Summer Practicum Setting**

Many teacher education programs fail to provide training for teachers who serve as mentors for preservice special education teachers (PSSETs). This lack of training affects PSSETs' knowledge and implementation of evidence-based practices. This session shares the results of a study that sought to provide quality cooperating teacher training in the areas of coaching, reading, and writing, and to identify critical relationship and mentoring skills in mentor teacher/PSSET dyads.

Leader(s): Elizabeth Cutrer, Brigham Young University, Provo, UT

Presenter(s): Morgan Christensen, Brigham Young University, Provo; Mai Zaru, Brigham Young University, Provo

11:00 AM–12:00 PM   ROOM: 141

★ **Exhibitor Showcase: Navigating CEC's Online Transition Curriculum**

Format: Exhibitor Showcase Session

This learning lab will demonstrate how individualized education program (IEP) updates can be simplified using the organization of lesson plans along with related Internet activities and assessments that are contained in CEC's online transition curriculum, Life Centered Education (LCE).

Leader(s): Nancy Fones, Council for Exceptional Children, Arlington, VA

11:00 AM–12:00 PM   ROOM: 120

★ **Exhibitor Showcase: STAR Autism Support: Developing a Districtwide Program for Serving Students With ASD**

Format: Exhibitor Showcase Session

In this session, the presenters will provide an overview of the essential elements needed to provide effective and sustainable evidence-based programs and strategies for students with autism spectrum disorder (ASD) across the age range. Come learn about how several state and local agencies developed a model to serve students and support staff.

Leader(s): Cami Ferguson, STAR Autism Support, Portland, OR

11:00 AM–12:00 PM   ROOM: 121

★ **Exhibitor Showcase: Literacy Intervention: Can It Be Engaging and Effective?**

Format: Exhibitor Showcase Session

A study from a leading education institute and analysis from PricewaterhouseCoopers has shown how effective the game-based dynamics LiteracyPlanet can be for students falling behind their peers. LiteracyPlanet explains how this kind of gamified learning can deliver results for students in need of extra attention.

Leader(s): Ashley O'Connor, LiteracyPlanet, Sycamore, IL

11:00 AM–12:00 PM   ROOM: 122

★ **Exhibitor Showcase: Modernizing Behavior Management**

Format: Exhibitor Showcase Session

This session will cover how to simplify and streamline the behavior management process in your district. How to build capacity and create consistency.

Leader(s): Kenton Levings, Insights to Behavior, Oklahoma City, OK

FRIDAY, FEBRUARY 1

11:00–11:45 AM   **SESSION: 451**
ROOM: POSTER 1, WABASH BALLROOM 2

The Current State of Special Education in Texas: A Cautionary Tale

Topic: Public Policy
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presentation examines the effect of the 2014 Texas Education Agency policy requiring schools to maintain a special education population of 8.5% or less of the total population. The presenters will highlight best practices for implementing a response-to-intervention (RTI) framework to help administrators, educators, and diagnosticians avoid the pitfalls that befell Texas through the misuse of the framework to deny or delay a special education eligibility evaluation.

Leader(s): Kelda Sattler, Texas A&M University, San Antonio

Presenter(s): Elizabeth Bullard, Texas A&M University, San Antonio; Theresa Garfield, Texas A&M University, San Antonio

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11:00–11:45 AM   **SESSION: 452**
ROOM: POSTER 2, WABASH BALLROOM 2

Reading Intervention in Residential Settings: A Community Agency and University Partnership Project

Topic: Research
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster session focuses on a university-community agency partnership that provided research-based reading interventions to youth in a residential treatment facility. The study attempted to overcome known barriers to implementing high-quality, rigorous intervention research with the juvenile justice population. Attendees will learn about the partnership and academic outcomes of the intervention. The presenter will discuss findings from the study, and recommendations for future research.

Leader(s): Maria Sciuchetti, Ball State University, Muncie, IN

Presenter(s): Ruth Jefferson, Ball State University, Muncie, IN; Janay Sander, Ball State University, Muncie, IN

11:00–11:45 AM   **SESSION: 453**
ROOM: POSTER 3, WABASH BALLROOM 2

The Path to RTI: Professional Development and Implementation

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation describes how a community school implemented a response-to-intervention (RTI) model, from planning to initial staff training in RTI through intervention implementation. The presenter will discuss sample data and teachers' and students' reflections as well as implications for continuous professional development (PD) during the RTI process.

Leader(s): Starr Keyes, Bowling Green State University, OH

11:00–11:45 AM   **SESSION: 454**
ROOM: POSTER 4, WABASH BALLROOM 2

Function-Based Self-Advocacy Training: Teaching At-Risk Students to Advocate for Behavioral Support

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

The function-based self-advocacy (FBSA) strategy was adapted from the self-advocacy conflict resolution strategy to teach students, specifically those with behavioral challenges, how to self-advocate for function-based behavioral support across a variety settings and in periods of transition. The FBSA strategy provides an individualized, step-by-step plan to address problematic behavior through student awareness and empowerment, presented in a unique and proactive manner.

Leader(s): Tosha Owens, East Carolina University, Greenville, NC

11:00–11:45 AM   **SESSION: 455**
ROOM: POSTER 5, WABASH BALLROOM 2

Self-Regulated Strategy Development to Improve Reading Comprehension: A Meta-Analysis

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

Self-regulated strategy development (SRSD) has a strong research base in addressing students' writing skills and some evidence of success in addressing skills in other content areas, including reading comprehension. The effect of SRSD and reading comprehension strategy instruction has not been evaluated in a meta-analytic review. This presentation provides an appraisal of study quality and a meta-analysis of 15 studies of the SRSD framework to improve reading comprehension.

Leader(s): Michelle Popham, Clemson University, SC

Presenter(s): Janie Hodge, Clemson University, SC

11:00–11:45 AM　　　　　　　　　**SESSION: 456**
ROOM: POSTER 6, WABASH BALLROOM 2

Intensive, Intentional, Individualized Social Skills Curriculum for Bilingual Students With EBD

Topic: Learning Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster presentation describes the effect of individualized teacher-made social skills curriculum on K-3 bilingual students with emotional and behavioral disorders (EBD). The presenter will share graphed data from weekly behavioral assessments and use practitioner evidence regarding behavior intervention plans (BIPs) to describe the process in meeting student behavioral needs through individualized social skills curriculum.

Leader(s): Citlali Gonzalez, University of Texas Rio Grande Valley, Edinburg

11:00–11:45 AM　　　　　　　　　**SESSION: 457**
ROOM: POSTER 7, WABASH BALLROOM 2

FBAs and BIPs: Teacher Preparation Programs as a Nexus for Collaboration Between Special and General Educators

Topic: Personnel Preparation
Secondary Topic: Public Policy
Format: Poster Session

Teachers commonly report feeling ill-equipped to manage challenging behaviors in the classroom. The earliest acquisition of skills necessary to manage behavior should occur during teacher preparation programs. In order to fully integrate all teachers in the functional behavior assessment process, teachers require comprehensive instruction at the preservice level. This presentation will discuss current policy and implications for involving all teachers in behavioral assessment and intervention.

Leader(s): Mark Samudre, University of Kentucky, Lexington
Presenter(s): Richard Allday, University of Kentucky, Lexington

11:00–11:45 AM　　　　　　　　　**SESSION: 458**
ROOM: POSTER 8, WABASH BALLROOM 2

The Social Imagination Project: Reading Books With Characters Who Have Exceptionalities

Topic: Personnel Preparation
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Decades of research have shown that stories can change how we see the world. This poster session describes how to use children's books that feature characters that have exceptionalities to foster empathy in an Introduction to Special Education course. The presenters will share assignment descriptions and book lists.

Leader(s): Kelli Esteves, Butler University, Indianapolis, IN
Presenter(s): Shelly Furuness, Butler University, Indianapolis, IN

11:00–11:45 AM　　　　　　　　　**SESSION: 459**
ROOM: POSTER 9, WABASH BALLROOM 2

Reflecting on Inclusion: Exploring and Including Early Childhood Teachers' Attitudes

Topic: Early Childhood and Early Intervention
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Meaningful inclusion is dependent on several factors, including teachers' attitudes, which influence their actions and may represent potential obstacles to inclusive programming. This poster presents the results of a study of culturally diverse early childhood teachers' perceptions of and experiences with inclusion. The focus group discussions explored their concerns and hopes for inclusion programming, strategies and desired supports, and perceived barriers.

Leader(s): Elizabeth Cambray-Engstrom, University of Illinois, Chicago
Presenter(s): Jing Wang, University of Illinois, Chicago

11:00–11:45 AM　　　　　　　　　**SESSION: 460**
ROOM: POSTER 10, WABASH BALLROOM 2

Head Start Teachers' Perceptions of Dyslexia: A Pilot Study

Topic: Early Childhood and Early Intervention
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation shares the results of a pilot study exploring the perceptions of dyslexia held by early childhood educators teaching in Head Start programs. The study was conducted as part of an effort to improve professional development programs.

Leader(s): Michelle Gonzalez, William Paterson University, Wayne, NJ

FRIDAY, FEBRUARY 1

11:00–11:45 AM **SESSION: 461**
ROOM: POSTER 11, WABASH BALLROOM 2

Examining the Effects of the Stopping Stress in Schools Program

Topic: Emotional and Behavioral Disorders
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Child mental health is a serious issue, with anxiety disorders being one of the more common. Anxiety disorders, if untreated, can give way to more serious and lifelong disorders in addition to exacerbating co-occurring disorders such as conduct disorders. This poster presents the results of a study testing a new computer-based cognitive behavioral treatment for anxiety disorders in elementary-aged children.

Leader(s): Sara Sanders, University of Alabama, Tuscaloosa

Presenter(s): Mickey Losinski, Kansas State University, Manhattan; Ashley Shaw, Kansas State University, Manhattan

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11:00–11:45 AM **SESSION: 462**
ROOM: POSTER 12, WABASH BALLROOM 2

Self-Management Interventions for Students With Emotional and Behavior Disorders

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a meta-analysis examining studies about self-management interventions (SMIs) for students with emotional and behavioral disorders (EBD). The study explored both the efficacy of SMIs and the effects of hypothesized moderators on intervention efficacy; findings suggest that SMIs are emerging as a useful evidence-based practice. This study provides evidence for the efficacy of SMI interventions and identifies evidence-based methods for educators.

Leader(s): Tianqian Wang, Indiana University, Bloomington

Presenter(s): Jeffrey Anderson, Indiana University, Bloomington

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11:00–11:45 AM **SESSION: 463**
ROOM: POSTER 13, WABASH BALLROOM 2

Collaborative IEP Development: A Team Approach to Writing Student-Centered Individualized Education Programs

Topic: Collaboration and Inclusive Practices
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

The term 'IEP' can conjure feelings of excitement, anxiety, and (potentially) dread. When a team works together to create a student-centered IEP–rather than working separately, in silos–the outcome can be positive not only for the student for whom it is written, but also for families and staff members.

Leader(s): Cathrine Shivers, Kennedy Krieger Institute, Baltimore, MD

11:00–11:45 AM **SESSION: 464**
ROOM: POSTER 14, WABASH BALLROOM 2

A Systematic Review of Effective Behavioral Interventions Within Inclusive Education Settings

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a systematic literature review examining behavioral interventions within inclusive education settings, particularly as they affected students' on-task behavior and increased the amount of time students with disabilities were educated in the general education setting. The presentation highlights interventions that yielded successful results related to behavior, the generalization of skills, academic improvements, and enhanced teacher and peer perceptions.

Leader(s): Amy Passmore, University of Illinois, Chicago

11:00–11:45 AM **SESSION: 465**
ROOM: POSTER 15, WABASH BALLROOM 2

Education Team Members' Perspectives on Person-Centered Planning

Topic: Parent/Family/School Partnerships
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presents the perspectives of education team members (student, parents, school personnel) of elementary school students with severe disabilities who have participated in person-centered planning. Team members participated in pre and post interviews as well as professional development prior to completing the person-centered planning process.

Leader(s): Billy Martinez, Illinois State University, Normal

Presenter(s): Yun-Ching Chung, Illinois State University, Normal

11:00–11:45 AM   **SESSION: 466**
ROOM: POSTER 16, WABASH BALLROOM 2

Reducing Parental Stress: Lessons Learned From a Parent Resource Night

Topic: Parent/Family/School Partnerships
Secondary Topic: Research
Format: Poster Session

This poster presentation describes how a teacher-led, district-wide parent resource night was organized for families of children receiving special education services. Families who participated completed a survey related to perceived benefits of the event. The presenters will share lessons learned regarding collaborating with community partners, organizing the event, and its potential to reduce parental stress.

Leader(s): Kortni Blasdel, Wichita State University, KS

Presenter(s): Heidi Cornell, Wichita State University, KS

11:00–11:45 AM   **SESSION: 467**
ROOM: POSTER 17, WABASH BALLROOM 2

Improving Parent/Teacher IEP Partnerships: Interview and Survey Findings

Topic: Parent/Family/School Partnerships
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Research has found that parents of students with disabilities do not fully participate in individualized education program (IEP) development. This poster presents the perspectives of 219 teachers, who expressed sensitivity towards parents' feelings and an intent to encourage parent questioning, but who identified challenges. The presenters will share the results of the study and suggestions for improving parent/teacher partnerships.

Leader(s): Leslie Rogers, University of Wisconsin, La Crosse

Presenter(s): Jaycelin Chan, University of Wisconsin, La Crosse; Allison Quartaroli, University of Wisconsin, La Crosse; Emily Thorpe, University of Wisconsin, La Crosse

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11:00–11:45 AM   **SESSION: 468**
ROOM: POSTER 18, WABASH BALLROOM 2

Mentoring Programs: Supporting the Development of Healthy Attitudes in Struggling Students

Topic: Parent/Family/School Partnerships
Format: Poster Session

Mentoring programs that bring together undergraduate students serving as positive role models for elementary students have demonstrated success in promoting academic, behavioral, and social-emotional development. This poster presents the results of a survey exploring the effectiveness of such a program on the healthy behaviors and attitudes of at-risk elementary students coupled with undergraduate teacher education candidates.

Leader(s): Brooke Moore, Fort Hays State University, Hays, KS

11:00–11:45 AM   **SESSION: 469**
ROOM: POSTER 19, WABASH BALLROOM 2

Grandparents of Children with Disabilities: Strengths, Struggles, and Implications for Supports

Topic: Parent/Family/School Partnerships
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Grandparents can play an important role in supporting children with disabilities and their families. Channeling grandparents' own voices, this poster presentation highlights the strengths that grandparents bring to the family, the struggles they encounter in supporting the child, and implications for supporting grandparents as they care for the child and family.

Leader(s): Xueyan Yang, University of Washington, Seattle

11:00–11:45 AM   **SESSION: 470**
ROOM: POSTER 20, WABASH BALLROOM 2

High Expectations: Making Challenging Mathematics Material Accessible to All Students

Topic: STEM
Secondary Topic: Learning Disabilities
Format: Poster Session

Setting high expectations and adapting instruction makes challenging mathematics material accessible to all students. By focusing on priority Common Core standards, a strengths-based approach, and multi-sensory instruction, students in a special education classroom (Grades 6-8) made more than 1 year's growth in a year, measured by growth percentiles on a statewide assessment.

Leader(s): Melinda (Mindy) Eichhorn, Gordon College, Wenham, MA

Presenter(s): Kristi-Lynn Craig, Haverhill Public Schools, MA; Katharine Visci, Collins Middle School, Salem, MA

11:00–11:45 AM   **SESSION: 471**
ROOM: POSTER 21, WABASH BALLROOM 2

Relationship Between Syntactic Complexity and Writing Quality in Eighth-Grade Informative and Narrative Essays

Topic: Research
Secondary Topic: Assessment
Format: Poster Session

The Common Core State Standards require students to demonstrate mastery in constructing complex sentences for various genres by third grade. Lack of mastery may inhibit successful writing. This poster presents the results of a study examining syntactic complexity measures and the relationship between syntactic complexity and writing quality informative and narrative essays for at-risk and not-at-risk students in Grade 8.

Leader(s): Thilagha Jagaiah, University of Hartford, West Hartford, CT

11:00–11:45 AM   **SESSION: 472**
ROOM: POSTER 22, WABASH BALLROOM 2

Reading Interventions for English Language Learners at Risk of Reading Failure

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presents the results of a research synthesis of the components of English reading interventions associated with positive outcomes for English language learners (ELLs) at risk of reading failure or learning disabilities (LD). The results of the study support the inclusion of phonological awareness, alphabetical principle, comprehension strategies, fluency, and vocabulary instruction. The presenters will discuss Implications for educators.

Leader(s): Elizabeth Hughes, Pennsylvania State University, State College

11:00–11:45 AM   **SESSION: 473**
ROOM: POSTER 23, WABASH BALLROOM 2

Assistive Technology and Culturally and Linguistically Diverse Students

Topic: Innovations in Special Education Technology
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster presents a review of over 20 years of literature addressing the shortage of research on students who are culturally and linguistically diverse (CLD), and their access and use of assistive technology (AT). Several prominent themes that emerged, including the need for empirical research on this population and AT, the fact that under-resourced settings are helping create a barrier to access, and the need for culturally responsive professional development.

Leader(s): Christopher Emerling, University of Illinois, Chicago

11:00–11:45 AM   **SESSION: 474**
ROOM: POSTER 24, WABASH BALLROOM 2

Discussing Difference: Using Tier 1 Restorative Circles in a Special Education Course

Topic: Personnel Preparation
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster session highlights how to effectively implement Tier 1 'restorative circles' in a large course. The presenters will share findings from a research study examining the utility and efficacy of peer-led Tier 1 restorative circles as a means for undergraduate students to reflectively engage in small-group discussions in a special education course.

Leader(s): Mika Moore, University of Vermont, Burlington

Presenter(s): Shana Haines, University of Vermont, Burlington

11:00–11:45 AM   **SESSION: 475**
ROOM: POSTER 25, WABASH BALLROOM 2

What Teachers Know (and Need to Know) About Teaching Reading to Students With Developmental Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation describes findings from a national survey of teachers who teach reading to students with developmental disabilities. The presentation illustrates teachers' training, use, and confidence in using different reading instructional strategies. Implications for teachers will be an audience-involved discussion.

Leader(s): Jill Allor, Southern Methodist University, Dallas, TX

Presenter(s): Carlin Conner, Southern Methodist University, Dallas, TX; Samantha Walte, University of Illinois, Chicago

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11:00–11:45 AM   **SESSION: 476**
ROOM: POSTER 26, WABASH BALLROOM 2

Inclusive School-Based Interventions for Students With Autism Spectrum Disorder: A Systematic Review

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

With rising prevalence in autism spectrum disorder (ASD) coupled with the push for inclusion, educators are tasked with teaching an increasing number of students with ASD within the general education setting. By evaluating and summarizing research studies that support children with ASD in inclusive settings, the presenters will guide practitioners in a process to implement research-based practices in such settings.

Leader(s): Rose Mason, Purdue University, West Lafayette, IN

Presenter(s): Catharine Lory, Purdue University, West Lafayete, IN; Danni Wang, Purdue University, West Lafayette, IN

1:30-2:30 PM   **SESSION 478**   **ROOM: 101**

Leading with Love: How to Lead and Build Effective Teams

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This leadership session focuses on effective leadership characteristics and how to implement those characteristics in leading teams. The session will provide a structure for building highly-skilled, powerful teams, and will equip leaders to lead with confidence and grace. This model is one that can be applied by any leader in any system, and is effective within the context of administrative, building, or classroom teams.

Leader(s): Melissa Robertson, Issaquah School District and Sound Options Group, WA

Presenter(s): Greg Abell, Sound Options Group, Bainbridge Island, WA

1:30–2:30 PM   **SESSION: 479**   **ROOM: 102**

Program Chair Featured: Meeting the Educational Needs of ELs With Significant Cognitive Disabilities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Public Policy
Format: Presentation with Q&A

Meeting the educational needs of English learners (ELs) with significant cognitive disabilities is a challenge for educators. Federal policy requires that their education needs be met. This presentation will address appropriate identification of these students, how to provide English language development services, inclusion in alternate English language proficiency (ELP) assessments, and transitioning these students from English language development services.

Leader(s): Martha Thurlow, NCEO/University of Minnesota, Minneapolis

1:30–2:30 PM   SESSION: 480   ROOM: 103

Scaling Up Evidence-Based Literacy Practices With Online Professional Development

Topic: Personnel Preparation
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

To address the need for high quality literacy instruction on a large scale, the presenters of this session developed a comprehensive online system for guiding teachers' professional development (PD). The integrated, interactive system features exemplar videos of evidence-based practices and includes coaching with feedback. This session demonstrates content and presents data from implementation studies.

Leader(s): Holly Lane, University of Florida, Gainesville

Presenter(s): Paige Pullen, University of Florida, Gainesville

1:30–2:30 PM   SESSION: 481   ROOM: 104

Coaching 101: Effective Coaching Practices That Lead to Improved Student Outcomes

Topic: Personnel Preparation
Secondary Topic: Research
Format: Presentation with Q&A

'Coaching' is often ill-defined, resulting in variation in how coaches work with teachers. What does research tell us about effective coaching practices? How can coaches increase their use of these practices? This session provides an overview of effective coaching practices, plus resources developed by The National Center for Systemic Improvement.

Leader(s): Jennifer Pierce, American Institutes for Research, Washington, DC

Presenter(s): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX

1:30–2:30 PM   SESSION: 482   ROOM: 105

Strand F, Session 3: Using Data to Improve Outcomes: 3 Years of Lessons Learned

Topic: Assessment
Secondary Topic: Public Policy
Format: Presentation with Q&A

How can educators ensure statewide initiatives, such as the State Systemic Improvement Plan (SSIP), result in improved outcomes? The presenters of this session will share 3 years of lessons learned from supporting states in implementing their SSIP at the local level. They will highlight data-use strategies associated with improved outcomes will be presented.

Leader(s): Tessie Bailey, American Institutes for Research, Austin, TX

Presenter(s): Louis Danielson, American Institutes for Research, Washington, DC; Kristin Ruedel, American Institutes for Research, Washington, DC

1:30–2:30 PM   SESSION: 483   ROOM: 106

Strand H, Session 1: Digital Tools to Support STEM Instruction for All Learners

Topic: Innovations in Special Education Technology
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Digital tools are altering what is possible for all students, including struggling learners. In this session, participants will learn about two science, technology, engineering, and mathematics (STEM) instructional approaches based on the universal design for learning (UDL) framework. Digital STEM portfolios and scientific inquiry notebooks are both designed to support inclusion of all learners in STEM learning and career opportunities.

Leader(s): Tracey Hall, CAST, Wakefield, MA

Presenter(s): Sam Johnston, Kevin Kent, Emma Starr, Kristin Robinson, and Patti Ganley, CAST, Wakefield, MA

1:30–2:30 PM   SESSION: 484   ROOM: 107

Strand G, Session 3: Literacy Instruction for Students With Severe Disabilities Implemented in General Education Classrooms

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session will focus on a National Center for Special Education Research (NCSER)-funded project investigating the effectiveness of literacy instruction for students with severe disabilities when it was implemented in small, integrated group contexts in general education classrooms. Interventions included peer supports, which capitalizes on the potential for incidental learning through peer modeling of targeted skills and positive changes in peer attitudes.

Leader(s): Pam Hunt, San Francisco State University, CA; Elizabeth Kozleski, University of Kansas, Lawrence

Presenter(s): Kathleen Mortier, San Francisco State University, CA; Grace Leu, University of Kansas, Lawrence; Inna Stepaniuk, University of Kansas, Lawrence

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1:30–2:30 PM   SESSION: 485   ROOM: 108

Strand I, Session 1: Innovative Special Education in Elementary-Level Charter Schools

Topic: Administration/Supervision
Format: Presentation with Q&A

The presenters of this session include school leaders and special education staff from three pedagogically unique elementary charter schools: bilingual, rural, and health-focused. The school leaders will share a brief description of their pedagogical models, the realities of implementing special education within their context, and their goals for moving their special education programming forward.

Leader(s): Azure Angelov, ADS Education Inc., Speedway, IN

Presenter(s): Mariama Shaheed, Global Prep Academy, Indianapolis, IN; Bonnie Kulenkamp, Global Prep Academy, Indianapolis, IN; Shannon New, Mays Community Academy, IN; Jessica Monk, Paramount School of Excellence, Indianapolis, IN; Stefanie Hanes, Paramount School of Excellence, Indianapolis, IN

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 486 • ROOM: 109

SELF-REGULATION STRATEGIES FOR STUDENTS WITH EMOTIONAL AND BEHAVIORAL DISORDERS

Topic: Research
Format: Multi-Presentation Session
Moderator(s): Ashley Rila, University of Iowa, Iowa City

● **Adolescents With EBD: Investigating the Executive Function-Stress-Behavior Problem Link**

Targeting the variables that contribute to and escalate behavior problems is critical for middle schoolers with emotional and behavioral disorders (EBD) who, despite school-based services, have poor long-term outcomes. School professionals can improve services for students with EBD by targeting executive function (EF), school-based stress, and coping abilities. Presenters will discuss a study with middle schoolers evaluating the extent to which these elements related to maladaptive behaviors.

Leader(s): Michelle Cumming, Florida International University, Miami

Presenter(s): Kristen O'Brien, George Mason University, Fairfax, VA; Stephen Smith, University of Florida, Gainesville

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● **Self-Monitoring to Improve Academic Engagement**

Students with or at risk for emotional and behavioral disorders (EBD) often have poor self-determination skills and receive insufficient instruction in these essential skills. Self-monitoring is one strategy used to promote self-determination skill development. The presenters of this session conducted a literature review examining how intervention components such as interval length, session length, goal setting, and intervention adaptations affected student academic engagement.

Leader(s): Ashley Rila, University of Iowa, Iowa City;

Presenter(s): Allison Bruhn, University of Iowa, Iowa City; Sara Estrapala, University of Iowa, Iowa City

FRIDAY, FEBRUARY 1

1:30–2:30 PM   SESSION: 487   ROOM: 110

Dyslexia in the Schools: Are You Prepared?

Topic: Learning Disabilities
Secondary Topic: Public Policy
Format: Presentation with Q&A

Dyslexia is one of the most common learning disabilities, affecting as many as one in five students. Although some states do not recognize the term, others are adopting legislation for early screening and teacher preparation. Many special education teachers feel that their teacher preparation programs did not prepare them to remediate one of the most common reading difficulties. This session will focus on current trends in legislation and research-based practices for struggling readers.

Leader(s): Stephanie Cork, Brainspring Orton-Gillingham, Troy, MI

Notes

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 488 • ROOM: 120

CUSTOMIZING PROGRAMS AND APPS TO TEACH FUNCTIONAL SKILLS

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Mari Beth Coleman, University of Tennessee, Knoxville

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● **iOS Apps to Increase Independence for Individuals with Intellectual Disability**

This session provides an opportunity to learn and practice using recently developed iOS mobile applications designed to assist individuals with intellectual disability (ID) function more independently in employment and independent living settings. Apps can help individuals with learning complex tasks through task analysis, community mobility, and meal planning and food shopping. Presenters will share results from recent studies, in addition to practical applications for these apps.

Leader(s): Joseph Ryan, Clemson University, SC

Presenter(s): Kristina Randall, Clemson University, SC

● **Using Teacher-Made Technology-Based Activities for Teaching Money and Time Skills**

In this session, the presenters will report results of three applied research studies conducted by interning teachers and demonstrate how to develop teacher-made technology-based activities. Each of the three studies was focused on a different area of functional math: telling time, using the 'next dollar' (or 'dollar plus') strategy, and recognizing and counting coins. Participants will set up activity templates using technologies that are ubiquitous (PowerPoint) or free (HP Reveal app).

Leader(s): Mari Beth Coleman, University of Tennessee, Knoxville

Presenter(s): Joan Grim, University of Tennessee, Knoxville; Gabrielle Wolfe, University of Tennessee, Knoxville

1:30–2:30 PM   SESSION: 489   ROOM: 122

Developing a New Transition Assessment for Students With Significant Cognitive Disabilities

Topic: Career Development/Transition
Secondary Topic: Assessment
Format: Presentation with Q&A

This interactive session will cover research-identified skills and experiences students with significant cognitive disabilities need to improve postschool outcomes. The presenters will share a draft of the Transition Assessment and Goal Generator-Alternate (TAGG-A), designed to address these skills, and discuss initial validation study results. Participants will have the opportunity to offer suggestions to improve the draft teacher, parent, and student assessments.

Leader(s): Amber McConnell, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

Presenter(s): James Martin, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman; Christopher Sanford, SRI International, Menlo Park, CA

1:30–2:30 PM   SESSION: 490   ROOM: 123

Endrew F. v. Douglas Court School District (2017): What the Ruling Means for IEP Teams

Topic: Public Policy
Format: Presentation with Q&A

In March 2017, the U.S. Supreme Court issued a ruling in Endrew F. v. Douglas County School District, a case addressing the question of how much educational benefit public schools are required to provide to students with disabilities in order to confer a free appropriate public education (FAPE). The presenters will explain FAPE, the most important points of Endrew decision, and how special education teachers, administrators, and other IEP team members can ensure that they meet the requirements.

Leader(s): Mitchell Yell, University of South Carolina, Columbia

Presenter(s): David Bateman, Shippensburg University, PA

1:30–2:30 PM • SESSION: 491 • ROOM: 125

INCLUSIVE PRACTICES IN EARLY CHILDHOOD

Topic: Collaboration and Inclusive Practices
Format: Multi-Presentation Session
Moderator(s): Alicia Mrachko, Bowling Green State University, OH

● **Collaborating to Support Inclusion: Solving Dilemmas With DEC Recommended Practices**

This session presents an innovative strategy to support early childhood practitioners. The presenters will discuss developing a community of practice and share practice dilemmas in a 'critical friends group' format. Participants will engage in problem-solving strategies focusing on inclusion. The CEC Division for Early Childhood's (DEC) Recommended Practices for family and teaming and collaboration is used as the framework for problem solving and decision making.

Leader(s): Allison Murray-Nikkel, University of North Carolina, Chapel Hill

Presenter(s): Harriet Able, University of North Carolina, Chapel Hill

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● **Preventing and Responding to Challenging Behavior in Inclusive Preschool Classrooms**

Students with challenging behavior create distraction (and potentially unsafe situations) in inclusive preschool classroom. This interactive session provides a practical package of evidence-based preventative strategies and methods to respond appropriately to challenging behavior. Participants will practice real-world data collection methods and applied implementation for the classroom.

Leader(s): Alicia Mrachko, Bowling Green State University, OH

FRIDAY, FEBRUARY 1

1:30–2:30 PM   SESSION: 492   ROOM: 126

Supporting the Early Numeracy Development of Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Presentation with Q&A

Students' understanding of early numeracy concepts strongly influences their later success in mathematics. This presentation highlights findings and implications for practice from a study investigating the use of an early numeracy curriculum to support attainment and generalization of early numeracy concepts for students with autism spectrum disorder. Presenters will provide recommendations for instruction, including within a multitiered system of support (MTSS) framework and adaptations.

Leader(s): Jenny Root, Florida State University, Tallahassee

Presenter(s): Bonnie Henning, Fairmont State University, WV; Bree Jimenez, University of Sydney/Mater Dei School, Australia

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1:30–2:30 PM   SESSION: 493   ROOM: 127

CCBD SHOWCASE: Effective Instructional Practices for Challenging Students: Facilitating Adult Behavior Change

Topic: Emotional and Behavioral Disorders
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This session provides an overview of classroom instructional practices that are known to provide high probability for success with students with a history of challenging behavior. The presenter will discuss strategies for facilitating teachers' use of these practices, and provide examples and outcomes from teacher-change research in real schools.

Leader(s): Terrance Scott, University of Louisville, KY

1:30–2:30 PM   SESSION: 494   ROOM: 128

Five Easy Ways to Adapt Check-In/Check-Out to Meet Individual Student Needs

Topic: Emotional and Behavioral Disorders
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This presentation summarizes findings from a review of the check-in/check-out (CICO) literature, with a focus on five common adaptations. Attendees will learn how to determine when a student is not responding to CICO, how to select adaptations based on individual student needs, and how to implement adaptations to CICO.

Leader(s): Alyssa Van Camp, Vanderbilt University, Nashville, TN

Presenter(s): Samantha Kelly, Lehigh University, Bethlehem, PA; Lee Kern, Lehigh University, Bethlehem, PA; Sage Pickren, Vanderbilt University, Nashville, TN; Joseph Wehby, Vanderbilt University, Nashville, TN

1:30–2:30 PM   SESSION: 495   ROOM: 140

High Leverage Instructional Practices to Improve the Written Expression of Students With Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

Many students with learning disabilities struggle with writing. Proficient writing stems from multiple, interrelated skills and processes related to three specific areas: transcription, text generation, and executive functioning. This session presents a framework for intervention and assessment across these three areas, focusing on high-leverage instructional practices and assessment techniques for handwriting, sentence and paragraph writing, planning and revising, and self-regulation.

Leader(s): Shawn Datchuk, University of Iowa, Iowa City

Presenter(s): Kelly Brady, Fairfax County Public Schools, VA; Anya Evmenova, George Mason University, Fairfax, VA; Kristin Panos, University of Iowa, Iowa City; Kelley Regan, George Mason University, Fairfax, VA; Kyle Wagner, University of Minnesota, Minneapolis

1:30–2:30 PM   SESSION: 496   ROOM: 141

Providing Data-Driven Feedback on Instruction: The Classroom Teaching Scan

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Administration/Supervision
Format: Demonstration

Teacher coaching has demonstrated a positive effect on teacher practice and student achievement. However, very few feedback tools are designed specifically for teachers of students with disabilities. This presentation will demonstrate the Classroom Teaching Scan, a free, online classroom observation tool designed around evidence-based practices for students with disabilities. Special emphasis will be given to how the tool can be used to provide teachers with data-driven instructional feedback.

Leader(s): John Romig, University of Texas, Arlington

Presenter(s): Michael Kennedy, University of Virginia, Charlottesville; Kate Peeples, University of Virginia, Charlottesville

1:30–2:30 PM   SESSION: 497   ROOM: 142

Beyond Standard English: Honoring African American English Within Preservice Teacher Preparation

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Personnel Preparation
Format: Demonstration

Speakers of nonstandard dialects are often presumed to have deficits that warrant remedial or special education services rather than differences that signify command of multiple, complex language systems. What can be done in preservice special education teacher preparation programs to better equip candidates with tools and competencies for meeting the needs of students from linguistically diverse backgrounds? Attend this demonstration and learn about resources and techniques.

Leader(s): Sara Jozwik, Illinois State University, Normal

Presenter(s): Camille Byrd O'Quin, Illinois State University, Normal; April Mustian, Illinois State University, Normal

1:30–2:30 PM   SESSION: 498   ROOM: 143

Roles and Responsibilities of Elementary Paraprofessionals Working With Students With ASD

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This session describes common roles and responsibilities of elementary paraprofessionals working with students with autism spectrum disorder (ASD). The presenters will describe the findings from a survey of paraprofessionals and share a framework and process for determining and discussing roles and responsibilities of elementary paraprofessionals and supervising teachers.

Leader(s): Ann Sam, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

Presenter(s): Samuel Odom, University of North Carolina, Chapel Hill

Notes

FRIDAY, FEBRUARY 1

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 499 • ROOM: 145

BUILDING TRUSTING FAMILY PARTNERSHIPS

Topic: Parent/Family/School Partnerships
Format: Multi-Presentation Session
Moderator(s): Meghan Burke, University of Illinois, Urbana-Champaign

● Communication and Collaboration: Bridging Home and School

Teamwork is (according to Webster) 'the combined efforts, or the actions of a group, to achieve a common purpose or goal.' In this session, learn how to utilize effective communication strategies that bridge home and school, are vital to student success, and decrease litigation and disproportionality.

Leader(s): Laura Rinderknecht, Hamilton Southeastern Schools, IN

Presenter(s): Leslie Brown, Deb Lorenz, and Chrissy Pogue, Hamilton Southeastern Schools, IN

● Before and Beyond the IEP: Building Collaborative Relationships With Families as an Essential Component of Screening, Identification, and Services

Most states have passed dyslexia legislation or are in the process of doing so. Often this legislation requires universal screening or other methods of early identification. This session will introduce a model of collaboration with families intended to obtain more information to increase effective screening for reading difficulties. A video of an authentic conversation with a parent after screening will provide attendees with the opportunity to more fully identify the benefits of the model.

Leader(s): Laura Axtell, Reading Horizons, Dover, DE

Presenter(s): Liz Barnes, Decoding Dyslexia, Cream Ridge, NJ; Donell Pons, Workplace Literacy, Salt Lake City, UT

● Meaningful Collaboration With Families of Students Receiving Intensive Intervention

This session will highlight strategies that school personnel can use to meaningfully collaborate with families of students with disabilities receiving intensive intervention. The presenters will discuss findings from interviews of parents of students receiving intensive intervention in mathematics and share resources that can be used to promote family involvement and collaboration.

Leader(s): Zachary Weingarten, American Institutes for Research, Washington, DC

Presenter(s): Rebecca Zumeta Edmonds, National Center on Intensive Intervention, American Institutes for Research, Washington, DC

● The Power of Partnership: Developing Parent and Family Collaboration Through Transparent Teaching

Partnering with families is a crucial skill for current and future special education teachers. This presentation will demonstrate the value of ongoing coordination between a teacher education program and local schools. Presenters will describe specific principles and practices for partnership and provide a tool that can be used to gain feedback from families.

Leader(s): Joshua Tolbert, Indiana University East, Richmond

Presenter(s): Michelle Bettner, Northeastern Elementary School, Fountain City, IN; Jamie Buffington-Adams, Indiana University East, Richmond; Shelly Swain, Indiana University East/Richmond Community Schools

1:30–2:30 PM   SESSION: 500   ROOM: 201

New Teachers: Surviving--and Thriving!--During Your First Years

Topic: Starting the Teaching Career
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Having support and resources helps special education teachers thrive during their first years in the classroom. Join the authors of CEC's Survival Guide for New Special Education Teachers for an interactive session exploring instructional strategies and assessment methodology, advice and tips for running an organized classroom, and how to prepare for individualized education program (IEP) meetings. The presentation includes topics relevant to new teachers, their mentors, and administrators.

Leader(s): Clara Hauth, Marymount University, Arlington, VA

Presenter(s): Catherine Creighton Martin, Fairfax County Public Schools, VA/Marymount University, Arlington, VA

1:30–2:30 PM   SESSION: 501   ROOM: 202

Specially Designed Instruction: A Single, Integrated System Within MTSS

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

North Carolina has embarked on a mission to improve outcomes for students with disabilities through a renewed focus on specially designed instruction (SDI) that not only provides access to grade-level standards but also addresses unique learner needs and reduces achievement gaps, increases graduation rates, and leads to better postsecondary outcomes. This session explores this effort to make SDI and data-based decision making a core feature of the state improvement plan and MTSS initiative.

Leader(s): Lynne Loeser, North Carolina Department of Public Instruction, Raleigh

Presenter(s): Lauren Holahan, North Carolina Department of Public Instruction, Raleigh

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1:30–2:30 PM   SESSION: 502   ROOM: 203

Point-of-View Video Modeling to Teach Word Problem Solving to Students With ASD

Topic: STEM
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session focuses on a study to determine the effectiveness of a point-of-view video modeling intervention delivered through a tablet PC to teach mathematics word-problem solving on addition problems with regrouping to students with autism spectrum disorder (ASD). All three students in the study demonstrated greater accuracy in solving problems and maintained accuracy levels at the follow-up 2 weeks after completing the intervention sessions.

Leader(s): Paul Riccomini, Pennsylvania State University, University Park

Presenter(s): Muhammed Karal, Sinop University, Turkey

1:30–2:30 PM   SESSION: 503   ROOM: 209

Teacher2Teacher: Sex Education for Students With Severe and Moderate Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

According to research, many students with disabilities do not receive accessible sex education information. In addition, people with intellectual disability are sexually victimized more often than others who do not have a disability. The presenters of this session designed a sex education course for students with severe and moderate disabilities. They will discuss the curricular framework, challenges, and successes. Participants will gain multiple strategies to create similar programs.

Leader(s): Samantha Schweiger, Ben Davis High School, Indianapolis, IN

Presenter(s): Catherine Brown and Luke Hibbard, Ben Davis High School, Indianapolis, IN

1:30–2:30 PM   SESSION: 504   ROOM: 210

Developing a Communication- and Language-Focused IEP: A Discussion Guide

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This presentation provides a guide to help individualized education program (IEP) teams consider the effect of hearing levels on a student's communication and language access throughout the entire IEP process, including when planning for transition from high school to postsecondary settings and work environments. The presenters will share the development and implementation of a tool currently in use, and future plans. Parent-friendly webinars were developed as a supplemental resource.

Leader(s): Anna Paulson, Minnesota Commission of the Deaf, DeafBlind and Hard of Hearing, St. Paul

Presenter(s): Becca Jackson, Minnesota Department of Education, St. Paul

FRIDAY, FEBRUARY 1

1:30–2:30 PM   SESSION: 505   ROOM: 211

The Bill of Rights for Students of Color With Exceptionalities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

The presenters of this session developed the Bill of Rights for Students of Color with Exceptionalities to advocate for and address the needs of these students. The Bill of Rights includes the areas of advocacy and accountability; access to programming and services; gifted education program evaluation and assessment; guidelines for educators, curriculum, and instruction; social and emotional supports; and the involvement of families and communities.

Leader(s): Michelle Trotman Scott, University of West Georgia, Carrollton

Presenter(s): Evette Simmons-Reed, Ball State University, Muncie, IN; Gloria Taradash, Consultant, Albuquerque, NM; Mildred Boveda, Arizona State University, Tempe; Donna Ford, Vanderbilt University, Nashville, TN

Notes

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 506 • ROOM: 212

GIFTED AND…? TWICE-EXCEPTIONAL STUDENTS

Topic: Gifted and Talented
Format: Multi-Presentation Session
Moderator(s): Lynette Breedlove, Western Kentucky University, Bowling Green

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● A Journey of Extremes: Brilliant Kids Who Struggle to Learn

It is a myth that all gifted, creative, and twice-exceptional students will succeed on their own. To appreciate the nuances of this special population it is necessary to build an understanding of their complex journey, and embrace their need for higher cognitive experiences while supporting their asynchrony. This presentation explores the difficulty in identifying gifted students who have co-morbid learning challenges, and provides strategic, strength-based interventions and resources.

Leader(s): Cindy Hansen, Cynthia Z. Hansen, M.Ed., ET/P, Ventura, CA

● Work and Family Experiences of Families With Twice-Exceptional Children

This session presents an overview of the work and family experiences (and stressors) of parents whose children are twice-exceptional (2e). The presenter will share research surrounding what workplace policies and programs are available and helpful, as well as research studying how parental stress may affect their 2e children. Parents can engage these policies and programs to become better advocates for their children.

Leader(s): Jennifer Jolly, University of Alabama, Tuscaloosa

1:30–2:15 PM **SESSION: 509**
ROOM: POSTER 1, WABASH BALLROOM 2

Sounding the Alarm: Special Education Teacher Burnout

Topic: Administration/Supervision
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

The increasing shortage and attrition rate of special education teachers exceeds that of other content areas. This poster presents empirical data on the factors that contribute to teacher burnout and diminished job satisfaction for special educators and implications for future research.

Leader(s): Olivia Robinson, University of Alabama, Tuscaloosa

Presenter(s): Shannon Bridges, University of Alabama, Tuscaloosa; Lauren Rollins, University of Alabama, Tuscaloosa

1:30–2:15 PM **SESSION: 510**
ROOM: POSTER 2, WABASH BALLROOM 2

Outside the Box! How the Use of Mandated Boxed Programs Affects Teacher Autonomy, Self-Efficacy, and Creative Freedom

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster shares the results from a study examining the effect of mandated, boxed intervention programs on secondary education teachers' self-efficacy, instructional autonomy, and creative freedom–identifying key implications regarding implementation, teacher and student buy-in, scheduling, and adequate access to technology and professional development. Use of a checklist can help guide ensure that school administrators are able to ensure they are replicating evidence-base methodologies.

Leader(s): Julie Bost, East Carolina University, Greenville, NC

1:30–2:15 PM **SESSION: 511**
ROOM: POSTER 3, WABASH BALLROOM 2

Single-Case and Group Experimental Design Studies of Reading Interventions for Students With EBD

Topic: Research
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

The use of single-case and group experimental designs within special education–forms of research difficult to combine–can produce inaccurate conclusions regarding the effectiveness of instruction. Researchers have suggested using between case effect sizes (BCES) to aggregate effects regardless of design. This poster presents a meta-analysis using BCES to evaluate reading interventions for students with emotional and behavioral disorders (EBD). Results differ from those of previous reviews.

Leader(s): Argnue Chitiyo, Tennessee Technological University, Cookeville

1:30–2:15 PM **SESSION: 512**
ROOM: POSTER 4, WABASH BALLROOM 2

Project AVATAR: Using Mixed-Reality Simulation to Teach High-Leverage Practices

Topic: Research
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

Project AVATAR (Advancing Virtual interaction in Teacher preparation for Actual Reality) responds to the critical shortage of highly effective teachers equipped to substantially improve the outcomes of students with disabilities. This poster session describes how Project AVATAR provided preservice teachers an opportunity to practice evidence-based, high-leverage teaching strategies through a virtual simulation laboratory platform operating system.

Leader(s): Katherine Zimmer, Kennesaw State University, GA

Presenter(s): Melissa Driver, Kennesaw State University, GA

FRIDAY, FEBRUARY 1

1:30–2:15 PM   **SESSION: 513**
ROOM: POSTER 5, WABASH BALLROOM 2

Using SRSD to Improve the Literacy Abilities of Secondary Students With Disabilities

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Many high school students with disabilities experience difficulties with reading and writing. Self-regulated strategy development (SRSD) is an evidence-based practice that can be used to simultaneously address both literacy domains. This poster presents the results of an SRSD intervention to effectively improve the reading and writing abilities of secondary students with LD.

Leader(s): Samuel Whitley, Illinois State University, Springfield

Presenter(s): Yojanna Cuenca-Carlino, Illinois State University, Normal

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1:30–2:15 PM   **SESSION: 514**
ROOM: POSTER 6, WABASH BALLROOM 2

Bridging Research and Practice: Improving Algebraic Outcomes for Students With Mathematics Difficulties

Topic: Learning Disabilities
Secondary Topic: STEM
Format: Poster Session

This poster presentation introduces evidence-based and standards-based practices for teaching algebraic concepts to elementary and secondary students with mathematics difficulties (MD). The presenters will explain effective instructional components for secondary students, standards-based practices for teaching algebra to ninth-grade students, and effective fraction interventions for fifth graders.

Leader(s): Jihyun Lee, University of Texas, Austin

Presenter(s): Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

1:30–2:15 PM   **SESSION: 515**
ROOM: POSTER 7, WABASH BALLROOM 2

Services for Young Children With Disabilities in Rural China: A Case Study

Topic: International Programs/Services
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Although in recent years China's special education programs and intervention and rehabilitation services have received increased attention, there are limited studies of such programs located in China's rural areas. This poster presentation describes a rural special education program in China, with special focus on its curriculum design, accommodative services, and teacher qualifications.

Leader(s): Yanhui Pang, Bloomsburg University of Pennsylvania

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1:30–2:15 PM   **SESSION: 516**
ROOM: POSTER 8, WABASH BALLROOM 2

Return-to-Learn After Traumatic Brain Injury: School-Hospital Collaboration for School Reintegration

Topic: Assessment
Secondary Topic: Research
Format: Poster Session

Traumatic brain injury (TBI) is the most common brain injury and the leading cause of disability in children in the United States. This qualitative case study looks in depth at the return-to-learn process and collaboration with medical teams on the transition, from an educator's perspective.

Leader(s): Anne Crylen, Eastern Michigan University, Ypsilanti

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1:30–2:15 PM   **SESSION: 517**
ROOM: POSTER 9, WABASH BALLROOM 2

An Instructional Coaching Model to Build Safe, Inclusive Spaces for Students With Disabilities Who Identify as LGBTQ

Topic: Personnel Preparation
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

Classrooms should be safe spaces for all students. For students who identify as LGBTQ or come from sexually diverse families, school can be an intolerable place. Add this to the stigma of disability, and schools become places to avoid. This poster presentation shares the implementation of an instructional coaching model to assist inservice teachers in implementing safe-zone strategies with fidelity. Presenters will discuss the study and results.

Leader(s): Jennifer Christensen, Eastern Kentucky University, Richmond

Presenter(s): Kristine Larson, Johns Hopkins Bloomberg School of Public Health, Baltimore, MD

1:30–2:15 PM   **SESSION: 518**
ROOM: POSTER 10, WABASH BALLROOM 2

Teaching Teachers How to Collect and Analyze Data

Topic: Personnel Preparation
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Most studies on evidence-based practices (EBPs) mainly highlight the need to implement strategies with fidelity despite students' diverse needs. This session focuses on a single-case study that used professional development and coaching to teach collecting and analyzing data, so that teachers could adapt modified dialogic reading in response to student needs while implementing core components with fidelity. Results show that teachers were able to do both, and improved student outcomes.

Leader(s): Jeongae Kang, Northwest Missouri State University, Maryville

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1:30–2:15 PM   **SESSION: 519**
ROOM: POSTER 11, WABASH BALLROOM 2

Number Foundations: Teaching Magnitude Understanding With Preschool Children

Topic: Early Childhood and Early Intervention
Secondary Topic: STEM
Format: Poster Session

This poster presentation illustrates activities and strategies for teaching magnitude understanding with preschool children at risk for mathematics learning disabilities, including: more and less comparisons, counting, numeral identification, part-part-whole relationships, and forming a mental number line.

Leader(s): Cynthia Griffin, University of Florida, Gainesville

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1:30–2:15 PM   **SESSION: 520**
ROOM: POSTER 12, WABASH BALLROOM 2

PlayScape: Creating Opportunities for Children with Specific Language Impairment to Promote Social Interactions

Topic: Early Childhood and Early Intervention
Secondary Topic: Research
Format: Poster Session

This poster presentation shares the results of a study exploring how nature-based play environments promote the social interactions of children with specific language impairment (SLI). In these environments, children with SLI had more group interaction and less pair interaction compared to their typically developing peers. Findings inform teachers, parents, and playground developers to provide better outdoor environments and activities for children with diverse needs.

Leader(s): Wen Zeng, University of Cincinnati, OH

1:30–2:15 PM   **SESSION: 521**
ROOM: POSTER 13, WABASH BALLROOM 2

Findings from a Literacy Fidelity-of-Implementation Study in Juvenile Justice

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a study that examined a literacy fidelity-of-implementation instrument in a juvenile justice setting. This quantitative study across 209 observations focused on the feasibility and usability of the instrument. Participants will learn how the instrument can be used to assess the quality of literacy instruction in classrooms for students who struggle with reading.

Leader(s): David Houchins, Georgia State University, Atlanta

1:30–2:15 PM   **SESSION: 522**
ROOM: POSTER 14, WABASH BALLROOM 2

Inclusive Instruction for Students With EBD: A Survey Study of Instructional Practices

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a survey study conducted to identify practices teachers use to provide inclusive instruction to students with emotional and behavioral disorders (EBD). Survey participants reported their knowledge of recommended practices and the degree to which they perceived them as effective. The presenter will discuss implications for practice and areas for future research.

Leader(s): John McKenna, University of Massachusetts, Lowell

1:30–2:15 PM   **SESSION: 523**
ROOM: POSTER 15, WABASH BALLROOM 2

Incorporating Outdoor Activities Into the General Curriculum for 2e Students

Topic: Collaboration and Inclusive Practices
Secondary Topic: International Programs/Services
Format: Poster Session

This poster presents a collaborative teaching model for incorporating outdoor activities in which general, gifted, and special education teachers worked together for a group of twice-exceptional (2e) students in elementary school in Taipei City, Taiwan. The collaborative teaching model was implemented in 2012, with outdoor activities incorporated in 2015. The presenter will share the curriculum and instructional materials as well as student outcomes and the effectiveness of this model.

Leader(s): Hui-Ching Ko, National Taiwan Normal University, Taipei

FRIDAY, FEBRUARY 1

1:30–2:15 PM   **SESSION: 524**
ROOM: POSTER 16, WABASH BALLROOM 2

Group Video Modeling: Increasing Interactions of Children With Disabilities in Head Start

Topic: Collaboration and Inclusive Practices
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

For young children with disabilities and their peers, learning appropriate social skills takes direct and explicit instruction. This poster presents a multiple baseline across participants study evaluating the effectiveness of a classwide video modeling intervention for teaching prosocial skills to young children with disabilities and their peers in an inclusive Head Start program.

Leader(s): Jennifer Buchter, University of Nevada, Las Vegas

Presenter(s): Samantha Riggleman, Grand Valley State University, Grand Rapids, MI

1:30–2:15 PM   **SESSION: 525**
ROOM: POSTER 17, WABASH BALLROOM 2

HLPs and EBPs: Paving the Way for Culturally Responsive Teaching

Topic: Collaboration and Inclusive Practices
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

High-leverage practices (HLPs) are methods for supporting teacher candidates as they begin to implement evidence-based practices (EBPs) to meet the needs of culturally and linguistically diverse learners. The challenge lies in effectively supporting teacher candidates implementing EBPs within their classroom practice while meeting the needs of all learners. This poster will illustrate how to incorporate HLPs and EBPs in diverse settings.

Leader(s): Harriet Bessette, Kennesaw State University, GA

Presenter(s): Kathleen Bennett, Kennesaw State University, GA

1:30–2:15 PM   **SESSION: 526**
ROOM: POSTER 18, WABASH BALLROOM 2

ASD and Individualized Assessment for Music Educators

Topic: Arts in Special Education
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This session explores the ways that music teachers, music teacher educators, and supervisors can use two layers of assessment for students with autism spectrum disorder: assessment of student work and performances, and assessment of preservice and inservice music educators, to be used by music teacher educators and supervisors. Participants will learn to create and use effective assessments with students with ASD–assessments that they can bring back to their own classrooms.

Leader(s): Rhoda Bernard, Berklee College of Music, Boston, MA

Presenter(s): Alice Hammel, James Madison University, Harrisonburg, VA

1:30–2:15 PM   **SESSION: 527**
ROOM: POSTER 19, WABASH BALLROOM 2

A Systematic Review of Ethics and Ethical Decision Making in Special Education Literature

Topic: Public Policy
Secondary Topic: Pioneers/Historical Perspectives
Format: Poster Session

This poster presentation will share the results of a systematic review of five critical special education journals regarding their coverage of ethics and ethical decision making. Further, the principal investigators will examine how the published articles align with CEC's ethical principles.

Leader(s): Dawn Decker, Central Michigan University, Mt. Pleasant

Presenter(s): JoDell Heroux, Central Michigan University, Mt. Pleasant

1:30–2:15 PM   **SESSION: 528**
ROOM: POSTER 20, WABASH BALLROOM 2

Exploring Postsecondary Options: Summer Experiences for High School Students With Disabilities

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This presentation describes three different summer programs that offer residential postsecondary education experiences for high school students with disabilities. Each program is run in collaboration with Vocational Rehabilitation and provides students with an opportunity to better understand if continuing their education in a postsecondary setting is a good fit for them. Presenters will discuss essential program components and how the experience can affect students' career goals.

Leader(s): Andrew Scheef, University of Idaho, Moscow

Presenter(s): Jeremy Ford, Boise State University, ID

1:30–2:15 PM   **SESSION: 529**
ROOM: POSTER 21, WABASH BALLROOM 2

Effective Transition Programming for Postsecondary Success: A Focus on Vocational Skills

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster session presents an overview of federal requirements on transition programming and evidence-based practices for secondary students with autism spectrum disorder (ASD) and developmental disabilities (DD). Presenters will share data from a study examining the effects of a transition curriculum on the acquisition of vocational skills by high school students with moderate to severe disabilities. A multiple baseline design demonstrated rapid, successful acquisition of target skills.

Leader(s): Julie Sherwood, TeachTown, Inc., Columbus, OH

1:30–2:15 PM   **SESSION: 530**
ROOM: POSTER 22, WABASH BALLROOM 2

Prioritizing Skills to Enhance School-Based Assistive Technology Implementation

Topic: Innovations in Special Education Technology
Secondary Topic: Research
Format: Poster Session

This poster session addresses the dearth of research surrounding the assistive technology(AT) knowledge of inservice special educators and school personnel. Presenters will identify the areas of greatest concern to practitioners for future training opportunities, including the need for clearly defined and consistent AT assessment procedures, ongoing evaluation and data-based decision making of students' changing AT needs, administration support, and the need for more professional development.

Leader(s): Christopher Emerling, University of Illinois, Chicago

Presenter(s): Daniel Maggin, University of Illinois, Chicago

1:30–2:15 PM   **SESSION: 531**
ROOM: POSTER 23, WABASH BALLROOM 2

Challenges of Online Teaching: UDL, Personas, and Pedagogical Transfer

Topic: Innovations in Special Education Technology
Secondary Topic: Assessment
Format: Poster Session

Shifting to online teaching is increasingly an expectation for university faculty–but this is not as simple as moving what one does in a face-to-face environment to an electronic format. This poster session examines issues such as universal design for learning (UDL) and personas and offers a means of effectively recasting rich learning experiences into the online environment.

Leader(s): Beverly Barkon, Carlow University, Pittsburgh, PA

Presenter(s): Lisa Russo, Achievement House Cyber Charter School, Exton, PA

1:30–2:15 PM   SESSION: 532
ROOM: POSTER 24, WABASH BALLROOM 2

Antecedent Interventions for Challenging Behavior

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Children with autism spectrum disorder (ASD) often struggle with communication skills and may exhibit problematic behaviors resulting from communication deficits. This poster presentation compares the effects of two strategies–functional communication training (FCT) and noncontingent reinforcement (NCR)–on reducing challenging behaviors for one 11-year old boy with ASD.

Leader(s): Ashley Voggt, University of North Carolina, Charlotte

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1:30–2:15 PM   SESSION: 533
ROOM: POSTER 25, WABASH BALLROOM 2

How do Educators Experience Evidence-Based Practices? A Phenomenological Study of Pivotal Response Training

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Although evidence-based practices (EBPs) for students with autism spectrum disorder (ASD) have been identified, and it is expected that these practices be implemented in school settings, there remains an extensive research-to-practice gap. This poster presents results of a study that explored how educators who worked with students with ASD described their experience with pivotal response training (PRT), offering insights into their thoughts and approaches to their practice.

Leader(s): Michelle Nutini, Drexel University, Philadelphia, PA

2:45–4:45 PM   SESSION: 535   ROOM: 123

Program Chair Featured: Resilience: Understanding CEC's Response to and Prevention of Maltreatment

Topic: Personnel Preparation
Secondary Topic: Public Policy
Format: Presentation with Q&A

As the documentary 'Resilience' reveals, toxic stress can wreak havoc on the developing brains and bodies of children, putting them at a greater risk for disease, homelessness, prison time, and early death. Trailblazers in various fields who are using cutting-edge science and field-tested therapies to protect children from the insidious effects of toxic stress. After the film, trailblazers from special education will discuss CEC's new policy statement and its implications for the field.

Leader(s): Catherine Corr, University of Illinois, Urbana-Champaign; Kelly Carrero, Texas A&M University, Commerce

Presenter(s): Debra Lively, Saginaw Valley State University, University Center, MI; Harold Johnson, Kent State University, OH; Deserai Miller, University of Illinois, Urbana-Champaign

2:45–3:45 PM   SESSION: 538   ROOM: 101

Summary of Our Own Performance: An Overview of Transition Research Since 1990

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

This session shares the results of a systematic review of transition literature since 1990, which included 743 articles published in 22 special education journals. Presenters will discuss findings related to topics, methodologies, interventions, and demographics; summarize current trends in transition research and implications for future research; and spotlight and describe transition literature about students with high-incidence disabilities and students with moderate to severe disabilities.

Leader(s): Samantha Walte, University of Illinois, Chicago

Presenter(s): Lisa Cushing, University of Illinois, Chicago; Kasandra Posey, University of Illinois, Chicago; Brandi Walton,University of Illinois, Chicago; Laura Kiel, University of Illinois, Chicago

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2:45–3:45 PM   SESSION: 539   ROOM: 102

Improving Teachers' Writing Instruction: There's a CAP for That!

Topic: Learning Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

For the past 20 years, a majority of secondary students have failed to meet grade-level standards in writing on the National Assessment of Educational Progress. Modeling is an evidence-based practice to improve writing performance. This session will present the results of an experiment that demonstrated a functional relationship between a professional development package and teachers' use of modeling, focusing on how teachers can use modeling in their writing instruction.

Leader(s): John Romig, University of Texas, Arlington

Presenter(s): Kate Peeples, University of Virginia, Charlottesville

2:45–3:45 PM　　　　**SESSION: 540**　　　**ROOM: 103**

An Interdisciplinary Approach to Teacher Preparation in Deafness and Visual Impairments

Topic: Personnel Preparation
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

The Mid-Plains Professional Upgrade Partnership in Sensory Disabilities (MPUP-SD) is an interdisciplinary personnel preparation project training teachers of the deaf and teachers of the visually impaired together using a collaborative curriculum. The presenters will discuss how the MPUP-SD project's collaborative curriculum is affecting teacher and student outcomes.

Leader(s): Anne Thomas, University of Nebraska, Lincoln

Presenter(s): Mackenzie Savaiano, University of Nebraska, Lincoln

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2:45–3:45 PM　　　　**SESSION: 541**　　　**ROOM: 104**

Interdisciplinary Preparation in Low-Incidence Disabilities: Practicing What We Preach

Topic: Personnel Preparation
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

The session describes an interdisciplinary model to prepare graduate students in special education alongside those with whom they should collaborate to appropriately serve students with the most extensive and pervasive support needs. Needs assessment data gathered to facilitate model development, model components, implementation efforts, and project evaluation activities will provide participants with a framework for increasing educator collaboration.

Leader(s): Karen McCaleb, Texas A&M University, Corpus Christi

Presenter(s): Phyllis Robertson, Texas A&M University, Corpus Christi

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2:45–3:45 PM　　　　**SESSION: 542**　　　**ROOM: 105**

Overview of Inclusive College Experiences for Students with Intellectual Disability

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This presentation provides an overview of the features of approximately 250 inclusive college experiences for students with intellectual disability (ID) in the United States. The presenters will provide a qualitative comparison of the types of programs and discuss the inclusive nature of the postsecondary experiences. The session focuses on the program at Miami University of Ohio as an example of a 'fully inclusive' program teaching a universally designed curriculum in disability studies.

Leader(s): Ashley Johnson, Miami University, Oxford, OH

Presenter(s): Sarah Watt, Miami University, Oxford, OH

2:45–3:45 PM　　　　**SESSION: 543**　　　**ROOM: 106**

Strand H, Session 2: Inclusion in the Digital Age: Innovative Solutions for Personalized Learning

Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

Digital innovations are altering the instructional landscape. Be it digital text or the various tools that facilitate digital learning, teachers and students are increasingly gaining access to innovative solutions. This presentation will feature strategies to identify, apply, and further determine the effect on learner outcomes of digital, blended, and online interventions.

Leader(s): Sean Smith, University of Kansas, Lawrence

Presenter(s): Cynthia Okolo, Michigan State University, East Lansing

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2:45–3:45 PM　　　　**SESSION: 544**　　　**ROOM: 107**

The TEAM2 Reading Intervention for At-Risk Youth: Combining Evidence-Based Interventions = Powerful Results

Topic: Research
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

This session provides information on TEAM2, a 3-year project funded by the National Institute of Justice. University students worked with at-risk youth in a residential treatment facility, using two evidence-based reading interventions. Data were collected and analyzed; findings will be shared, along with barriers encountered and overcome. Preliminary data indicate that residents in the treatment condition showed significant growth in reading skills when compared to control participants.

Leader(s): Ruth Jefferson, Ball State University, Muncie, IN

Presenter(s): Janay Sander, Ball State University, Muncie, IN; Maria Sciuchetti, Ball State University, Muncie, IN

2:45–3:45 PM   **SESSION: 545**   **ROOM: 108**

Strand I, Session 2: Innovative Special Education in Secondary-Level Charter Schools

Topic: Administration/Supervision
Format: Presentation with Q&A

The presenters of this session include school leaders and special education staff from two pedagogically unique secondary charter schools: classical liberal arts and project-based learning (PBL)/science, technology, engineering, and mathematics (STEM)-focused. The school leaders will share a brief description of their pedagogical models, the realities of implementing special education within their contexts, and their goals for moving their special education programming forward.

Leader(s): Azure Angelov, ADS Education Inc., Speedway, IN

Presenter(s): Scott Bess, Purdue Polytechnic High School, Indianapolis, IN; Tonya Taylor, Purdue Polytechnic High School, Indianapolis, IN; Janet McNeal, Herron High School, Indianapolis, IN; Sheri Anderson, Herron High School, Indianapolis, IN

2:45–3:45 PM   **SESSION: 546**   **ROOM: 109**

Is Special Education Effective? Examining Academic Outcomes for Students With Disabilities

Topic: Research
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Presentation with Q&A

This session presents the results of a study examining whether special education effectively improves the academic outcomes of students with disabilities. Math and reading outcomes and educational placement for over 500 students were measured over 3 years and analyzed using fixed-effects models. Struggling students improved academically after being enrolled in special education, suggesting that participation in special education is associated with enduring improvements in academic progress.

Leader(s): Sarah Hurwitz, Indiana University, Bloomington

2:45–3:45 PM   **SESSION: 547**   **ROOM: 110**

Eli Bower's Contemporaries and the History and Future of EBD

Topic: Pioneers/Historical Perspectives
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

In the late 1950s, Eli Bower was called upon to address the needs of students who exhibited emotional and behavioral difficulties that were adversely affecting their education. His resulting definition of EBD was not the only definition that was being proposed to identify the needs of this group of students. This presentation will examine the cultural and historical context of Bower's work, its effect on educational and mental health service for students with EBD, and future considerations.

Leader(s): Adam Jordan, University of North Georgia, Dahlonega

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2:45–3:45 PM   **SESSION: 548**   **ROOM: 121**

Attending to Special Educators' Working Conditions: Current Research and Future Directions

Topic: Personnel Preparation
Secondary Topic: Research
Format: Panel

National experts on special education teacher quality discuss special educators' working conditions, including collegial interactions, administrative support, school culture, curricular resources, planning time, and time for instruction. Discussion will focus on how working conditions shape special educators' instruction and commitment to continue teaching, and how school leaders and policy makers might leverage working conditions to reduce attrition and promote quality instruction.

Leader(s): Brandis Ansley, Central Michigan University, Mt. Pleasant

Presenter(s): Elizabeth Bettini, Boston University, MA; Michelle Cumming, Florida International University, Miami; Kristen O'Brien, George Mason University, Fairfax, VA; Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Melinda Leko, University of Wisconsin, Madison

2:45–3:45 PM   SESSION: 549   ROOM: 122

Legal and Ethical Issues Involving Paraeducator Employment, Supervision, and Training: What Every Administrator and Teacher Needs to Know

Topic: Administration/Supervision
Secondary Topic: Public Policy
Format: Presentation with Q&A

This session provides an overview of the current legal and ethical issues surrounding employment, supervision, training, and evaluation of paraeducators. In addition, the presenter will (a) provide practical information and activities to enhance the knowledge and skills of administrators and teachers to effectively supervise paraeducators, (b) share criteria for developing appropriate job descriptions, and (c) summarize recent legal cases.

Leader(s): Kent Gerlach, Pacific Lutheran University, Tacoma, WA

2:45–3:45 PM   SESSION: 550   ROOM: 125

Effectively Incorporating Classroom Paraeducators to Optimize Individualized Instruction

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Many hands and quick minds are often needed in order to maximize both the instruction and the management of students with special education needs. Optimizing the skills of paraeducators can help improve students' education outcomes. This session presents the recommendations from a study that can help to define the role of the paraeducator as a member of the instructional team in the classroom.

Leader(s): Peggy Yates, Alma College, MI

2:45–3:45 PM   SESSION: 551   ROOM: 126

Push-In ESOL Teachers in the General Education Classroom: Perceptions of Roles, Benefits, and Challenges

Topic: Collaboration and Inclusive Practices
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Historically, English learners (ELs), like students with disabilities, have been pulled out of the general education classroom for services. Like special educators, English as a second language (ESOL) teachers are now being encouraged to provide English language development (ELD) services in the general education classroom setting. The presenter will share push-in ESOL teacher experiences and provide recommendations and implications for policy and practices.

Leader(s): Heidi Platt, Prince George's County Public Schools, MD

2:45–3:45 PM   SESSION: 552   ROOM: 127

School Shootings and EBD: What Do We Know? What Do We Need to Know?

Topic: Emotional and Behavioral Disorders
Secondary Topic: Public Policy
Format: Presentation with Q&A

Recent school shootings have prompted speculation about the perpetrators' mental health and disability status, and raised questions in particular about whether shooters have or are at risk for EBD. The presenters will provide an overview of what is known about school shootings and those who commit them, and discuss whether EBD is a risk factor and appropriate responses from educators.

Leader(s): Timothy Landrum, University of Louisville, KY

Presenter(s): Lauren Collins, San Diego State University, CA; Chris Sweigart, Ohio Valley Educational Cooperative, Shelbyville

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2:45–3:45 PM   SESSION: 553   ROOM: 128

Strategies for Decreasing Stereotypical and Self-Injurious Behavior Among Students With ASD

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

During this presentation, participants will learn how to use response interruption and redirection, an evidence-based practice, to reduce stereotypy and self-injury among students with autism spectrum disorder (ASD). Interactive components include video examples, scenarios, and opportunities to engage in discussion.

Leader(s): Kristi Morin, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

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2:45–3:45 PM   SESSION: 554   ROOM: 140

Improving Informational Text Writing Quality and Confidence With the Structures Writing Intervention

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

Structures Writing is an informational text writing intervention. The intervention is designed to improve writing outcomes for upper elementary students with and at-risk for writing disabilities. Attendees will learn how to implement the intervention and why it works for students with disabilities.

Leader(s): Pamela Bazis, University of Nebraska, Lincoln

Presenter(s): Michael Hebert, University of Nebraska, Lincoln; Julia Roehling, University of Nebraska-Lincoln Chapter

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2:45–3:45 PM   SESSION: 555   ROOM: 141

Promoting Social-Emotional Competence in Young Children Through Routines-Based Interventions

Topic: Early Childhood and Early Intervention
Secondary Topic: Personnel Preparation
Format: Demonstration

Young children with disabilities often need significantly more support in acquiring developmentally appropriate social and behavioral skills, which are vital for school-age success. This session presents empirically supported strategies (aligning with CEC Division on Early Childhood Recommended Practice) that will help educators plan for and implement naturalistic interventions to develop social-emotional competence and prevent challenging behavior in toddlers and preschoolers with disabilities.

Leader(s): Catharine Lory, Purdue University, West Lafayete, IN

Presenter(s): Marie David, Purdue University, West Lafayette, IN; Danni Wang, Purdue University, West Lafayette, IN

2:45–3:45 PM   SESSION: 556   ROOM: 142

Tracking the Outcomes: A Teacher's Guide to Effective Data Collection

Topic: Assessment
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Demonstration

To ensure positive outcomes, instructional planning for students' special education needs should be based on data-driven decisions. This session outlines five steps for the development and implementation of effective data collection systems. Presenters will provide examples and tips on how to design an effective data collection form.

Leader(s): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

Presenter(s): Kimberly Paulsen, Vanderbilt University, Peabody College, Nashville, TN

2:45–3:45 PM   SESSION: 557   ROOM: 143

From 'Leave It to Beaver' to 'The Brady Bunch' to 'Modern Family': Collaboration With Hybrid Families in the 21st Century

Topic: Early Childhood and Early Intervention
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Demonstration

Early intervention and education teams serve increasingly diverse children and families who do not reflect those of past generations. With the growing number of 'hybrid' families who experience more than one culture or structure, the question arises of whether teams are providing services that are truly family-centered and how they can provide culturally responsive practices more effectively. This session uses a case-based approach to illustrate strategies to serve increasingly diverse families.

Leader(s): Jennifer Kilgo, University of Alabama, Birmingham

MULTIPLE PRESENTATIONS

2:45–3:45 PM • SESSION: 558 • ROOM: 144

SUPPORTING PEER RELATIONSHIPS FOR ADOLESCENTS WITH ASD: CONSIDERATIONS AND PRACTICAL STRATEGIES

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Multi-Presentation Session
Moderator(s): Linda Bambara, Lehigh University, Bethlehem, PA

● **Helping High School Students With ASD Develop and Sustain Peer Relationships**

Postsecondary outcomes for students on the autism spectrum are bleak. Participating in meaningful activities with typically developing peers has been proven to enhance outcomes. Unfortunately, many students with autism spectrum disorder (ASD) do not have access to these experiences. This session provides practical strategies to embed such opportunities within school and community settings from staff in 30 high schools across the United States.

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

● **Peer-Mediated Social-Communication Interventions for Adolescents With ASD**

The presenters of this session will review research on various peer-mediated intervention (PMI) approaches for improving social-communication outcomes for high school students with autism spectrum disorder (ASD). They will provide guidelines and considerations for selecting and implementing PMI matched to learner outcomes.

Leader(s): Linda Bambara, Lehigh University, Bethlehem, PA

Presenter(s): Irem Bilgili Karabacak, Lehigh University, Bethlehem, PA; Amanda Thomas, Lehigh University, Bethlehem, PA; Amanda Weir, Lehigh University, Bethlehem, PA

2:45–3:45 PM   SESSION: 559   ROOM: 145

Teaching Higher Order Thinking Skills With CORGI

Topic: Innovations in Special Education Technology
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Whether state-specific or national (Next Generation Science Standards, Common Core), current learning standards increase the demand on all students to develop higher order reasoning skills. This session will showcase research and development integrating the strategic instruction model (SIM) with a Google application called CORGI designed to support higher order reasoning for students with disabilities.

Leader(s): Jose Blackorby, CAST, Inc., Wakefield, MA

Presenter(s): Boris Goldowsky, CAST, Inc., Wakefield, MA

2:45–3:45 PM   SESSION: 560   ROOM: 201

Parent Advocacy Training for Diverse Families

Topic: Parent/Family/School Partnerships
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

In order to better support diverse families to become more empowered and actively involved in the education of their child with a disability, schools are encouraged to provide programs and services to meet their specific needs. This session focuses on a study demonstrating how diverse parents can implement the knowledge and skills learned from participating in parent advocacy training to infuence their children's special education programming.

Leader(s): Terese Aceves, Loyola Marymount University, Los Angeles, CA

2:45–3:45 PM   SESSION: 561   ROOM: 202

Creating Practice-Based Evidence: Evaluating Intervention Effectiveness in Classrooms

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Assessment
Format: Presentation with Q&A

The existing literature does not always have the answers. This session demonstrates how teachers can implement single-case research in their classrooms to create practice-based evidence. Participants will learn how to create feasible data systems, monitoring procedures, and analysis tools to guide instructional decisions for students using response-to-intervention (RTI) models.

Leader(s): Kathleen Zimmerman, University of Kansas, Lawrence

Presenter(s): Eric Common, University of Michigan, Flint

FRIDAY, FEBRUARY 1

2:45–3:45 PM   **SESSION: 562**   **ROOM: 203**

Preservice Special and General Educators' Conceptual Understanding of Fraction Operations

Topic: STEM
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This session presents the results of an exploratory study designed to assess and improve preservice general and special educators' conceptual understanding of fraction multiplication and division. Participants will learn about study outcomes and will learn to model fraction multiplication and division problems using fraction strips on the number line.

Leader(s): Stephanie Morano, University of Virginia, Charlottesville

Presenter(s): Paul Riccomini, Pennsylvania State University, University Park

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2:45–3:45 PM   **SESSION: 563**   **ROOM: 209**

Teacher2Teacher: Low-Tech Tools for Modifying Content and Increasing Learning

Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

The presenters of this session will demonstrate how to provide individualized modifications using teacher-made materials and low-tech devices that enable students to actively participate in class–and help teachers to more effectively monitor individualized education program (IEP) goals, teach state standards, and generalize concepts to students' lives. Learn how to create and use simple handmade tools to individually modify content, enabling students to be active learners.

Leader(s): Christina Willoughby, Centennial High School, Franklin, TN; Erica Price, Montgomery County High School, KY

2:45–3:45 PM   **SESSION: 564**   **ROOM: 210**

Accommodations, Self-Regulated Learning, and Metacognition for Students with Visual Impairments

Topic: Visual Impairments
Secondary Topic: Research
Format: Presentation with Q&A

Through strategy instruction emphasizing metacognition and self-regulated learning, high school students with visual impairments (VI) were taught to strategically select, advocate for, and utilize accommodations. Mixed-methods case studies were used to analyze their progress. Results indicate that instruction in the student self-accommodation (SSA) strategy increased self-advocacy and improved metacognition and self-regulated learning.

Leader(s): Allison Nannemann, Boston College, MA/Carroll Center for the Blind, Newton, MA

2:45–3:45 PM   **SESSION: 565**   **ROOM: 211**

Creating Rigorous Culturally Responsive Curriculum That Affirms the Dignity and Worth of Students of Color

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Gifted and Talented
Format: Presentation with Q&A

Increasingly, social media and other outlets present examples of multicultural curriculum (lessons and activities) gone bad. Poor quality multicultural curriculum has an effect on both on students of color and White students in terms of relationships, harmony, and pride (self-esteem, self-concept, and racial identity). The presenter will share the 'Bloom-Banks Matrix,' a model of how to infuse multicultural content into the curriculum, and other resources.

Leader(s): Donna Ford, Vanderbilt University, Nashville, TN

Notes

FRIDAY, FEBRUARY 1

MULTIPLE PRESENTATIONS

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2:45–3:45 PM • SESSION: 566 • ROOM: 212

INSTRUCTIONAL APPROACHES TO SUPPORT GIFTED LEARNERS

Topic: Gifted and Talented
Format: Multi-Presentation Session
Moderator(s): Lynette Breedlove, Western Kentucky University, Bowling Green

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● Preassessment and Reflection: Bookends of Meaningful Learning

Preassessment establishes the baseline for student knowledge, skills, and interest in a topic or content area. Reflection at the conclusion of a unit of study enhances learning by tying new content to existing knowledge and raising questions for future study. Preassessment establishes the starting point, whereas reflection provides a continuum and look to the future. Preassessment and reflection are the bookends for meaningful learning, especially for learners with gifts and talents.

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

● Providing Authentic Learning Opportunities in STEM for Low-Income and Diverse Learners

The STEMulate Engineering Academy, a summer camp, provided elementary students in Grades 3-6 inexpensive (or free) summer enrichment experiences. The presenters will share components of the camp, efforts to attract low-income and diverse students, student gains in engineering knowledge and interest, and lessons learned.

Leader(s): Debbie Dailey, University of Central Arkansas, Conway

Presenter(s): Michelle Buchanan, University of Central Arkansas, Conway

● Creating Online Communities: Cultivating a Community of Gifted Learners

Gifted students tend to have a smaller localized network of like-minded peers with whom to enjoy, collaborate, and share ideas. An online platform specifically tailored to the gifted community can offer a much-needed social and academic network. By examining how one program has focused on cultivating three different communities (gifted students, parents, teachers), this session will explore how different types of online platforms create vibrant communities of learners.

Leader(s): Andrew Bauer, Center for Talent Development, Northwestern University, Evanston

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2:45–3:30 PM   **SESSION: 569**
ROOM: POSTER 1, WABASH BALLROOM 2

Reducing Teacher Stress, Burnout, and Job Attrition in Special Education

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Poster Session

Special educators experience high levels of stress, which can lead to job dissatisfaction and burnout, ultimately contributing to teachers leaving the field. This poster will present the results of a literature synthesis on the effectiveness of interventions aimed at reducing special educators stress, burnout, and job dissatisfaction. Results will inform teacher retention efforts.

Leader(s): Saashya Rodrigo, University of Texas, Austin

Presenter(s): Nathan Clemens, University of Texas, Austin

2:45–3:30 PM   **SESSION: 570**
ROOM: POSTER 2, WABASH BALLROOM 2

Using Feedback to Teach Academic Skills to Students With Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

There is a persistent gap in academic performance between students with learning disabilities (LD) and their typically developing peers. To remediate difficulties, one typical instructional practice is to deliver feedback, which is included in a variety of frameworks for instruction, such as direct or strategy instruction. This session presents the results of a meta-analysis examining the effects of feedback (in isolation) to teach academic skills to students with LD.

Leader(s): Lanqi Wang, University of Iowa, Iowa City

Presenter(s): Shawn Datchuk, University of Iowa, Iowa City; Derek Rodgers, University of Iowa, Iowa City

2:45–3:30 PM   **SESSION: 571**
ROOM: POSTER 3, WABASH BALLROOM 2

Supporting Teacher Induction: Coaching and Mentoring in Dramatic Inquiry

Topic: Arts in Special Education
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

In this poster session, educators and administrators will learn how to utilize coaching to implement an authentic dramatic inquiry curriculum that incorporates learning standards, student individualized education program (IEP) goals, and instructional practices for children with special education needs to support special educator teacher induction. The presenters will share strategies for supporting embedded professional development to inform future teaching and learning activities.

Leader(s): Kathleen Farrand, Arizona State University, Tempe

Presenter(s): Wendy Oakes, Arizona State University, Tempe; Megan Troxel Deeg, Arizona State University, Tempe

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2:45–3:30 PM   **SESSION: 572**
ROOM: POSTER 4, WABASH BALLROOM 2

Alternate ELP Assessment of English Learners With Significant Cognitive Disabilities

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Assessment
Format: Poster Session

This session addresses assessing English language proficiency (ELP) of English learners with significant cognitive disabilities (ELWSCD). It bridges research and practice by describing the characteristics of ELWSCDs that influence language instruction and assessment, a research-based theory of action to guide assessment of ELWSCDs, and practical challenges and methods for assessing these students.

Leader(s): Martha Thurlow, NCEO/University of Minnesota, Minneapolis

2:45–3:30 PM   **SESSION: 573**
ROOM: POSTER 5, WABASH BALLROOM 2

Improving Language and Word-Problem Solving Skills for At-Risk ELs: A Pilot Study

Topic: Learning Disabilities
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster presents the results of a study examining Asian English learners' (AELs) experiences and challenges with multiple meanings of text within word-problem solving. Through direct group and individual instruction, strategies were explored for providing instruction that simultaneously supported them to develop English language skills in the context of engaging in math discourse.

Leader(s): Jing Wang, University of Illinois, Chicago

Presenter(s): Norma Lopez-Reyna, University of Illinois, Chicago

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2:45–3:30 PM   **SESSION: 574**
ROOM: POSTER 6, WABASH BALLROOM 2

Case Study: Building Relationships in Young Bilingual Learners With ASD

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster presents the results of a study, conducted in a child-centered, culturally responsive summer camp, promoting child-initiated interactions of three young Hispanic children with autism spectrum disorder (ASD). Data collected from 2 consecutive years of summer camp suggest that camp experiences helped these children adapt to changes and improve in initiating interactions with camper buddies.

Leader(s): Melanie Peralez, University of Texas Rio Grande Valley, Brownsville

Presenter(s): Claudia Alvarado, University of Texas Rio Grande Valley; Oscar Solis, University of Texas Rio Grande Valley, Brownsville

2:45–3:30 PM **SESSION: 575**
ROOM: POSTER 7, WABASH BALLROOM 2

Reading Fluency Instruction for Students With Significant Intellectual Disability

Topic: Research
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presents the results of a study investigating whether there is a functional relation between repeated reading and choral reading and the words correct per minute for high school students with significant cognitive disabilities. The extent to which fluency affects reading comprehension was also examined. Participants demonstrated an increase of words correct per minute from baseline to treatment and improved their mean reading comprehension score during treatment.

Leader(s): Sarah Merimee, Murray State University, KY

2:45–3:30 PM **SESSION: 576**
ROOM: POSTER 8, WABASH BALLROOM 2

Minimally Verbal Students With ASD: Priorities, Facilitators, and Barriers to Effective Social and Communication Support

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Understanding stakeholder perspectives is critical to effectively supporting students with autism spectrum disorder (ASD) and other developmental disabilities who have not acquired spoken language. This poster presents findings and implications from focus groups with different stakeholders–teachers, parents, and speech-language pathologists–on (a) priority goals for social and communication development, (b) challenges to improving these outcomes, and (c) facilitators for effective support.

Leader(s): Elizabeth Biggs, University of Illinois, Urbana-Champaign

Presenter(s): Rebecca Hacker, University of Illinois, Urbana-Champaign

2:45–3:30 PM **SESSION: 577**
ROOM: POSTER 9, WABASH BALLROOM 2

MTSS Scale-Up and Sustainability: Lessons Learned From 27 State Projects

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Research
Format: Poster Session

A multitiered system of support (MTSS) can profoundly influence the academic and social outcomes of exceptional students. This poster presentation shares the results of a qualitative study exploring MTSS implementation and scale-up in 27 states.

Leader(s): Cade Charlton, Brigham Young University, Provo, UT

Presenter(s): Christian Sabey, Brigham Young University, Provo, UT

2:45–3:30 PM **SESSION: 578**
ROOM: POSTER 10, WABASH BALLROOM 2

Kansans Can: A Process for Integrating Social, Emotional, and Academic Development

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

The Kansans Can Process for Integrating Social, Emotional, and Academic Development is grounded in the science of human development and school reform. The process depicts the flow of interaction between individuals and environment in a dynamic feedback loop driven by five key growth principles. These growth principals interact with defined developmental domains of both the individual and environment to simultaneously improve performance and climate.

Leader(s): Christina Mann, Kansas Technical Assistance System Network

Presenter(s): Myron Melton, Kansas State Department of Education, Topeka

2:45–3:30 PM   **SESSION: 579**
ROOM: POSTER 11, WABASH BALLROOM 2

From Professional Training to Implementation: Learning About and Using Technology for UDL

Topic: Personnel Preparation
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

This poster presentation focuses on technology usage in the context of universal design for learning (UDL) to prepare special education teachers in maximizing accessibility to the curriculum for their students. The presenter will discuss the current state of teacher education in preparing teachers to meet current needs and demands and the role technology plays in this process, and share from implementation data for a program specifically designed with a UDL framework.

Leader(s): Suad Sakalli Gumus, Saint Mary of the Woods College, IN

2:45–3:30 PM   **SESSION: 580**
ROOM: POSTER 12, WABASH BALLROOM 2

Practice Makes Perfect: Preparing Special Educators to Teach Literacy

Topic: Personnel Preparation
Format: Poster Session

The presenters of this poster session will discuss how preservice special educators enhanced their knowledge, shifted beliefs, and modified practice for working with students with disabilities while participating in experiential learning literacy course. Their lesson plans, reflections, and case studies were examined through a qualitative analysis, and the effect of the practice-based assignments were documented through lesson plans and case studies.

Leader(s): Gina Braun, University of Illinois, Chicago

Presenter(s): Marie Terejo Hughes, University of Illinois, Chicago

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2:45–3:30 PM   **SESSION: 581**
ROOM: POSTER 13, WABASH BALLROOM 2

An Adaptive Frame of Mind: Building a Framework for Tier 2 Interventions

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

About 25% of all students do not respond to standard Tier 2 behavioral interventions. This poster presentation focuses on the importance of an adaptive intervention framework when implementing Tier 2 behavioral interventions. The presenters review examples of Tier 2 adaptations from the literature and map them onto an adaptive intervention framework (AIF). They will discuss case studies of the use of the AIF and implications for utilizing adapted interventions within schools.

Leader(s): Colleen Commisso, Lehigh University, Bethlehem, PA

Presenter(s): Lee Kern, Lehigh University, Bethlehem, PA; Caitlyn Majeika, Vanderbilt University, Nashville, TN; Joseph Wehby, Vanderbilt University, Nashville, TN

2:45–3:30 PM   **SESSION: 582**
ROOM: POSTER 14, WABASH BALLROOM 2

Supporting Dual Language Learners With Disabilities: Making Sense of Policy Through Practice

Topic: Public Policy
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster presents the results of a project synthesizing teacher sense-making literature related to dual language learners with disabilities. The project highlights core aspects of the Individuals with Disabilities Education Act (IDEA) and English language acquisition policy. Presenters will provide resources to support actionable steps to enhance teachers' and other school staff members' policy knowledge and inclusive practices to support students' linguistic and academic needs.

Leader(s): Sarah Salinas, Arizona State University, Tempe

2:45–3:30 PM   **SESSION: 583**
ROOM: POSTER 15, WABASH BALLROOM 2

Placement as a Continuum of Supports: Do We Have Enough?

Topic: Collaboration and Inclusive Practices
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

Children with special education needs who are reintegrating into the general education setting after a period of expulsion or time in alternative programs are not always supported well enough to facilitate success. The goal is to propose a continuum of services that flow from the most restrictive to a successful full inclusion experience for students, families, and schools. This continuum would better support our students and foster success at a greater rate.

Leader(s): Helane Folske-Starlin, Port Huron Area School District, MI

2:45–3:30 PM   **SESSION: 584**
ROOM: POSTER 16, WABASH BALLROOM 2

Scheduling and Formatting Distributed, Cumulative, and Interleaved Practice Activities

Topic: Collaboration and Inclusive Practices
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presentation will cover three effective practice strategies (distributed, cumulative, and interleaved) that result in longer term retention for students with and without disabilities. To connect research to practice, the presenters provide examples of the use of these strategies in diverse content areas.

Leader(s): Joo-Young Lee, Pennsylvania State University, State College

2:45–3:30 PM   **SESSION: 585**
ROOM: POSTER 17, WABASH BALLROOM 2

Supporting Beginning Special Educators: How Inservice Experiences Shape Professional Identity and Instructional Practice

Topic: Starting the Teaching Career
Secondary Topic: Personnel Preparation
Format: Poster Session

The formal and informal supports and barriers in new teachers' professional environments influence how they conceptualize their professional roles and responsibilities and how they integrate personal beliefs and knowledge about special education into instructional practice. This poster highlights how these factors are associated with the quality of instruction provided, and provides a conceptual model to help administrators, mentors, and teacher educators support novice special educators.

Leader(s): Hannah Mathews, Boston University, MA

2:45–3:30 PM   **SESSION: 586**
ROOM: POSTER 18, WABASH BALLROOM 2

Attitudes and Knowledge of Preservice Teachers Regarding Assistive and Instructional Technology

Topic: Innovations in Special Education Technology
Secondary Topic: Personnel Preparation
Format: Poster Session

Many preservice teachers are not adequately prepared for their future required role in identifying and effectively implementing assistive and instructional technology (AIT). This poster presents the results of a study evaluating the efficacy of an AIT orientation on the knowledge, attitudes, and preparedness of preservice teachers regarding AIT. This study also examined differences across majors.

Leader(s): Jiyeon Park, University of Texas, Austin

Presenter(s): Diane Bryant, University of Texas, Austin

2:45–3:30 PM   **SESSION: 587**
ROOM: POSTER 19, WABASH BALLROOM 2

The Effectiveness of Vocabulary Interventions on English Learners: A Systematic Literature Review

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presents the results of a systematic literature review on vocabulary intervention studies for English learners (ELs) at risk of having or who have a learning disability. Findings suggest that vocabulary instruction or intervention necessitates components beyond systematic and explicit instruction. Vocabulary stand-alone intervention studies with multiple components yielded positive results on vocabulary acquisition.

Leader(s): Geraldo Tobon, University of Illinois, Chicago

2:45–3:30 PM   **SESSION: 588**
ROOM: POSTER 20, WABASH BALLROOM 2

My Voice-My Choice: Individualized Multimedia Portfolios to Support Self-Determination

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This session describes the development of, and outcome data from, the My Voice-My Choice project created in collaboration with a person-centered organization that supports adults with intellectual disability (ID). One outcome of the project is a template for creating individualized multimedia portfolios, which can include PowerPoint slides, photos, video clips, and audio, and serve as a 'snapshot' allowing individuals to communicate their needs, hopes, and goals for the future.

Leader(s): Erika Pinter, Northern Illinois University, DeKalb

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2:45–3:30 PM   **SESSION: 589**
ROOM: POSTER 21, WABASH BALLROOM 2

What Works, for Whom, and Why in Reading Education for Postsecondary Programming

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presentation focuses on the development of a reading profile for students with intellectual and developmental disabilities (IDD) in an inclusive postsecondary education program. The study of student, parent, and support staff perspectives examines influencing factors of the intervention; presenters will share results in an effort to create guidance on useful practices.

Leader(s): Heidi Graff, George Mason University, Fairfax, VA

Presenter(s): Caroline Foster, George Mason University, Fairfax, VA

2:45–3:30 PM   **SESSION: 590**
ROOM: POSTER 22, WABASH BALLROOM 2

Two Teaching Models for Twice-Exceptional Students in Taiwan

Topic: International Programs/Services
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presentation compares two teaching models and generalizsd the factors influencing their successful implementation for twice-exceptional (2e) students. Data was collected and analyzed from two different elementary schools in Taipei City, Taiwan. The presenter will share the results found from various perspectives regarding the support of administration, curriculum and instruction, and family participation.

Leader(s): Hui-Ching Ko, National Taiwan Normal University, Taipei

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4:00–5:00 PM   **SESSION: 594**   **ROOM: 101**

Effective Middle School Practices for Transition

Topic: Career Development/Transition
Format: Presentation with Q&A

The Individuals with Disabilities Education Act (IDEA) mandates transition planning begin at age 16 for students with disabilities; however, research indicates transition instruction and planning should begin earlier. This session provides practitioners with effective practices for transition instruction and planning at the middle school level. Topics include the importance of beginning transition instruction early, effective middle school practices and how to implement them, and resources.

Leader(s): Kelly Clark, Cornell University, Ithaca, NY

Presenter(s): Wen-hsuan Chang, University of North Carolina, Charlotte; Dana Rusher, University of North Carolina, Charlotte

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4:00–5:00 PM   **SESSION: 595**   **ROOM: 102**

Student-Led Small Group Comprehension Instruction for Struggling Adolescent Readers: Revisiting Reciprocal Teaching

Topic: Learning Disabilities
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

This session describes the implementation of reciprocal teaching (RT) in high-need urban secondary classrooms. The presenters will share activities and materials designed to scaffold RT for struggling adolescent readers, including students with learning disabilities 9LD) who are English learners. They will also describe practitioner evidence of RT effectiveness.

Leader(s): Sue Sears, California State University, Northridge

Presenter(s): Vanessa Goodwin, California State University, Northridge; Sally Spencer, California State University, Northridge; Lindsay Young, Los Angeles Unified School District, CA

4:00–5:00 PM   SESSION: 596   ROOM: 103

A Multimedia Approach for Improving Preservice Teachers' Vocabulary Instruction

Topic: Personnel Preparation
Secondary Topic: Research
Format: Presentation with Q&A

High-quality, effective vocabulary instruction is essential for supporting all students' academic success, and it is particularly important for students with disabilities. This session presents results from a recent randomized control trial that included preservice teachers from different preparation programs. Presenters tested the effect of delivering a combination of multimedia instruction and performance feedback on key evidence-based practices (EBPs) for effective vocabulary instruction.

Leader(s): Kate Peeples, University of Virginia, Charlottesville

Presenter(s): Stephanie Gardner, Bloomsburg University of Pennsylvania; Shanna Hirsch, Clemson University, SC; Randa Keeley, Texas Women's University, Denton

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4:00–5:00 PM   SESSION: 597   ROOM: 104

Fostering Peer Relationships Between Teacher Candidates and Students

Topic: Personnel Preparation
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session presents a study of a peer partner program in which special education teacher candidates they worked directly with secondary students with significant disabilities. The purpose of the program was twofold: to foster peer relationships rather than teacher/student relationships between the teacher candidates and students, and to improve teacher candidates' perceptions of students with severe disabilities. The presenters will discuss the study implications and future research directions

Leader(s): Stephanie Woodley, Eastern Illinois University, Charleston

Presenter(s): Christina Edmonds-Behrend, Eastern Illinois University, Charleston

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MULTIPLE PRESENTATIONS

4:00–5:00 PM • SESSION: 598 • ROOM: 105

DEVELOPING A MINDSET FOR ENCOURAGING COLLEGE AND CAREER READINESS

Topic: Career Development/Transition
Format: Multi-Presentation Session
Moderator(s): Jessica Monahan, University of Connecticut, Storrs

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● Developing a Mindset for Postsecondary Success

A 'growth mindset' is an important component of college readiness. Belief that with experience and effort one can cultivate knowledge, skills, and abilities is necessary for postsecondary success. This session focuses on an intervention that attendees can use to help students with disabilities (SWDs) develop a growth mindset.

Leader(s): Adam Lalor, Landmark College, Putney, VT

Presenter(s): Rick Bryck, Landmark College, Putney, VT

● Practical Strategies for Encouraging College and Career Readiness for Students With Disabilities

As legislation and a growing body of research encourage college and career readiness (CCR) for all students, it is important for educators to have practical strategies that encourage the development of CCR skills in students with disabilities. The presenter will review one framework of CCR and identify implementation strategies that will work within different classroom settings.

Leader(s): Jessica Monahan, University of Connecticut, Storrs

FRIDAY, FEBRUARY 1

4:00–5:00 PM   SESSION: 599   ROOM: 106

Strand H, Session 3: Supporting Literacy With Augmentative-Reality and Interactive-Whiteboard Apps

Topic: Innovations in Special Education Technology
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Interactive-whiteboard (e.g., ShowMe) and augmentative-reality (e.g., HP Reveal) mobile applications can be used to model skills and support literacy acquisition. The presenters will share the results of a study investigating outcomes of using these apps on word identification for elementary readers at risk for learning disabilities, and demonstrate practical tips for using the apps.

Leader(s): Min Ok, University of Hawaii at Manoa, Honolulu

Presenter(s): Kavita Rao, University of Hawaii at Manoa, Honolulu; Adam Carreon, University of Kansas, Lawrence

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4:00–5:00 PM   SESSION: 600   ROOM: 107

The Intersection of Perceptions of Bullying and Bully Perpetration: Implications for Youth With Disabilities

Topic: Research
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

Bullying is based on complex interactions between an individual and the surrounding social and environmental systems. Students with disabilities are disproportionately involved within the bullying dynamic, and their involvement is often influenced by perceptions of bullying. Presenters discuss a study examining the influences of disability status, positive attitudes toward bullying, and willingness to intervene in bullying situations on bullying behaviors, fighting, and relational aggression.

Leader(s): Jessica Simpson, University of Missouri, Columbia

Presenter(s): Stephanie Hopkins, University of Missouri, Columbia; Chad Rose, University of Missouri, Columbia; R. Alex Smith, University of Missouri, Columbia

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4:00–5:00 PM   SESSION: 601   ROOM: 108

Strand I, Session 3: Innovative Special Education in Alternative Charter-School Contexts

Topic: Administration/Supervision
Format: Presentation with Q&A

The presenters of this session include school leaders and special education staff from two pedagogically unique alternative charter schools: residential and drug and alcohol recovery schools. The school leaders will share a brief description of their pedagogical models, the realities of implementing special education within their contexts, and their goals for moving their special education programming forward.

Leader(s): Azure Angelov, ADS Education Inc., Speedway, IN

Presenter(s): James Dalton, Damar Charter Academy, Indianapolis, IN; Aimee Brown, Damar Charter Academy, Indianapolis, IN; Lynda Gagyi, Hope Academy, Indianapolis, IN

4:00–5:00 PM   SESSION: 602   ROOM: 109

Results, Strategies, and Lessons Learned from 3 Years of Implementation Research

Topic: Research
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

This session provides an introduction to EnvisionIT (EIT), a free, 21st-century literacy and career readiness intervention. The presenters will share the results and lessons learned from 3 years of quasi-experimental research designed to evaluate EIT at high schools in Ohio and Connecticut, as well as strategies for intervention sustainability in these states.

Leader(s): Margo Izzo, The Ohio State University, Columbus

Presenter(s): Andrew Buck, Ohio State University Nisonger Center, Columbus; Allison Lombardi, University of Connecticut, Storrs; Alexa Murray, The Ohio State University, Columbus; Graham Rifenbark, Kansas University Center for Developmental Disabilities, Lawrence

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4:00–5:00 PM   SESSION: 603   ROOM: 120

Service Dogs in Schools: Legal, Educational, and Access Implications

Topic: Public Policy
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

The use of service dogs in schools is a complex issue. Confusion stems from the nature of support the dog provides and its training and certification. This presentation provides a framework for determining when a service dog is entitled to access to a school and the nature of access afforded.

Leader(s): Anne Papalia, Shippensburg University, PA

4:00–5:00 PM   SESSION: 604   ROOM: 121

Teacher2Teacher: Using PECS to Support Verbal Communication for Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

The Picture Exchange Communication System (PECS) comprises a set of pictures or symbols on a board, visual schedules, independent work stations, and visually structured work tasks to teach and practice individualized education program (IEP) goals and state standards. PECS can be used to support choice making and conversation or represent complex rules or instructions, to verify that students understand an instruction, and to support students' communication skills across a variety of contexts.

Leader(s): Emine Ozel Eren, University of Malaya, Malaysia

4:00–5:00 PM   SESSION: 605   ROOM: 125

Effects of a 10-Minute Online Weekly Coaching Program on Co-Teaching Practices and Student Outcomes

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Presentation with Q&A

This session presents the results of a quasi-experimental study of the effects of a 10-minute online coaching professional development (PD) intervention on co-teachers' use of opportunities to respond and different models of co-teaching and student achievement in secondary math classes. The intervention resulted in students being more engaged, student talk increasing, and teachers using multiple models of co-teaching. Presenter will discuss implications and best practices for co-teaching teams.

Leader(s): Jennifer Holbrook, University of Central Florida, Orlando

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4:00–5:00 PM   SESSION: 606   ROOM: 126

Supporting Inclusive Education for Learners With Complex Health Care Needs

Topic: Collaboration and Inclusive Practices
Secondary Topic: Physical/Health/Multiple Disabilities
Format: Presentation with Q&A

This session focuses on practitioner strategies to promote inclusive education for students with severe disabilities and complex health care needs. These strategies are based on a review of literature and implications for practice drawn from three completed qualitative studies.

Leader(s): Sarah Ballard, University of Illinois, Urbana-Champaign

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4:00–5:00 PM   SESSION: 607   ROOM: 127

There's an App for That: Interactive, Self-Monitoring Technology to Promote Data-Based Decision Making

Topic: Emotional and Behavioral Disorders
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This session shares the findings from a study assessing the effect of a technology-based self-monitoring intervention on the academic engagement of middle school students at risk for emotional and behavioral disorders (EBD). This intervention employed data-based decision rules adapted from the academic responsiveness to intervention literature to iteratively adapt students' self-monitoring goals based on student performance.

Leader(s): Alyssa Van Camp, Vanderbilt University, Nashville, TN

Presenter(s): Allison Bruhn, University of Iowa, Iowa City; Bailey Copeland, Vanderbilt University, Nashville, TN; Joseph Wehby, Vanderbilt University, Nashville, TN

4:00–5:00 PM   SESSION: 608   ROOM: 128

Effects of School-Based Literacy Interventions for Preschoolers With ASD: A 1-Year Follow-Up

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Early Childhood and Early Intervention
Format: Presentation with Q&A

This session presents the long-term results of a randomized control trial (RCT) of two interventions (phonological awareness and interactive storybook reading) on the emergent literacy of preschool children with autism spectrum disorder (ASD). Vocabulary, oral language, phonological awareness, and concepts about print were collected pre-and post-interventions and again 1 year later, at the end of kindergarten.

Leader(s): Roxanne Hudson, University of Washington, Seattle

Presenter(s): Colin Gasamis, University of Washington, Seattle

4:00–5:00 PM   **SESSION: 609**   **ROOM: 140**

Mathematics Intervention: Strategies to Help Students Catch Up

Topic: STEM
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Struggling learners deserve programs that help them catch up; mathematics intervention often focuses on below-grade-level skills, which does little to close the achievement gap. Participants will explore six principles that may promote shifts in traditional thinking about math intervention and curriculum for special education: balancing basic skills and conceptual development, multiple instructional examples, alternate strategies, rehearsal, assessment and feedback, and teacher support.

Leader(s): Cynthia Raff, Center for Mathematics and Teaching

4:00–5:00 PM   **SESSION: 610**   **ROOM: 141**

Predictors of Special School Placement for Students With Intellectual and Developmental Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

A national dataset was used to identify predictors of segregated placement for students with intellectual and developmental disabilities (IDD) beyond the nature and severity of their disability (e.g., socioeconomic status, ethnicity). This presentation will cover interpretation of IDEA's least restrictive environment language; underlying sources of inequity; and actions to address them, including culturally responsive intensive interventions for this particular group of students.

Leader(s): Samantha Walte, University of Illinois, Chicago

4:00–5:00 PM   **SESSION: 611**   **ROOM: 142**

Creating Powerful Learning Experiences for Pre-Service Teachers Through Novels

Topic: Starting the Teaching Career
Secondary Topic: Personnel Preparation
Format: Demonstration

Young reader novels featuring characters with disabilities are used in teacher-prep courses to bring special education to life. Presenters will demonstrate, then invite participants to collaborate on making characters the subject of lessons on law, functional behavioral assessments, behavior plans, accommodation lessons, and much more. Watch your students engage!

Leader(s): Anne Mong Cramer, Penn State Altoona

4:00–5:00 PM   **SESSION: 612**   **ROOM: 143**

Mentoring in Special Education and Its Association with Special Educator Retention: A Review of the Literature

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

It has been well established that the field of special education is facing an attrition crisis. To combat this attrition rate, veteran teachers provide support, as mentors, for the novice ones. When mentoring was studied for general education teachers, results indicated positive effects on retention, classroom practices, and student achievement. Although mentoring is popular and has positive effects, mentoring in special education has not been examined through experimental studies.

Leader(s): Gwendolyn Deger, Pennsylvania State University, State College

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4:00–5:00 PM   **SESSION: 613**   **ROOM: 145**

Content, Resources, and Delivery Platforms to Engage Parents in Special Education

Topic: Parent/Family/School Partnerships
Secondary Topic: Research
Format: Presentation with Q&A

Family involvement has been shown to improve students' education outcomes–but engagement requires an understanding of special education processes and services. To determine how this understanding is supported, the presenters conducted a review of state department of education resources for families of students receiving special education services. They will share the results of this review.

Leader(s): Jennifer Farley, University of Nebraska, Lincoln

Presenter(s): Kristin Duppong Hurley, University of Nebraska, Lincoln; Jacqueline Huscroft-D'Angelo, University of Nebraska, Lincoln

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4:00–5:00 PM   **SESSION: 614**   **ROOM: 201**

Doing the Math With Paraeducators: A Research and Development Project

Topic: STEM
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Paraeducators provide critical support for students with disabilities, but often need practice-based professional development (PD). This session shares PD design and resources from the Doing the Math project, along with research findings related to paraeducators' confidence, improved instructional skills, and math content knowledge. Session participants will review video of PD and paraeducator/teacher planning, reflect on their role-based needs, and explore applications in their own schools.

Leader(s): Karen Mutch-Jones, TERC, Cambridge, MA

4:00–5:00 PM   SESSION: 615   ROOM: 202

Synergy: Combining a Word Problem-Solving Strategy and Fluency Building With Fact Families

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Research
Format: Presentation with Q&A

Students who struggle in mathematics require additional practice with basic skills and problem-solving strategies. Teachers often provide additional instruction and practice activities in tiered systems of support. Choosing practice activities wisely can maximize the limited amount of time for small-group and one-on-one instruction. This session shares results of an effective and efficient intervention designed to increase number sense, quantitative reasoning, fluency, and word-problem solving.

Leader(s): James Stocker, University of North Carolina, Wilmington

Presenter(s): Elizabeth Hughes, Pennsylvania State University, State College; Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX; Paul Riccomini, Pennsylvania State University, University Park

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4:00–5:00 PM   SESSION: 616   ROOM: 203

Supporting Dual Language Learners and Their Families in Inclusive Early Childhood Environments

Topic: Early Childhood and Early Intervention
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Early childhood and early intervention professionals increasingly experience the opportunities and challenges of serving children and families from diverse cultural and linguistic backgrounds, including children who are dual language learners (DLLs). This session summarizes National Center for Systemic Improvement (NCSI) research, reviews strategies to use in inclusive early childhood programs, and identifies ways to establish partnerships with parent centers to support family engagement.

Leader(s): Taletha Derrington, American Institutes for Research, San Mateo, CA

Presenter(s): Lauren Artzi, American Institutes for Research, Washington, DC; Diana Autin, SPAN Parent Advocacy Network, Newark, NJ; Lorraine Cooke, Egenolf Early Childhood Development Center, Newark, NJ

4:00–5:00 PM   SESSION: 617   ROOM: 209

Teacher2Teacher: Beyond the Classroom: Creating Collaborative Coordinated Transition Plans

Topic: Career Development/Transition
Format: Presentation with Q&A

Beyond the Classroom is a strategic plan of transition beginning in early childhood and focusing on postsecondary outcomes. The framework of the plan is the goals-strategies-inputs-outputs and outcomes of all stakeholders. Through the interactive stakeholder design, the results are student-centered geared toward a full and functional life after formal education. The process establishes parent support networks and student-accommodated community involvement.

Leader(s): Elizabeth Osborne, Frisco Independent School District, TX

Presenter(s): Colleen Kugler, Frisco Independent School District, TX

4:00-5:00 PM   SESSION 618   ROOM: 210

Teacher2Teacher: Influencing Young Children's Challenging Behaviors Through PBS

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

This session shares basic tools to identify and address challenging behaviors in young children. Participants will learn to employ positive behavior strategies (PBS) for young children including visuals, rewording language, and integrating activities and songs that provide for smoother transitions and a more positive learning environment. Learn about identifying and targeting specific behaviors, when to seek additional assistance, and keeping yourself sane in the process!

Leader(s): Theresa Taylor, Little Ferry Board of Education School District, NJ

4:00–5:00 PM   SESSION: 619   ROOM: 211

UDL in the Singapore Special Education Schools: Our Results With Exploration

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: International Programs/Services
Format: Presentation with Q&A

This panel will feature teacher, principal, and Ministry of Education representatives sharing Singapore's exploration and preparation for universal design for learning (UDL) integration via the processes of implementation science, photos, lesson development changes, student outcomes, and personal reflections including how the framework supports and contrasts with educational and cultural practices in Singapore.

Leader(s): Loui Lord Nelson, RAISE, Inc., Indianapolis, IN

FRIDAY, FEBRUARY 1

4:00–5:00 PM   SESSION: 620   ROOM: 212

Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education Research

Topic: Research
Format: Panel

CEC's Division for Research Graduate Student Research Colloquium is designed to strengthen the skills and professional network of novice researchers. All graduate students and their professors are welcome to join student scholars from other universities and distinguished researchers in generative discussions about making outstanding scientific contributions to special education research.

Leader(s): Jean Crockett, University of Florida, Gainesville

Presenter(s): Mary Theresa Kiely, Queens College, City University of New York; Kristen O'Brien, George Mason University, Fairfax, VA

4:00–4:45 PM   SESSION: 623
ROOM: POSTER 1, WABASH BALLROOM 2

Ethical Decision Making: Why Do We Act the Way We Do?

Topic: Administration/Supervision
Secondary Topic: Public Policy
Format: Poster Session

Concern about educator ethical behavior is not a new phenomenon. Continuing misbehavior demands investigation concerning educator decision making to halt unethical actions. This poster illustrates six factors of ethical intensity within 18 scenarios, based on actual teacher misconduct. Application of these scenarios is appropriate for both general and special educators.

Leader(s): Shirley Dawson, Weber State University, Ogden, UT

Presenter(s): Melanie Allen, Davis School District, UT; Kara Loftin, Wasatch Academy, Mt. Pleasant, UT; Nate Marsden, Canyons School District, UT; Benjamin Tillotson, Salt Lake City School District, UT

4:00–4:45 PM   SESSION: 624
ROOM: POSTER 2, WABASH BALLROOM 2

Writing IEPs That Guide Intervention Practice

Topic: Public Policy
Secondary Topic: Personnel Preparation
Format: Poster Session

The Individuals with Disabilities Education Act (IDEA) requires clearly measurable annual individualized education program (IEP) goals. This poster presentation reviews quality standards established by various studies and guidelines. Using a rating grid, participants will critique and improve sample IEP goals for quality of components. This session is designed to support special educators and related-service providers.

Leader(s): Melinda Burchard, Messiah College, Mechanicsburg, PA

Presenter(s): Rebecca Hegman, Messiah College, Mechanicsburg, PA; Leah Kasper, Messiah College, Mechanicsburg, PA; Olivia Rossi, Messiah College, Mechanicsburg, PA

4:00–4:45 PM   SESSION: 625
ROOM: POSTER 3, WABASH BALLROOM 2

ELLs With Math Difficulties: Does Bilingual Proficiency Play a Significant Role?

Topic: Research
Secondary Topic: Learning Disabilities
Format: Poster Session

Children with Spanish as a first language in the U.S. have been found to consistently yield low mathematics scores on national assessments. Although these difficulties have been partially attributed to cross-language transfer, linguistic complexity, and reading skill, the role of cognition has been overlooked. This poster comprehensively assesses three models across both language systems, in an effort to identify classroom variables that help mediate and compensate for the effect of cognition.

Leader(s): Monica Asencio, University of New Mexico, Albuquerque

Presenter(s): Stefania Petcu, University of New Mexico, Albuquerque; Lee Swanson, University of New Mexico, Albuquerque

4:00–4:45 PM   **SESSION: 626**
ROOM: POSTER 4, WABASH BALLROOM 2

Relationship Between Syntactic Complexity and Writing Quality in Eighth-Grade Argumentative Essays

Topic: Research
Secondary Topic: Assessment
Format: Poster Session

Lack of mastery in constructing syntactically complex sentences may hinder students' abilities to effectively translate thoughts and ideas into successful writing. This poster presents the results of a study on eighth-grade argumentative essays which established four categories of syntactic complexity measures and investigated the relationship of syntactic complexity with writing quality for at-risk and not-at-risk students.

Leader(s): Thilagha Jagaiah, University of Hartford, West Hartford, CT

4:00–4:45 PM   **SESSION: 627**
ROOM: POSTER 5, WABASH BALLROOM 2

Peer Tutoring: A Flexible Option

Topic: Learning Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Effective reading interventions for struggling adolescent readers are few–and those which can be applied in either a general or a special education classroom by the teacher are even fewer. Peer tutoring has been shown to be effective across a wide range of grade levels and classifications. This poster presentation summarizes peer interventions that study demonstrate flexibility and utility: from classwide to small group, from same-age peers to cross-age, in different classroom settings.

Leader(s): Joanne Hayes, University of Connecticut, Storrs

4:00–4:45 PM   **SESSION: 628**
ROOM: POSTER 6, WABASH BALLROOM 2

A Quality Review of Interventions for Vocal Stereotypy of Individuals With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Individuals with autism spectrum disorder (ASD) often engage in repetitive and stereotyped vocalizations. The purpose of this review is to evaluate the quality of vocal stereotypy research for individuals with ASD based on What Works Clearinghouse standards. We will summarize and present the characteristics of studies that meet standards.

Leader(s): Danni Wang, Purdue University, West Lafayette, IN

4:00–4:45 PM   **SESSION: 629**
ROOM: POSTER 7, WABASH BALLROOM 2

Student Response to an Inferencing Intervention to Improve Comprehension: An Exploratory Analysis

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Inferencing is a foundational skill of language comprehension and necessary to foster comprehension growth in students who struggle. This poster presents the results of a study measuring students' ability to improve upon their inferencing skills through a technology intervention within a non-reading context. The relation between intervention effectiveness and duration was investigated in online (during text) and offline (after text) inference questioning conditions.

Leader(s): Britta Bresina, University of Minnesota, Minneapolis

Presenter(s): Kristen McMaster, University of Minnesota, Minneapolis

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4:00–4:45 PM   **SESSION: 630**
ROOM: POSTER 8, WABASH BALLROOM 2

Addressing Challenges When Training Paraeducators

Topic: Personnel Preparation
Secondary Topic: Administration/Supervision
Format: Poster Session

Special education teachers and paraeducators work together as a team to support students with disabilities. Yet, training paraeducators in the context of the classroom isn't always easy. The presenters of this poster session will discuss common pitfalls and barriers when training classroom staff and share suggestions and strategies.

Leader(s): Natalie Andzik, Northern Illinois University, DeKalb

Presenter(s): John Schaefer, Cleveland State University, OH

FRIDAY, FEBRUARY 1

4:00–4:45 PM   **SESSION: 631**
ROOM: POSTER 9, WABASH BALLROOM 2

Increasing Preservice Teacher Readiness to Teach Students with Reading Disabilities

Topic: Personnel Preparation
Secondary Topic: Learning Disabilities
Format: Poster Session

When entering their first classroom, preservice teachers must be prepared to effectively teach students with a specific learning disability (SLD) in reading. The presenters of this poster session will share the results of a survey geared toward preservice teachers which indicate they are underprepared in this area. They will discuss implications for incorporating high-leverage practices (HLPs) in teacher education programs.

Leader(s): Maria Peterson-Ahmad, Western Oregon University, Monmouth

Presenter(s): Beth Jones, Texas A&M University, Commerce

4:00–4:45 PM   **SESSION: 632**
ROOM: POSTER 10, WABASH BALLROOM 2

Mathematics Professional Development for Special Educators: A Synthesis of Recent Research

Topic: Personnel Preparation
Secondary Topic: Research
Format: Poster Session

Building strong mathematical literacy is an increasingly important focus in today's education. This poster session presents the results of a literature review on the effect of professional development on special educators' content and pedagogical knowledge. Findings indicate that the research is varied, the number of studies is limited, and few review student outcomes.

Leader(s): Courtney Barcus, University of Illinois, Chicago

4:00–4:45 PM   **SESSION: 633**
ROOM: POSTER 11, WABASH BALLROOM 2

Enhancing the Persuasive Science Writing of Adolescents in Residential Treatment for Complex Trauma

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

Many students who have experienced complex trauma receive special education services at residential treatment facilities (RTFs). This poster presents the results of a study of online-module training of a science teacher in an RTF to deliver whole-class persuasive writing instruction using the self-regulated strategy development (SRSD) model with groups of adolescents experiencing complex trauma. Student writing improved in several areas, and the approach had high social validity.

Leader(s): Justin Garwood, University of Vermont, Burlington

Presenter(s): Stephen Ciullo, Texas State University, San Marcos; Linda Mason, George Mason University, Fairfax, VA

4:00–4:45 PM   **SESSION: 634**
ROOM: POSTER 12, WABASH BALLROOM 2

Teacher Preparation Status and Degree of Teacher Confidence for Successful Inclusive Education

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation shares individual state teacher preparation program requirements for preparing teachers for inclusive classroom teaching, the degree of teacher confidence of inclusive classroom teaching, and how teachers prepared themselves for inclusive classroom teaching.

Leader(s): Myung-sook Koh, Eastern Michigan University, Ypsilanti

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4:00–4:45 PM   **SESSION: 635**
ROOM: POSTER 13, WABASH BALLROOM 2

Universal Design for Instruction in Higher Education

Topic: Collaboration and Inclusive Practices
Secondary Topic: Career Development/Transition
Format: Poster Session

To what extent are higher education instructors using universal design for instruction (UDI) in their courses? To answer this question, the presenters conducted a survey to evaluate instructors' knowledge of UDI and the extent to which they were using it in their courses. The results reveal participants' understanding of UDI and the ways in which it is implemented in courses and preferred formats for professional development in the area of UDI, and provide implications for practice and research.

Leader(s): Debra Holzberg, University of North Carolina, Greensboro

4:00–4:45 PM   **SESSION: 636**
ROOM: POSTER 14, WABASH BALLROOM 2

Mathematics Professional Development for K-8 Special Educators

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presents the results of a study investigating the effect of a year-long mathematics professional development (PD) program with K-8 special education teachers (SETs) of students with mild mathematics disabilities. Pre/post measures illustrate improvements in teacher planning, data collection, goal setting, and teacher efficacy, as well as student performance. The presenter will discuss findings and critical features.

Leader(s): Joanna Stegall, Anderson University, SC

Presenter(s): Brenda Harper, Anderson School District Five, SC; Marie Marchant, Anderson School District Five, SC

4:00–4:45 PM   **SESSION: 637**
ROOM: POSTER 15, WABASH BALLROOM 2

Building Leadership Capacity in 2e Gifted Learners

Topic: Gifted and Talented
Secondary Topic: Administration/Supervision
Format: Poster Session

Leadership is a hot topic. Many educators assume that twice exceptional (2e) students, English language learners (ELLs), and gifted students from poverty possess leadership strengths and expect them to lead naturally. As with any potentiality, gifted abilities in leadership require development. This poster session presents a new concept for leadership that offers gifted students four leadership ways, or frames, and creates a path for individuals to lead from differing perspectives.

Leader(s): Cecelia Boswell, Austin Creek Education Systems, De Leon, TX

4:00–4:45 PM   **SESSION: 638**
ROOM: POSTER 16, WABASH BALLROOM 2

Using Socioscientific Issues to Promote Critical Thinking Among Gifted Middle School Students

Topic: Gifted and Talented
Format: Poster Session

Critical thinking is paramount in promoting scientific literacy. Using socioscientific issues as a pedagogical strategy can empower students to build knowledge and skills to think about scientific issues as professional scientists and well-informed citizens. This poster presentation shares the results from an investigation of this practice, which showed improvement in students' thinking regarding the environmental and health effects of fracking.

Leader(s): Wardell Powell, Framingham State University, MA

4:00–4:45 PM   **SESSION: 639**
ROOM: POSTER 17, WABASH BALLROOM 2

Disparate Resources: A Braille Intervention Literature Review

Topic: Visual Impairments
Format: Poster Session

Although the typical teacher of students with visual impairments (TSVI) is taught to turn to the totemic Journal of Visual Impairment and Blindness, research on braille interventions is spread among the education journal landscape. This poster session pulls together research-based interventions from disparate searches that likely go unnoticed by the average TSVI.

Leader(s): Bryan Moles, University of Illinois, Chicago/Chicago Public Schools

Presenter(s): Daniel Maggin, University of Illinois, Chicago

4:00–4:45 PM   **SESSION: 640**
ROOM: POSTER 18, WABASH BALLROOM 2

Service Delivery Models for Students With Vision Loss: An Ethnographic Study

Topic: Visual Impairments
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

This poster session focuses on the education of a student with vision loss, throughout 18 years of learning within various settings. Through an analysis of personal stories and observations, this session explores how different educational settings–including home instruction, integrated public school settings, residential schools for the blind, and specialized camps for students with visual impairments–affect social and academic development.

Leader(s): Danene Fast, The Ohio State University, Columbus

4:00–4:45 PM **SESSION: 641**
ROOM: POSTER 19, WABASH BALLROOM 2

Incorporating Culture into Responsive Interactions With Young Children With Disabilities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

Practitioners working with children with disabilities from culturally and linguistically diverse (CLD) backgrounds may find themselves at a loss at understanding how to best support the individual learning needs of the child while respecting his or her cultural background. This poster presentation offers a set of reflective questions practitioners can use to guide their responsive practices toward students with disabilities from CLD backgrounds.

Leader(s): Xueyan Yang, University of Washington, Seattle

Presenter(s): Michael Mahoney, University of Washington, Seattle

4:00–4:45 PM **SESSION: 642**
ROOM: POSTER 20, WABASH BALLROOM 2

Student Perceptions of College Readiness, College Services and Supports, and Family Involvement

Topic: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

Although increasing numbers of students with disabilities are attending college, they graduate at lower rates compared to students without disabilities. In order to effectively prepare students with disabilities and provide meaningful support in college, the presenters of this poster session investigated the experiences of students registered with the disability service office at a public university in the eastern United States.

Leader(s): Jodi Duke, George Mason University, Fairfax, VA

4:00–4:45 PM **SESSION: 643**
ROOM: POSTER 21, WABASH BALLROOM 2

A Statewide Framework for Improving Regional Transition Services: Moving from Forming to Performing

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This session focuses on the Indiana Cadre of Transition Leaders and is best suited for administrators, teachers, and transition coordinators interested in building and maintaining a structure to support transition services at the regional and statewide level. The program provides an example of how teachers, transition coordinators, administrators, adult service providers, and parent advocacy groups collaborate. Presenter will share examples of products created by the regional cadres.

Leader(s): Mike Nevins, Indiana Institiue on Disability and Community, Center on Community Living and Careers, Bloomington

4:00–4:45 PM **SESSION: 644**
ROOM: POSTER 22, WABASH BALLROOM 2

Using the Statement Verification for Secondary Science to Measure Students' Vocabulary Knowledge

Topic: Assessment
Secondary Topic: STEM
Format: Poster Session

The statement verification for secondary science (SVSS) was developed to measure high school students' knowledge of science vocabulary across all the major secondary science subject areas, to support future research on effective instructional practices in secondary science vocabulary. This poster presents the findings of a measurement study examining the SVSS's predictive validity, test-retest reliability, alternate forms reliability, and internal consistency.

Leader(s): Alexandra Lauterbach, University of Massachusetts, Amherst

Presenter(s): Jordan Abbott, University of Massachusetts, Amherst; Jeremy Ford, Boise State University, ID; John Hosp, University of Massachusetts, Amherst

4:00–4:45 PM   **SESSION: 645**
ROOM: POSTER 23, WABASH BALLROOM 2

Improving the Typed and Handwritten Sentences of Elementary Students with Disabilities

Topic: Innovations in Special Education Technology
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Many students with disabilities struggle to write complete sentences. This poster presents the results from a single-case design study of three elementary students with high-incidence disabilities. The intervention included computer-based and paper-based lessons for typed and handwritten simple sentences. All students showed a gradual increase in multiple, computer-based sentence writing skills.

Leader(s): Shawn Datchuk, University of Iowa, Iowa City

Presenter(s): Derek Rodgers, University of Iowa, Iowa City; Sydra Smith, University of Iowa, Iowa City; Lanqi Wang, University of Iowa, Iowa City

4:00–4:45 PM   **SESSION: 646**
ROOM: POSTER 24, WABASH BALLROOM 2

Embedding AAC Intervention in Existing Classroom Curriculum and Routines

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Poster Session

This poster session illustrates how embedding augmentative and alternative communication (AAC) interventions in the classroom can increase student performance, create meaningful lessons, and provide a means of communication for all learners. Participants will increase their knowledge of AAC and learn practical ways to embed opportunities for AAC into their daily routines and curriculum.

Leader(s): Jennifer Thomas, PRC, Warner Robins, GA

Presenter(s): Larissa Beecher, Houston County Schools, Perry, GA; Laura Lamberth, Houston County Board of Education, GA

4:00–4:45 PM   **SESSION: 647**
ROOM: POSTER 25, WABASH BALLROOM 2

Effective Practices in College Classrooms for Students With ASD and ID

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster session describes a successful college program for students with autism spectrum disorder (ASD), intellectual disability (ID), and other developmental disabilities. The presentation illustrations how to integrate high-leverage practices to promote inclusion in college classrooms. The information provided is based upon research, practice, and student feedback.

Leader(s): Todd Haydon, University of Cincinnati, OH

Presenter(s): Christi Carnahan, University of Cincinnati, OH

4:00–4:45 PM   **SESSION: 648**
ROOM: POSTER 26, WABASH BALLROOM 2

A Lesson in Restraint: Keeping Teachers and Students Safe in the Classroom

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster presentation describes key concepts–including trauma-informed care and conflict resolution–and provides examples of specific physical techniques that will help to manage challenging behavior in the classroom, avoid the use of restraint and seclusion, and keep both students and teachers safer.

Leader(s): Kim Sanders, Ukeru Systems, Winchester, VA

Presenter(s): Bonnie Zampino, Ukeru Systems, Winchester, VA

Saturday, February 2

Food and Beverage Options at the Indiana Convention Center

Saturday, February 2

Maryland Expresso
7:30-11:00 AM

Maryland Grille
11:00 AM–1:00 PM

Crossroads Bistro
7:30 AM-1:00 PM

Preordered lunches may be picked up in Hall C.
BRING YOUR TICKET!
11:30 AM – 1:00 PM

SATURDAY SESSIONS

8:00–9:00 AM   **SESSION: 650**   **ROOM: 128**

Truth or Consequences: 10 Tips for Avoiding Due Process Hearings and Professional Liability Lawsuits

Topic: Administration/Supervision
Secondary Topic: Public Policy
Format: Demonstration

When their actions are interpreted as being illegal, unprofessional, or unethical, special education professionals may be dragged into time-consuming and financially crushing lawsuits and due process hearings. Presenters will review and apply findings from special education case law and CEC's Code of Ethics to common special education dilemmas, and establish the 10 best practices to avoid due process hearing complaint triggers, ethical missteps, and professional liability lawsuits.

Leader(s): Constance Lyttle, Esq., Urban Special Leaders for Tomorrow (USELT) Project, Drexel University, Philadelphia, PA

Presenter(s): Guy Desjardins, School District of Philadelphia/Edison High School, Levittown; Justin Lien, Drexel University, Philadelphia, PA/District of Columbia Public School, Washington, DC; Angel Shelley Royal, Drexel University, Philadelphia, PA; Gina Scala, East Stroudsburg University of Pennsylvania; LaTwyne Wise, School District of Philadelphia, PA

8:00–9:00 AM   **SESSION: 651**   **ROOM: 101**

Using Constant Time Delay to Teach Braille to Learners With Low Vision Who Read Print

Topic: Visual Impairments
Secondary Topic: Research
Format: Presentation with Q&A

There is limited research related to effective literacy-based interventions for students with low vision who read print. This presentation will examine the implications derived from a research study using constant time delay (CTD) to increase the percentage of correctly-identified braille contractions through three demonstrations of effect and across four participants.

Leader(s): Carlie Rhoads, Vanderbilt University, Nashville, TN

MULTIPLE PRESENTATIONS

8:00–9:00 AM • SESSION: 652 • ROOM: 102

LEVERAGING OUTCOMES FOR ENGLISH LANGUAGE LEARNERS

Topic: Learning Disabilities
Format: Multi-Presentation Session
Moderator(s): Anna Osipova, California State University, Los Angeles

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● **Academic Language Instruction for English Language Learners**

The achievement gap between English language learners (ELLs) and non-ELLs is well-documented. ELLs at risk for academic failure or those with learning disabilities especially struggle with academic outcomes. Academic language (AL) instruction holds a solution for improving ELLs' literacy and overall achievement. This presentation provides participants with research-based strategies for AL interventions.

Leader(s): Anna Osipova, California State University, Los Angeles

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● **Navigating the Nexus of Language and Disability: Literacy in the Resource Room**

With growing demographic changes in the United States, many English learners (ELs) qualify for special education services under the Individuals with Disabilities Education Act (IDEA). Most often, ELs are identified with specific learning disability (SLD), a very broad category, and teachers are not always prepared to support their students. Literacy practices as observed in a resource room may further understanding of how teachers are meeting the needs of ELs with learning disabilities (LD).

Leader(s): Maria Soria, University of Illinois, Chicago

MULTIPLE PRESENTATIONS

8:00–9:00 AM • SESSION: 653 • ROOM: 103

TECHNOLOGY FOR THE INCLUSIVE CLASSROOM

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Ashley Rila, University of Iowa, Iowa City

● **Technology for Inclusive Classrooms: Addressing General and Special Education Needs**

This interactive session–facilitated by experts in technology, literacy, and special education–will enable general and special educators to better assess, select, and use technology in inclusive classrooms. Participants will receive a practical evaluation rubric, list of resources, and guidelines for matching tools with learner characteristics.

Leader(s): Rita Brusca-Vega, Purdue University Northwest, Hammond, IN

Presenter(s): Denise Frazier, Purdue University Northwest, Westville, IN; Anastasia Trekles, Purdue University Northwest, Westville

● **Using Technology to Deliver Opportunities to Respond in the Classroom**

Providing students high rates of opportunities to respond (OTR) increases academic engagement as well as opportunities for instructional feedback. Students with or at risk for emotional and behavioral disorders or learning disabilities often struggle to remain academically engaged and, thus, often struggle with academic achievement. Teachers can use technology to deliver high rates of OTR, fostering academic engagement, supporting content mastery, and promoting 21st-century skills.

Leader(s): Ashley Rila, University of Iowa, Iowa City

Presenter(s): Sara Estrapala, University of Iowa, Iowa City

8:00–9:00 AM   SESSION: 654   ROOM: 104

Preparing Teachers for Tomorrow's Classrooms: Diversity and Preservice Educators

Topic: Personnel Preparation
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

This session presents an innovative model for providing preservice special educators with the knowledge and skills to support English learners (ELs) who have disabilities or are otherwise at risk. The presenters will share course content, program goals, and formative assessment data demonstrating improvements in preservice teachers' capacity to serve ELs.

Leader(s): Greg Knollman, Towson University, MD

Presenter(s): Danielle Turner, Towson University, MD; Amy Noggle, Towson University, MD

8:00–9:00 AM   SESSION: 655   ROOM: 105

Strand J, Session 1: Introduction to Mindfulness for Educators

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

In this session, participants will learn the definition and basic principles of mindfulness. This interactive session will also provide participants with first-hand experience practicing a stress-reduction strategy that promotes present-moment awareness.

Leader(s): Wendy Fuchs, Southern Illinois University, Edwardsville

8:00–9:00 AM   SESSION: 656   ROOM: 106

Strand K, Session 1: Educating Students From Marginalized Populations: Accurate Belief Systems Matter

Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Despite the increased use of research-based instructional strategies, students from marginalized populations continue to underperform compared to their White peers. Participants will examine how traditional ideologies of race, cultural, gender, class, and disability status continue to significantly undermined students' participation and learning outcomes, and negatively affect instructional pedagogy and teacher efficacy. The presenter will share recommendations for being equity-minded.

Leader(s): Vincent Harper, Harper Educational Resources Incorporated, Evansville, IN

8:00–9:00 AM   SESSION: 657   ROOM: 107

Effects of Self-Advocacy Instruction on the Ability of College Students With IDD to Request Accommodations

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

Students with intellectual and developmental disabilities (IDD) who transition to postsecondary education must actively acquire their accommodations. Self-advocacy interventions have been identified as critical skills for students with disabilities in accessing accommodations. This session shares the results of a study examining the effects of self-advocacy instruction for four college students with IDD on their ability to request accommodations. Presenters will discuss results and implications.

Leader(s): Debra Holzberg, University of North Carolina, Greensboro

8:00–9:00 AM   SESSION: 658   ROOM: 108

Applications of Sentence Combining Instruction for a Variety of Special Populations

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Visual Impairments
Format: Panel

Sentence combining is an effective strategy for improving student writing and reading outcomes. The presenters will discuss the adaptability of this instruction for different populations of students (English language learners, students with visual impairments, students with learning disabilities) and modes (paper/pencil, braille, computer). Attendees will learn how to adapt sentence combining for various populations.

Leader(s): Michael Hebert, University of Nebraska, Lincoln

Presenter(s): Marc Goodrich, University of Nebraska, Lincoln; Mackenzie Savaiano, University of Nebraska, Lincoln

8:00–9:00 AM   SESSION: 659   ROOM: 109

CEC-DR Distinguished Early Career Award Winner: Five Essential Components of Mathematics Intervention

Topic: Research
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

What are the essential components of mathematics intervention? In this session, the presenter highlights five evidence-based components that should be included within any intervention designed for students with mathematics learning difficulties. Come ready to learn about explicit instruction, multiple representations, mathematical language, fluency, and problem solving.

Leader(s): Sarah Powell, University of Texas, Austin

8:00–9:00 AM   SESSION: 660   ROOM: 110

Executive Functioning, Mental Health, and Family/Professional Partnerships Interventions for Adolescents With Disabilities

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This presentation will review findings from three extensive literature reviews aimed at identifying barriers and evidence-based practices related to developing executive functioning and stress management skills in adolescents with disabilities, family/professional partnerships in high school and adulthood, and effective interagency transition planning. Presenters will describe a conceptual framework outlining the interactions among these topics, and discuss implications for policy and practice.

Leader(s): Jodi Duke, George Mason University, Fairfax, VA

8:00–9:00 AM   SESSION: 661   ROOM: 120

Training Paraprofessionals to Implement Universal and Targeted Supports

Topic: Administration/Supervision
Secondary Topic: Personnel Preparation
Format: Demonstration

Training paraprofessionals to implement evidence-based interventions to prevent and manage challenging student behavior can lead to improvements in student behavior and engagement. Presenters will discuss how to use verbal and written instructions, modeling, rehearsal, and performance feedback to train paraprofessionals to implement evidence-based universal and targeted supports to reduce challenging student behavior in the classroom.

Leader(s): Rose Mason, Purdue University, West Lafayette, IN

Presenter(s): Stephanie Gerow, Baylor University, Waco, TX

8:00–9:00 AM   SESSION: 662   ROOM: 121

The Ideal and the Real: Coaching Evidence-Based Practices in 30 High Schools

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

This session presents the results of the Center on Secondary Education for Students with Autism Spectrum Disorders intervention coaching of school personnel to use evidence-based strategies in 30 high schools across three states. The presenters will discuss data on participants, type and frequency of coaching, fidelity ratings, and lessons learned about coaches and coaching.

Leader(s): Laura Hall, San Diego State University, CA

Presenter(s): Suzanne Kucharczyk, University of Arkansas, Fayetteville; Kate Szidon, Waisman Center, University of Wisconsin, Madison

8:00–9:00 AM	SESSION: 663	ROOM: 122

'He Can Do It at School But Can't Do It at Home': Moving Beyond Acquisition to Authenticity

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Assessment
Format: Presentation with Q&A

For a skill to be authentic, it must be generalized and functionally demonstrated in meaningful and untaught ways in novel settings. The presenters of this session will define acquisition, mastery, and generalization of social and communication skills; highlight evidence-based practices used to teach authentic use of skills; and discuss the importance of data-based assessment, program planning, and progress monitoring for generalization.

Leader(s): L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

Presenter(s): Erin Farrell, University of St. Thomas, Minneapolis, MN

8:00–9:00 AM	SESSION: 664	ROOM: 125

Supporting Successful Inclusion Across the School Day for Students With Severe Disabilities

Topic: Collaboration and Inclusive Practices
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Demonstration

Peer support arrangements are an evidence-based practice for supporting inclusion of students with developmental disabilities. This presentation will prepare participants to implement peer supports with their own students and provide practical tips for extending supports throughout the school day. The presenters will outline a step-by-step plan and recommendations based on the latest research for including all students, regardless of needs and abilities, in general education settings.

Leader(s): John Schaefer, Cleveland State University, OH

8:00–9:00 AM	SESSION: 665	ROOM: 126

Once in a Self-Contained Setting, Always in a Self-Contained Setting? The LRE Continuum

Topic: Collaboration and Inclusive Practices
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

Students in self-contained special education classrooms or programs are often placed in these settings without clear exit criteria or a plan to return to the home school or general education setting. This session will present a structured plan for transitioning students back to the general education environment, including evidence of student success using such a transition plan. The presenters will discuss barriers to optimal transition planning and share strategies for collaboration.

Leader(s): Andy Hubble, SASED, Naperville, IL

Presenter(s): Denise Hildebrand, SASED, Lisle, IL

8:00–9:00 AM	SESSION: 666	ROOM: 127

Moving Back and Moving Forward: Transitions for Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

This session focuses on practical steps for building a smooth transition for students with emotional and behavioral disorders (EBD) back to their zoned schools after spending time in a detention center, mental health facility, or day treatment center. The presenter will also share practical steps for helping these students transition to the adult world; both topics are of use for educators who facilitate these transitions.

Leader(s): Natasha Maximoff, University of Nevada, Reno

8:00–9:00 AM	SESSION: 667	ROOM: 201

The Tipping Point: Revisiting the Chronic Absenteeism Benchmark

Topic: Accountability Systems for Students with Disabilities
Secondary Topic: Learning Disabilities
Format: Panel

This session shares findings from a study that tested the accuracy of an often-cited fixed definition of 'chronic absenteeism.' The study examined the relationship between different rates of absences and achievement among students with and without high-incidence disabilities. Although missing more days means reduced achievement, negative achievement trends start before the fixed definition. Unique 'tipping points' and downward trajectories of achievement define each student group.

Leader(s): Jed Locquiao, University of Nevada, Reno

Presenter(s): Olga Mesina, University of Nevada, Reno; Tammy Abernathy, University of Nevada, Reno

8:00–9:00 AM   SESSION: 668   ROOM: 202

Data-Based Decision Rules in Early Writing

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

This session is based on a study comparing decision-making rules using curriculum-based measures (CBM) for writing when administered weekly within the context of an intensive early writing intervention. The primary rule of using trend established after six to eight data points was compared to a four-consecutive-point-level rule in order to determine whether or not the four-point rule would produce decisions that agreed with the six-to-eight-point rule but allowed for earlier intensification.

Leader(s): R. Alex Smith, University of Missouri, Columbia

Presenter(s): Nicole McKevett, University of Minnesota, Minneapolis; Jessica Simpson, University of Missouri, Columbia; Kyle Wagner, University of Minnesota, Minneapolis

8:00–9:00 AM   SESSION: 669   ROOM: 203

Art, Trauma, and Effective Behavioral Strategies

Topic: Arts in Special Education
Secondary Topic: Emotional and Behavioral Disorders
Format: Panel

With an increasing number of students having experienced some type of trauma, educators need to understand and be able to use effective behavioral strategies to help children cope and to heal. Through the use of art in the classroom, educators can develop an entire repertoire of effective behavioral strategies that provide students with an appropriate outlet to express their feelings.

Leader(s): Beverley Johns, MacMurray College, Jacksonville, IL

Presenter(s): Adrienne Hunter, Pittsburgh, PA

8:00–9:00 AM   SESSION: 670   ROOM: 209

OMG! Meeting Magic in Education

Topic: Parent/Family/School Partnerships
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

OMG! Meeting Magic gives a voice to families, who just want to be heard. With all the legalities and procedural demands on schools, especially in the special education environment, meetings can create an unnecessarily confrontational environment. Parents don't want or need all the rules and procedures; they need caring school administrators, teachers and associates. By organizing, modeling, and guiding, teachers can change the rules and establish caring collaboration with families.

Leader(s): Carolyn Manard, Ankeny Community School District, IA

Presenter(s): Brad Manard, Boone Community School District, IA

8:00–9:00 AM   SESSION: 671   ROOM: 210

The Intersection of Culturally Responsive Teaching, UDL, and ELLs

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

Universal design for learning (UDL) is an approach to lesson planning that emphasizes engagement and multiple entry points for all students. This session provides insight into the overlap of UDL and culturally responsive teaching and focuses on strategies to plan for access and engagement for English language learners (ELLs).

Leader(s): Melissa Katz, NYC Special Education Collaborative, NY

8:00–9:00 AM   SESSION: 672   ROOM: 211

Instructional Decision Making Students Who Use AAC: What Do the Experts Say?

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

This session reviews the results of a survey among augmentative and alternative communication (AAC) experts about how to make instructional decisions for students who are learning to communicate using AAC. The presenters will discuss recommendations regarding assessments used to inform these decisions, selection of target skills, and instructional strategies to teach these skills.

Leader(s): Yun-Ching Chung, Illinois State University, Normal

Presenter(s): Melinda Snodgrass, Illinois State University, Normal

8:00–9:00 AM   SESSION: 673   ROOM: 212

Teacher2Teacher: Integrating Social-Emotional Skills Into Diverse Content Areas for 2e Students

Topic: Gifted and Talented
Format: Presentation with Q&A

Social-emotional skills are one of the most challenging areas for many children to develop. The presenters will share strategies, tools, and ideas on how to create activities from diverse content and developmental areas that strengthen and integrate the development of social-emotional skills, along with a planning and evaluation process and student interest inventories that build asynchronic profiles of twice-exceptional (2e) students.

Leader(s): Gabriela Valentín, University of Puerto Rico, Rio Piedras Campus, San Juan

8:00–8:45 AM   **SESSION: 676**
ROOM: POSTER 1, WABASH BALLROOM 2

Service Animals in PK-12 Settings: Recommendations for Practitioners

Topic: Administration/Supervision
Secondary Topic: Public Policy
Format: Poster Session

This session focuses on the considerations of service and emotional support animals on PK-12 campuses. These considerations involve perspectives from a variety of stakeholders: students, teachers, paraeducators, families, guests, administrators, faculty, and custodians and other staff members. The presenters will discuss both a framework for policy development and implementation considerations.

Leader(s): Kathy Ewoldt, University of Nevada, Las Vegas

Presenter(s): Cynthia Dieterich, Baldwin Wallace University, Berea, OH

8:00–8:45 AM   **SESSION: 677**
ROOM: POSTER 2, WABASH BALLROOM 2

Higher Education Act Reauthorization: Implications for Preservice Teachers and Practitioners

Topic: Public Policy
Secondary Topic: Personnel Preparation
Format: Poster Session

The Higher Education Act (HEA) is under reauthorization, with its oversight committee promoting streamlining student aid, balancing accountability and regulatory burdens, providing transparency, and increasing access. The current bill eliminates grant programs that are essential to building a strong special education teacher workforce and does not increase access for individuals with disabilities, who are underrepresented in higher education. Educators need to be prepared to advocate.

Leader(s): John Andresen, Indiana University, Bloomington

8:00–8:45 AM   **SESSION: 678**
ROOM: POSTER 3, WABASH BALLROOM 2

A Meta-Analysis of Tier 2 Interventions for Students at Risk for Mathematics Difficulties

Topic: Research
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Supplemental interventions are intended to provide targeted instruction for students who are not making adequate progress. This poster presents the results of a meta-analysis of Tier 2 mathematical interventions for students with mathematics difficulties (MD). The presenter will discuss findings regarding the overall effectiveness of mathematics interventions and identify intervention or design features that moderate intervention effectiveness.

Leader(s): Asha Jitendra, University of Minnesota, Minneapolis

Presenter(s): Nicole McKevett, University of Minnesota, Minneapolis; Rebecca Edmunds, University of Minnesota, Minneapolis

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8:00–8:45 AM   **SESSION: 679**
ROOM: POSTER 4, WABASH BALLROOM 2

The Effects of a Multi-Component Reading Intervention for High-Risk First Graders

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Proficient reading is fundamental for school success. This poster session will present data from The Ohio State University Special Education Reading Clinic, which provides Tier 2 intervention for first graders who are at risk of reading failure. These children receive supplemental instruction twice a week. Results show that children often improve their reading skills and reduce the risk of reading failure.

Leader(s): Abdulrahman Alsultan, The Ohio State University, Columbus

8:00–8:45 AM   **SESSION: 680**
ROOM: POSTER 5, WABASH BALLROOM 2

Features and Learning Outcomes of the KinderTEK iPad Math Program

Topic: Learning Disabilities
Secondary Topic: STEM
Format: Poster Session

The KinderTEK iPad math program provides differentiated math instruction to students learning, practicing, or struggling with critical early mathematics concepts. This poster presents KinderTEK's evidence-based instructional design and customization features that support student engagement and learning, as well as results from the first cohort of a large-scale, randomized control efficacy trial. Presenters will describe features to look for in educational mobile applications and best practices.

Leader(s): Mari Strand Cary, University of Oregon, Eugene

8:00–8:45 AM   **SESSION: 681**
ROOM: POSTER 6, WABASH BALLROOM 2

Using Systematic Prompt Fading to Teach Self-Questioning: Effects on Reading Comprehension

Topic: Learning Disabilities
Format: Poster Session

Teaching students to generate questions to monitor their reading comprehension is an evidence-based practice demonstrated to be effective across grade levels for students with and without disabilities. This poster presents the results of a study using systematic prompt fading to teach fourth graders a self-questioning strategy to improve their reading comprehension. The self-questioning strategy was functionally related to improved comprehension quiz scores.

Leader(s): Christina Rouse-Billman, The Ohio State University, Columbus

Presenter(s): Sheila Alber-Morgan, The Ohio State University, Columbus

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8:00–8:45 AM   **SESSION: 682**
ROOM: POSTER 7, WABASH BALLROOM 2

What Should I Try Next? Intensifying Intervention Without Getting Overwhelmed

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Poster Session

What do you do when students don't respond? How can you intensify interventions in a systematic way? What is the role of data in the process? This poster will introduce data-based individualization (DBI), a process for systematically analyzing data to individualize and intensify intervention, and provide tools and resources to support implementation.

Leader(s): Amy Peterson, American Institutes for Research, Washington, DC

Presenter(s): Teri Marx, American Institutes for Research, Washington, DC

8:00–8:45 AM   **SESSION: 683**
ROOM: POSTER 8, WABASH BALLROOM 2

Embedding Perspective-Taking Skills Within Writing Strategy Instruction to Support Social Skills

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Although many individuals with autism spectrum disorder (ASD) have cognitive ability within the average range, they characteristically struggle with writing composition. The combination of low motivation, deficits in self-regulation, and poor social perspective-taking creates a barrier for students with ASD's effectiveness in writing. This session presents empirical evidence for the self-regulated strategy development (SRSD) model of instruction with an embedded theory of mind (TOM) strategy.

Leader(s): Candice Southall, Piedmont College, Demorest, GA

Presenter(s): Elias Clinton, Piedmont College, Demorest, GA

8:00–8:45 AM   **SESSION: 684**
ROOM: POSTER 9, WABASH BALLROOM 2

You Want Me to Teach What? Preparing Preservice Teachers for Sexuality Education

Topic: Personnel Preparation
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Special education teachers are often well prepared to meet the varied education needs of students with disabilities, but are they prepared to meet student needs in the area of sexuality? Teacher education programs tend to have a lack of focus and instruction on sexuality, leaving new educators floundering when they encounter a need for sexuality instruction in their classrooms. Presenters will discuss current research on sexuality education in preservice preparation programs and strategies.

Leader(s): Christine Scholma, Trinity Christian College, Palos Heights, IL

Presenter(s): Victoria Slocum, Asbury University, Wilmore, KY

8:00–8:45 AM   **SESSION: 685**
ROOM: POSTER 10, WABASH BALLROOM 2

The Prevalence of Education Neuromyths Among Preservice Teachers and Implications for Practice

Topic: Personnel Preparation
Secondary Topic: Research
Format: Poster Session

'Education neuromyths' are commonly accepted, erroneous beliefs based on misunderstandings of neuroscience that contribute to pseudoscientific practice. Presenters will share the results of a study examining the perspectives of special education preservice teachers regarding education neuromyths and their corresponding instructional practices, along with recommendations. Participants indicated a strong likelihood to implement neuromyth-based practices in the classroom.

Leader(s): Amy Ruhaak, University of Hawaii at Manoa, Honolulu

Presenter(s): Lauren Collins, San Diego State University, CA; Bryan Cook, University of Virginia, Charlottesville

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8:00–8:45 AM   **SESSION: 686**
ROOM: POSTER 11, WABASH BALLROOM 2

Knowledge and Skills of Preservice Teachers in Addressing Students' Mental Health Needs

Topic: Personnel Preparation
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Because of recent increases in the mental health needs of youth, it is important for preservice and inservice school personnel to have training in mental health programming such as Youth Mental Health First Aid (YMHFA). The presenters of this poster session will discuss a pre/post measure of preservice teacher candidates' perceptions of their related knowledge and skills, before and after training.

Leader(s): Kathryn Havercroft, Eastern Illinois University, Charleston

Presenter(s): Jessica Howell, Eastern Illinois University, Charleston; Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston

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8:00–8:45 AM   **SESSION: 687**
ROOM: POSTER 12, WABASH BALLROOM 2

Comparing the Effects of Cultural Variables on Preschool Children's Engagement in Book-Reading Activities

Topic: Early Childhood and Early Intervention
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

This poster presentation describes the results of an investigation of the effects of cultural variables on the engagement of three preschool students. The researchers assessed the effects of racial correspondence between the reader and story protagonist on three measures related to engagement. Further, they assessed the effects of racial correspondence on the children's preference for books. The presenters will describe their results and directions for future research.

Leader(s): Robert Pennington, University of Louisville, KY

Presenter(s): Jessica Hardy, University of Louisville, KY

8:00–8:45 AM   **SESSION: 688**
ROOM: POSTER 13, WABASH BALLROOM 2

Using Technology for Early Literacy: A Parent and Teacher Toolkit

Topic: Early Childhood and Early Intervention
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

The Step Up AT project utilizes an interactive online toolkit integrating evidenced-based assistive technology (AT) practices, coordinated coaching, and access to multimedia resources to target the inclusion and enrichment of early literacy skills for children with disabilities. This poster presentation highlights strategies used to engage teachers and parents, including virtual coaching, online learning modules, and interactive workshops, as well as pilot findings of the Step Up AT project.

Leader(s): Christina Sudduth, Mailman Center for Child Development, University of Miami, FL

8:00–8:45 AM   **SESSION: 689**
ROOM: POSTER 14, WABASH BALLROOM 2

A Mixed-Methods Investigation of Reading Instruction for Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a mixed-method study investigating reading instruction for elementary students with emotional and behavioral disorders (EBD). Data sources included teacher observations, standardized reading and behavioral measures, student observations, and teacher interviews. The presenters will discuss findings, implications for training and school practice, and future research.

Leader(s): John McKenna, University of Massachusetts, Lowell

Presenter(s): Reesha Adamson, Missouri State University, Springfield; Michael Solis, University of California, Riverside

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8:00–8:45 AM   **SESSION: 690**
ROOM: POSTER 15, WABASH BALLROOM 2

Making Free Time More of a Choice: Social Networks for Post-High School Students

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Poster Session

Choice in recreation is taken for granted by most adults. This poster presents the results of an interview study with post-high school students and their teachers from two Midwestern programs. The study focused on students' recreational opportunities as well as what changes they might make to ensure better access in the future.

Leader(s): Mary Fisher, Lewis University, Romeoville, IL

Presenter(s): Christy Roberts, Lewis University, Romeoville, IL

8:00–8:45 AM   **SESSION: 691**
ROOM: POSTER 16, WABASH BALLROOM 2

Effects of Response Cards on Student Participation and Disruptive Behavior During Language Arts Lessons

Topic: Collaboration and Inclusive Practices
Secondary Topic: Learning Disabilities
Format: Poster Session

Many teachers are challenged by disruptive classroom behavior and providing opportunities for students' active engagement in their own learning. This poster presents the results of an ABAB reversal design study investigating the effects of preprinted response cards on fourth-grade students' disruptive behavior and participation during language arts instruction; the intervention decreased disruptive behavior and increased participation.

Leader(s): Crystalyn Goodnight, University of North Carolina, Wilmington

Presenter(s): Alicia Brophy-Dick, University of North Carolina, Wilmington

8:00–8:45 AM   **SESSION: 692**
ROOM: POSTER 17, WABASH BALLROOM 2

Mindfulness for Preservice Teachers

Topic: Starting the Teaching Career
Secondary Topic: Research
Format: Poster Session

The burnout rate for special educators remains at a frightening level: Approximately 50% of special educators leave their positions after 5 years. So, it is essential for teacher preparation programs to examine their curriculum and think about preparing preservice teachers with strategies to maintain social-emotional health. This poster presentation shares the results of a study examining the use of mindfulness to reduce stress and anxiety in teacher candidates.

Leader(s): Amy Camardese, Westminster College, New Wilmington, PA

8:00–8:45 AM   **SESSION: 693**
ROOM: POSTER 18, WABASH BALLROOM 2

Assessment of Gifted Students in Primary and Secondary Education in Saudi Arabia

Topic: Gifted and Talented
Secondary Topic: Assessment
Format: Poster Session

Human behavior is increasingly difficult to define, understand, and predict, and the concept of 'giftedness' is no exception. One of the ways educators can assess a student's functioning is by recognizing characteristics and behaviors that are common among students acknowledged as gifted.

Leader(s): Nouf Alotaibi, Saint Louis University, MO

8:00–8:45 AM   **SESSION: 694**
ROOM: POSTER 19, WABASH BALLROOM 2

Making Learning Visible Through 3-D Graphic Organizers

Topic: Gifted and Talented
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Gifted learners often think about and organize their knowledge in ways that differ from their typically developing peers. This poster presentation introduces the Foldable, a 3-D graphic organizer that can be used to help students present concepts in concrete and organized ways. Students can learn to apply the use of Foldables independently, allowing them to organize their own knowledge and understanding and become active participants in the processes of learning and practice.

Leader(s): Kim Hardin, Abilene Christian University, TX

8:00–8:45 AM   **SESSION: 695**
ROOM: POSTER 20, WABASH BALLROOM 2

Culturally Responsive Personnel Preparation Programs Serving Culturally and Linguistically Diverse Exceptional Students

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation describes three program solutions to prepare educators to provide effective education for rural culturally and linguistically diverse (CLD) students with disabilities. The presenters will discuss outcomes, including the development of culturally responsive special educators and faculty prepared through rural on-site and distance-education bachelor, master, and doctoral programs with cultural and linguistic diversity in teaching, research, and service.

Leader(s): Patricia Peterson, Northern Arizona University, Flagstaff

Presenter(s): James Ingram, Northern Arizona University, Flagstaff; Holly Luganob, Northern Arizona University, Flagstaff; Michelle Novelli, Northern Arizona University, Flagstaff

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8:00–8:45 AM   **SESSION: 696**
ROOM: POSTER 21, WABASH BALLROOM 2

Effect of a Postsecondary Experience on Perceived Self-Efficacy of Students With ID

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster session shares the results of a postsecondary education program for students with intellectual disability (ID), in which students took university classes and lived on campus. Pre- and post-tests of perceived self-efficacy indicate an increase in students' perceptions of their progress toward program outcomes, including increased employability, enhanced academic skills, improved self-determination, improved self-sufficiency, and expanded social relationships.

Leader(s): Mandy Harrison, Appalachian State University, Boone, NC

Presenter(s): Rebekah Cummings, Appalachian State University, Boone, NC; Cate Smith, University of Tennessee; Anna Ward, Appalachian State University, Boone, NC

8:00–8:45 AM   **SESSION: 697**
ROOM: POSTER 22, WABASH BALLROOM 2

Reorienting Rubrics: Let's Try Vertical

Topic: Assessment
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

Rubrics have become ubiquitous in education. The typical rubric display is a horizontal table. This presentation offers an argument for reorienting the rubric display to vertical, which allows for greater descriptive detail as well as greater judgment complexity. Vertical rubrics can be used in a variety of contexts.

Leader(s): Beverly Barkon, Carlow University, Pittsburgh, PA

8:00–8:45 AM   **SESSION: 698**
ROOM: POSTER 23, WABASH BALLROOM 2

Educators' Beliefs Regarding the Necessity of Professional Development and Inclusive Special Education in Saudi Arabia

Topic: International Programs/Services
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Poster Session

The poster presentation shares the history of special education in Saudi Arabia and new research exploring the needs and beliefs of educators who work in the areas of special education and inclusive education, as well as the concerns and issues they face. The research provides insight into current special education challenges and recommendations to stimulate and add impetus to the far-reaching debate on inclusion and special education.

Leader(s): Mohamed Aladsani, Duquesne University, Pittsburgh, PA

Presenter(s): Morgan Chitiyo, Duquesne University, Pittsburgh, PA; Elizabeth Hughes, Pennsylvania State University, State College

8:00–8:45 AM   **SESSION: 699**
ROOM: POSTER 24, WABASH BALLROOM 2

Developing an App to Support Body Awareness for Children With Visual Impairments and Multiple Impairments

Topic: Innovations in Special Education Technology
Secondary Topic: Visual Impairments
Format: Poster Session

Disabilities that compromise the sensory system or the central nervous system affect the development of body awareness and spatial concepts. This poster presents a design-based research (DBR) effort to create a mobile application that supports understanding body awareness for students with multiple impairments, including visual impairments. Since 2012, a multidisciplinary team has been designing, developing, and testing an app called Body Awareness through Movement and Music (BAMM).

Leader(s): Phoebe Okungu, Texas Tech University, Lubbock

Presenter(s): Vicki DePountis, Texas Tech University, Lubbock

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8:00–8:45 AM   **SESSION: 700**
ROOM: POSTER 25, WABASH BALLROOM 2

Practical Ways To Assist Students With ASD in Improving Executive Functioning Skills

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presentation will assist teachers, therapists, and families by providing insight and strategies to improve executive functioning skills in individuals with autism spectrum disorder (ASD)–through interactive activities, hands-on practical demonstrations, and lesson plans. Teachers will learn how they can better collaborate with families and school support staff to help students maintain and generalize executive functioning skills in school and community settings.

Leader(s): Megan Lyons, North Carolina Central University, Durham

9:15–10:15 AM   SESSION: 702
ROOM: WABASH BALLROOM 1

Strategies to Stem Special Education Teacher and Early Intervention Provider Shortages

Topic: Public Policy
Format: Presentation with Q&A

Teacher shortages in special education and early intervention threaten to undermine the education of children and youth with disabilities. In this session, we describe research-based strategies states, districts and colleges of education can use and policy solutions to stem shortages. We also explore efforts underway at the CEEDAR and Early Childhood Personnel (ECPC) Centers, CEC and TED to support colleges of education, states and districts in employing a more comprehensive approach to solving teacher shortages.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC

9:15–10:15 AM   SESSION: 703   ROOM: 101

Postschool Outcomes: What's New, and How Can We Improve?

Topic: Public Policy
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

Presenters from the National Technical Assistance Center on Transition (NTACT) will discuss new federal requirements for reporting Indicator B-14 postschool outcomes (PSO) in 2020, strategies for locating hard-to-find youth, how participants can locate their state's PSO data, and predictors shown to improve outcomes for students with disabilities.

Leader(s): Charlotte Alverson, National Technical Assistance Center on Transition (NTACT), University of Oregon, Eugene

Presenter(s): Deanne Unruh, University of Oregon, Eugene

MULTIPLE PRESENTATIONS

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9:15–10:15 AM • SESSION: 704 • ROOM: 102

ADOLESCENTS WITH LEARNING DISABILITIES: STRATEGIES FOR SUCCESS

Topic: Learning Disabilities
Format: Multi-Presentation Session
Moderator(s): Stephanie Morano, University of Virginia, Charlottesville

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● **Evidence-Based Learning Strategies: Preparing Students With High-Incidence Disabilities for College**

Teaching secondary students with high-incidence disabilities learning strategies can prepare them for college. Five evidence-based strategies for learning academic content will be presented and an approach for teaching them will be illustrated. The learning strategies relate to listening during class, effective note-taking, reading content material, completing assignments, and test taking.

Leader(s): Amber Ray, University of Hawaii at Manoa, Honolulu

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● **Writing in the Real World: Teaching Students With Disabilities to Find Their Argumentative Voice**

This presentation will introduce routine argument writing in the special education classroom, as supported by the National Writing Project's College-Ready Writers Program. Participants will engage in short writing tasks including quick writes and claims. The presentation will include practitioner-friendly methods to incorporate writing into instruction for students with mild disabilities along with ways to connect classroom literature with argument writing.

Leader(s): Stacy Crawford Bewley, Kentucky Department of Education/University of Louisville

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● **Embedding Retrieval Practice Into Instruction for Improved Student Learning, Retention, and Generalization**

The presenters of this session will demonstrate three powerful types of retrieval practice: self-testing, quizzing, and mock testing, with embedded instructional supports and using a variety of free, online resources. Participants will have the opportunity to create retrieval practice materials to use in their own classrooms, with guidance and feedback from the presenters.

Leader(s): Stephanie Morano, University of Virginia, Charlottesville

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9:15–10:15 AM   SESSION: 705   ROOM: 103

Indiana Resource Network: A Unique Approach to Providing Statewide PD and Technical Assistance

Topic: Personnel Preparation
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Panel

The Indiana Resource Network (IRN) is a collaborative system of specialized centers that provide universal, targeted, and comprehensive support to schools across the state. The IRN is supported by the state Department of Education and comprises resource centers offering a wide range of professional development, technical assistance, tools, and resources to support teachers and administrators in maintaining compliance and improving student outcomes.

Leader(s): Amy Howie, Public Consulting Group, Indianapolis, IN

Presenter(s): Sandi Cole, Indiana University, Bloomington; Judith Gross, Indiana Institute on Disability and Community, Indiana University, Bloomington; Daniel McNulty, PATINS, Indianapolis, IN; Jolly Piersall, Indiana IEP Resource Center, Indianapolis; Kristan Sievers-Coffer, Indiana Department of Education, Office of Special Education, Indianapolis

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9:15–10:15 AM   SESSION: 706   ROOM: 104

Preventing Special Educator Burnout Through Social Support and Social-Emotional Competence

Topic: Personnel Preparation
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

Special educators are subject to occupational stress and burnout. Research suggests that burnout compromises personnel health, job performance, and job commitment. Social support is a coping resource that helps individuals manage stress; educator social-emotional competence is associated with lower levels of occupational stress and burnout. Presenters will describe specific steps special educators can take to build their social support networks and boost their social-emotional competencies.

Leader(s): Leena Landmark, Sam Houston State University, Huntsville, TX

Presenter(s): Brandis Ansley, Central Michigan University, Mt. Pleasant

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9:15–10:15 AM   SESSION: 707   ROOM: 105

Strand J, Session 2: The Effects of Stress on the Mind and Body

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

In this session, participants will explore the effects of stress on the mind and body. This interactive session will provide participants with the opportunity to practice a mindfulness-based stress-reduction strategy that focuses on body awareness.

Leader(s): Wendy Fuchs, Southern Illinois University Edwardsville

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9:15–10:15 AM   SESSION: 708   ROOM: 106

Strand K, Session 2: Recruiting Black and Hispanic Students in Gifted Education: Equality vs. Equity

Topic: Gifted and Talented
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

Underrepresentation of African American and Hispanic American students in gifted education programs is one of the most pervasive problems in education. During this session, the presenters will discuss how practical strategies aimed at equity, as opposed to equality, can help open doors of opportunity and increase participation for culturally different students in gifted education.

Leader(s): Donna Ford, Vanderbilt University, Nashville, TN

9:15–10:15 AM   SESSION: 709   ROOM: 107

The Centre for Inclusive Education in Bulgaria: A Model for Organizing School Environments

Topic: International Programs/Services
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

The Centre for Inclusive Education (CIE) is a non-governmental organization whose main aim is to promote inclusive school environments as a quality standard in education. CIE's Bulgarian Model for organizing school environments supports the development of communities of shared values and vision in which children are supported to develop their capacities, teachers feel supported and confident that they can cope with the growing challenges, and families are in partnership with schools.

Leader(s): Iva Boneva, Center for Inclusive Education, Sofia, Bulgaria; Lilia Krasteva, Center for Inclusive Education, Sofia, Bulgaria; Liliya Arakchieva, Centre for Inclusive Education, Sofia, Bulgaria

MULTIPLE PRESENTATIONS

9:15–10:15 AM • SESSION: 710 • ROOM: 108

TECHNOLOGICAL LITERACY FOR TEACHERS AND HIGHER ED FACULTY

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Mary Frances Rice, University of New Mexico, Albuquerque

● **Strategies for Making Higher Education Course Materials Accessible for All Learners**

This presentation will provide participants with several strategies and guidelines to effectively adapt and accommodate course materials in a higher education classroom. The presenters will share several free resources, as well as frameworks from which to operate when developing documents, PDFs, and presentation materials.

Leader(s): Theresa Garfield, Texas A&M University, San Antonio

Presenter(s): Catherine Carreon, Texas A&M University, San Antonio; Evelyn Villarreal, Texas A&M University, San Antonio

● **Teachers' Technological Literacies for Digital Times**

Inclusion and equity in the classroom includes providing access to meaningful learning using online and digital technologies. For teachers, this means building competency in digital data management, online monitoring of student progress, and using technology to support student self-regulation. At this session, learn about the various dimensions of teachers' technological literacies and how to develop and leverage these for serving all students, especially students with disabilities.

Leader(s): Mary Frances Rice, University of New Mexico, Albuquerque

Presenter(s): Michael Dunn, Washington State University, Vancouver

9:15–10:15 AM   SESSION: 711   ROOM: 109

Becoming Critical Consumers of Research: Understanding the Role of Replication in Special Education

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Presentation with Q&A

In this presentation, we highlight the importance and prominent features of replication in special education research and describe how practitioners can use this knowledge to become critical consumers of research. During this session, we will discus the role of replication within both academic and behavioral interventions.

Leader(s): Shanna Hirsch, Clemson University, SC

Presenter(s): Hannah Mathews, Boston University, MA; Jennifer Counts, Clemson University, SC; John Romig, University of Texas, Arlington; Bill Therrien, University of Virginia, Charlottesville

9:15–10:15 AM   SESSION: 712   ROOM: 110

Innovations in Rural Transition: NTACT-Facilitated Technical Assistance at the LEA Level

Topic: Career Development/Transition
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This presentation describes the successful implementation and progression of transition-related initiatives by a rural local education agency (LEA), developed through interagency collaboration facilitated by the National Technical Assistance Center on Transition (NTACT). Presenters will discuss inclusion of students with disabilities in career technical education (CTE), and operationalizing customized employment for high school transition teams, and will share the LEA's transition plan.

Leader(s): C. J. Fields, University of Nevada, Reno/Lyon County School District

Presenter(s): David Palmer, Lyon County School District, NV; Caroline MaGee, University of Oregon, Eugene

9:15–10:15 AM   SESSION: 713   ROOM: 121

Inventing, Designing, and Engineering on the Autism Spectrum: An Inclusive Maker Club for Middle School Students

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Demonstration

Inventing, Designing, and Engineering on the Autism Spectrum (IDEAS) is a 3-year collaboration among a team of researchers, program developers, and educators with expertise in supporting students with autism spectrum disorder (ASD). This National Science Foundation-funded project has created an inclusive design and engineering program for middle school students with and without ASD, currently being implemented in public schools in a large urban district.

Leader(s): Wendy Martin, Education Development Center, Inc., New York, NY

9:15–10:15 AM   SESSION: 714   ROOM: 122

Using Portable Smart Devices to Teach Functional Skills to Students With Intellectual Disability

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

The presenters will discuss a systematic review on using portable smart devices (PSDs) in teaching students with intellectual disability (ID) functional skills. This review will especially focus on which devices were used and how these devices were used to teach home-, school-, community-, and job-related skills to this population. Percentage of non-overlapping data (PND) was calculated to quantify the effects of using portable smart devices.

Leader(s): Minkowan Goo, Texas Woman's University, Denton

Presenter(s): Adela Maurer, Texas Woman's University, Fort Worth; Michael Wehmeyer, University of Kansas, Lawrence

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9:15–10:15 AM   SESSION: 715   ROOM: 125

Strategies for Working With Previously Incarcerated Students With Disabilities

Topic: Collaboration and Inclusive Practices
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Presentation with Q&A

This session presents the results from data collected through interviews and surveys with previously incarcerated middle-school Hispanic females, who focused not only on perceived barriers but the strategies they viewed as key to helping them be successful in transitioning to a general education setting. The presenters will highlight strategies for transition planning and classroom accommodations that provide greater understanding when working with this population.

Leader(s): Nicole Whetstone, University of Texas, Austin

9:15–10:15 AM   SESSION: 716   ROOM: 126

System of Care: A Case Study of Special Education Partnerships

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Presentation with Q&A

This presentation describes how a community-created system of care (SOC) utilizes a broad-based interagency collaborative to create and sustain connections and partnerships among schools and youth-serving agencies. The presenters share findings from research showing that systematically connecting families, schools, and communities to find and focus education resources leads to improved education outcomes and reduced stigma for participating children and youth.

Leader(s): Jeffrey Anderson, Indiana University, Bloomington

Presenter(s): Kristy Bixler, Indiana University Bloomington

9:15–10:15 AM   SESSION: 717   ROOM: 127

District-Wide Systems for Developing and Implementing FBAs and BIPs

Topic: Emotional and Behavioral Disorders
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

Responding to student problem behavior alone is ineffective in changing the behavior to support student success. This session shares a model for district-wide functional behavior assessment (FBA/) and behavior intervention plan (BIP) programming, implementation, and progress monitoring to guide teams to effectively address student behavior. The presenters will outline a process to support district-wide assessment of current systems, staff capacity, and outcomes related to student behavior.

Leader(s): Kate Vincent, Mid-Valley Special Education Cooperative, St. Charles, IL

Presenter(s): Jennifer Phillips, Mid-Valley Special Education Cooperative, St. Charles, IL

9:15–10:15 AM   SESSION: 718   ROOM: 201

Retaining and Empowering Special Educators Through a Student Orientation Package

Topic: Starting the Teaching Career
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

The ability to organize classrooms and manage behaviors simultaneously is a critical issue for special educators. This session will provide the tools and strategies needed to develop a student orientation package to build positive relationships with students and families to create a classroom environment that is conducive to learning.

Leader(s): Andrea Jasper, Central Michigan University, Mt. Pleasant

Presenter(s): Kimberley Davis, Arkansas State University, Jonesboro; Will Hunter, University of Memphis, TN; Jacques Singleton, Arkansas State University, Jonesboro

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9:15–10:15 AM   SESSION: 719   ROOM: 202

Positive Behavior Supports and Cultural Responsiveness: What's the Best Combination for Students?

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

Evidence-based practices create equitable systems of behavioral management and address overrepresentation of students of color within special education, specifically in behavior disorders. This session presents the results of a study of general education teachers' beliefs, practices, and dilemmas related to promoting equitable systems of social-emotional and behavioral support, along with their efforts to be culturally responsive within a positive behavioral supports (PBS) framework.

Leader(s): Jeanne Connelly, Iowa State University, Ames

Presenter(s): Soo Ahn, Iowa State University, Ames; Anne Foegen, Iowa State University, Ames

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9:15–10:15 AM   SESSION: 720   ROOM: 203

Untangling the Decision-Making Process of Early Childhood Expulsion and Suspension

Topic: Early Childhood and Early Intervention
Secondary Topic: Public Policy
Format: Presentation with Q&A

Expulsion and suspension occur at high rates in early childhood settings, especially in childcare programs that operate outside of state pre-kindergartens. Using findings from a mixed-methods study, this session aims to facilitate thinking and discussion around the decision-making process of early childhood expulsion and suspension practices

Leader(s): Zhe An, University of Wisconsin-Madison

Presenter(s): Eva Horn, University of Kansas, Lawrence

9:15–10:15 AM   SESSION: 721   ROOM: 209

A Teacher-Created Protocol for Interagency Collaboration

Topic: Parent/Family/School Partnerships
Secondary Topic: Research
Format: Presentation with Q&A

This presentation shares findings from a study that examined teacher perceptions about their role for and the effects of interagency collaboration. Findings informed the development of a teacher-created protocol to guide collaboration with community agencies. The presenters will share considerations related to the teacher's role in facilitating interagency collaboration.

Leader(s): Heidi Cornell, Wichita State University, KS

9:15–10:15 AM   SESSION: 722   ROOM: 210

Teacher2Teacher: Restorative Practices (Community Circles and Restorative Chats)

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Restorative practices promote inclusiveness, relationship building, and problem solving, through methods such as circles for teaching and conflict resolution to conferences that bring victims, offenders, and their supporters together to address wrongdoing. During this session, attendees will learn how to implement community circles within classrooms, use community circles to build relationships and solve conflicts, and engage in restorative chats that include all parties harmed by a wrongdoing.

Leader(s): Chris Wey, MSD Wayne Township, IN

Presenter(s): Alicia Erwin, MSD Wayne Township, IN

9:15–10:15 AM   SESSION: 723   ROOM: 211

Progress Monitoring With Students Who Are DHH: A Look at Avenue:PM

Topic: Communication, Language, and Deaf/Hard of Hearing
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

Avenue:PM is a free, web-based suite of progress monitoring tools designed to measure literacy outcomes for children who are deaf or hard of hearing (DHH) and students who have language differences. The formative assessment software incorporates curriculum-based measurement (CBM) using game-like designs, immediate feedback, and self-monitoring features. The presenters will summarize the technical characteristics and a demonstrate CBM tasks.

Leader(s): Susan Rose, University of Minnesota, Minneapolis

9:15–10:15 AM   SESSION: 724   ROOM: 212

Criterion Validity of an Adaptive Universal Screener to an End-of-Year State Mathematics Assessment

Topic: Assessment
Secondary Topic: Research
Format: Presentation with Q&A

Although the use of data to inform instructional decision making has become commonplace, with schools implementing multitiered system of support (MTSS) frameworks, invalid data may lead to invalid decisions. This presentation examines the criterion validity of scores obtained from a computer-adaptive universal screener to an end-of-year state mathematics assessment. Presenters will discuss results, implications for practice, and recommendations for future research.

Leader(s): Corey Peltier, University of Oklahoma, Norman

Presenter(s): Kimberly Vannest, Texas A&M University, College Station

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9:15–10:00 AM   SESSION: 727
ROOM: POSTER 1, WABASH BALLROOM 2

Integrating Art to Aid Recall: Teaching Students to Create Visual Mnemonics

Topic: Arts in Special Education
Secondary Topic: Learning Disabilities
Format: Poster Session

Integrating art into instruction has been shown to increase student motivation and interest. Teaching students to create art that serves as a mnemonic can increase student retention of information and achievement. This poster presents a process for generating artful mnemonics; participants will practice creating their own mnemonic art.

Leader(s): Elizabeth Potts, Missouri Western State University, Saint Joseph

Presenter(s): Lori Howard, Marshall University, Huntington, WV

9:15–10:00 AM   SESSION: 728
ROOM: POSTER 2, WABASH BALLROOM 2

Precorrection, Active Supervision, and Instructional Feedback: Low-Intensity Strategies to Support Behavior

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster session presents step-by-step instructions for precorrection, active supervision, and instructional feedback–three low-intensity teacher-delivered strategies easily integrated into everyday instructional practices. Educators can implement these strategies across settings with little to no advanced planning to increase students' academic engagement time and reduce disruptive behavior.

Leader(s): David Royer, University of Hawaii at Manoa, Honolulu

Presenter(s): Grant Allen, University of Kansas, Lawrence; Mark Buckman, University of Kansas, Lawrence; Kathleen Lynne Lane, University of Kansas, Lawrence; Wendy Oakes, Arizona State University, Tempe

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9:15–10:00 AM   SESSION: 729
ROOM: POSTER 3, WABASH BALLROOM 2

Sustaining Tier 2 Interventions for Struggling Readers

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

The Targeted Reading Intervention (TRI) is a Tier 2 webcam-based literacy coaching intervention with an embedded certification process. The certification process prepares teachers to become program coaches, utilizing webcam technology to facilitate the process. Benefits of the certification model include fiscal sustainability and teacher empowerment. Attendees will be able to apply this model to their school-specific intervention programs.

Leader(s): Cheryl Varghese, University of North Carolina, Chapel Hill

Presenter(s): Mary Bratsch-Hines, University of North Carolina, Chapel Hill; Lynne Vernon-Feagans, University of North Carolina, Chapel Hill

9:15–10:00 AM   **SESSION: 730**
ROOM: POSTER 4, WABASH BALLROOM 2

Switching Schools, Service Delivery, and Success: What Do Students Say?

Topic: Learning Disabilities
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Poster Session

This poster presentation describes how residential and school mobility affects students with disabilities–from the perspective of the students themselves. Based on interviews at the middle and high school level, students with disabilities describe the causes of their school switches, their experiences entering and exiting schools, and their thoughts on what they need to be successful during the experience. The presenter will provide a 'best practices guidebook' for aiding mobile students.

Leader(s): Laura Nugent, Burlington School District, VT

Presenter(s): Kieran Killeen, University of Vermont, Burlington

9:15–10:00 AM   **SESSION: 731**
ROOM: POSTER 5, WABASH BALLROOM 2

Final Results for Integers: A 2-Year Algebra Readiness Study

Topic: Learning Disabilities
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

This poster presentation reports results and instructional implications from a 2-year, Tier 2 randomized control trial study. Presenters will discuss the results of the study, as well as lesson content for a seventh-grade algebra-readiness integers module, and implications for improving the delivery of algebra-readiness instruction for students with or at risk of learning disabilities (LD) in high-needs settings.

Leader(s): Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

Presenter(s): Megan Carroll, University of Texas, Austin; Jihyun Lee, University of Texas, Austin; Meijia Liu, University of Texas, Austin; Maryam Nozari, University of Texas, Austin

9:15–10:00 AM   **SESSION: 732**
ROOM: POSTER 6, WABASH BALLROOM 2

Improving Algebra Readiness for Middle School Students: A Systematic Literature Review

Topic: Research
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presents the results of a systematic literature review of interventions for middle school (Grades 6-8) students with learning disabilities or difficulties in the area of mathematics. All interventions demonstrated effectiveness for improving mathematical outcomes. The presenters will discuss the instructional strategies that emerged as necessary within mathematics intensive intervention.

Leader(s): Erica Mason, University of Missouri, Columbia

Presenter(s): Jennifer Gonzalez, University of Texas, Austin; Stacy Hirt, University of Missouri, Columbia; Erica Lembke, University of Missouri, Columbia; Sarah Powell, University of Texas, Austin

9:15–10:00 AM   **SESSION: 733**
ROOM: POSTER 7, WABASH BALLROOM 2

Preventing and Overcoming Burnout: A Special Education Teacher's Tale

Topic: Research
Format: Poster Session

This poster session shares findings from a qualitative study of active and retired elementary and secondary special education teachers' experiences with burnout and compassion fatigue. Presenter will discuss the physical and psychological symptoms experienced by study participants, as well as strategies used to minimize the negative effect of job-related stress on physical and mental health. Participants be able to develop a personalized self-care plan to prevent or combat symptoms of burnout.

Leader(s): Maria Ruiz, University of Louisiana, Lafayette

9:15–10:00 AM   **SESSION: 734**
ROOM: POSTER 8, WABASH BALLROOM 2

Effects of Professional Development on Inservice and Preservice Teachers' IEP Goal Writing

Topic: Personnel Preparation
Secondary Topic: Research
Format: Poster Session

Inservice and preservice special educators must be able to collect present level of performance data and write annual goals and short-term objectives for individualized education programs (IEPs). The presenters of this poster session collected and analyzed baseline data from inservice professionals involved in writing IEPs and undergraduates in a special education program. Presenters analyzed pre/post data against SMART goal criteria, and developed a self-monitoring checklist for IEP goals.

Leader(s): Laura Hedin, Northern Illinois University, DeKalb

Presenter(s): Stephanie DeSpain, Northern Illinois University, DeKalb

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9:15–10:00 AM   **SESSION: 735**
ROOM: POSTER 9, WABASH BALLROOM 2

Keep Calm and Leave it to the Paras: Training Effective Special Education Paraeducators

Topic: Personnel Preparation
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Are you a special educator trying to be in 10 places at once to ensure your students' needs are met in every setting? Stop the madness and 'leave it to the paras'! This poster session will provide you with a process, using behavior skills training (BST), to effectively train paraeducators to implement evidence-based practices, apply consistent behavior strategies, and collect useful progress data. Become confident in the abilities of your paraeducators by providing them with the tools they need.

Leader(s): Angie Blanton, Montgomery County School District, KY

Presenter(s): Holly Wells, Montgomery County Schools, KY

9:15–10:00 AM   **SESSION: 736**
ROOM: POSTER 10, WABASH BALLROOM 2

Opportunities to Respond in Content-Area Classes: What's Really Happening?

Topic: Emotional and Behavioral Disorders
Secondary Topic: Learning Disabilities
Format: Poster Session

Although the practice of providing opportunities to respond (OTRs) is supported by research as an effective strategy for increasing engagement and decreasing disruptive behavior in classrooms, little is known about its use in content-area classroom settings. This poster presents the findings of a study that examined the provision of OTRs in content-area classrooms across elementary, middle, and high school settings. The presenters will discuss implications for students with disabilities.

Leader(s): Justin Cooper, University of Louisville, KY

Presenter(s): Amy Lingo, University of Louisville, KY; Todd Whitney, University of Louisville, KY

9:15–10:00 AM   **SESSION: 737**
ROOM: POSTER 11, WABASH BALLROOM 2

Adaptive Literacy Coaching Across Secondary Content Areas

Topic: Collaboration and Inclusive Practices
Secondary Topic: Research
Format: Poster Session

This poster presents a model of professional development and systematic coaching that instructional coaches can use to support secondary teachers in implementing evidence-based literacy practices. By using standard and differentiated protocols of support, teachers are able to improve academic outcomes for students with and at risk for disabilities.

Leader(s): Alexandra Shelton, University of Maryland, College Park

Presenter(s): Leigh Ann Kurz, University of Maryland, College Park; Jade Wexler, University of Maryland, College Park

9:15–10:00 AM   SESSION: 738
ROOM: POSTER 12, WABASH BALLROOM 2

The Effect of Relationships on Preventing and Ameliorating Bullying Behavior

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Poster Session

Special education directors are well situated to positively influence the bullying of and by students with disabilities. This poster presents the results of a case study, with special education directors from rural districts were participating in intensive interviews. The directors perceived that the formation and continuation of relationships–which encompassed a culture of acceptance, inclusivity, and understanding–was primary in the prevention and amelioration of bullying behavior.

Leader(s): Tiffany Dobler, University of Wyoming, Laramie

9:15–10:00 AM   SESSION: 739
ROOM: POSTER 13, WABASH BALLROOM 2

Students With IDD and Postsecondary Education: Are Their Parents Ready for Transition?

Topic: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

This poster session shares the results of a survey designed to determine the readiness of parents for their students with intellectual and developmental disabilities (IDD) entering into inclusive postsecondary programming. we compared parent and case manager perceptions. The presenters will discuss the implications on future usage, and how to prepare stakeholders to facilitate the budding independence of transitioning students.

Leader(s): Heidi Graff, George Mason University, Fairfax, VA

Presenter(s): Rick Brigham, George Mason University, Fairfax, VA; Robert LeSueur, George Mason University, Fairfax, VA

9:15–10:00 AM   SESSION: 741
ROOM: POSTER 15, WABASH BALLROOM 2

What the TECH? Preparing General Education Teacher Candidates for Assistive Technology

Topic: Innovations in Special Education Technology
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation highlights how one teacher preparation program teaches general education teacher candidates about the latest assistive technology (AT) used to meet the needs of students with diverse learning needs. The presenters will share helpful tips for teacher educators designing an AT assignment.

Leader(s): Adam Moore, University of Rhode Island, Kingston

Presenter(s): Catherine Semnoski, University of Rhode Island, Kingston

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9:15–10:00 AM   SESSION: 742
ROOM: POSTER 16, WABASH BALLROOM 2

Engineering for All: Redesigning the Conceptual Framework of Science Education

Topic: STEM
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

With the recent movement in science education away from 'scientific inquiry' towards engagement in scientific and engineering practices, a new conceptual framework for science education, as well as evidence to support this model, is needed that not only includes the domains of science, but incorporates the essence of engineering practices.

Leader(s): Bree Jimenez, University of Sydney/Mater Dei School, Australia

Presenter(s): Ginevra Courtade, University of Louisville, KY

9:15–10:00 AM   SESSION: 743
ROOM: POSTER 17, WABASH BALLROOM 2

Using Young Adult Novels in College-Level Special Education Courses

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Attendees of this poster session will learn about how to use use of young adult (YA) novels in an Introduction to Special Education college-level course, with the purpose of fostering positive teacher beliefs. The presenters will explain how to select YA novels, and will share student comments that illustrate the influence of this approach.

Leader(s): Liz Rudenga, Trinity Christian College, Palos Heights, IL

Presenter(s): Kelsey Smith, Trinity Christian College, Palos Heights, IL

9:15–10:00 AM   SESSION: 744
ROOM: POSTER 18, WABASH BALLROOM 2

Wise and Well: Self-Care for the Educator

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Administration/Supervision
Format: Poster Session

'Stressed' backwards is 'desserts.' As educators, we can lose sight of the humor in our roles amid the stress we encounter on a daily basis. Does the theory of mindful classrooms ring true? How can one implement strategies with a high degree of fidelity (and acceptance) in order to reduce educator stress and increase student achievement? This session shares mindful strategies, grounded in research, to lighten your load, both in the classroom and as an instructional leader.

Leader(s): Rachel Kopke, Monroe Intermediate School District, Monroe, MI

9:15–10:00 AM   SESSION: 745
ROOM: POSTER 19, WABASH BALLROOM 2

Tactile Maps for Students With Visual Impairments: What the Research Says

Topic: Visual Impairments
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Tactile maps represent an opportunity for students with visual impairments (VI) to preview and augment their cognitive maps with information more quickly and more accurately than with direct exploration alone. This poster session reviews the existing research on the use, development and implementation of tactile maps to support students with VI.

Leader(s): Bryan Moles, University of Illinois, Chicago/ Chicago Public Schools

Presenter(s): Daniel Maggin, University of Illinois, Chicago

9:15–10:00 AM   SESSION: 746
ROOM: POSTER 20, WABASH BALLROOM 2

Supporting Strong Working Relationships Between General Educators and Teachers of the Visually Impaired

Topic: Visual Impairments
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster session presents findings from a study exploring the working relationships between general educators and teachers of the visually impaired (TVIs). Drawing upon interviews involving educators across several districts and schools in middle Tennessee, the presenters offer strategies for strengthening the quality and effectiveness of these critical–and sometimes challenging–collaborations.

Leader(s): Hilary Travers, Vanderbilt University, Nashville, TN

9:15–10:00 AM   SESSION: 747
ROOM: POSTER 21, WABASH BALLROOM 2

The Past 8 Years: A Conversation About Current Trends in Research on Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

Research on autism spectrum disorder (ASD) covers various topics of study. Understanding trends in research on ASD informs researchers and practitioners in the field of the recent foci and contributes to the current and growing understanding of ASD. This session updates previous research identifying such trends. The presenters will discuss the content published during 2010-2018 in three prominent, peer-reviewed journals.

Leader(s): Leah Gardner, University of Nevada, Las Vegas

Presenter(s): Eunhye Choi, University of Nevada, Las Vegas; Kathy Ewoldt, University of Nevada, Las Vegas

9:15–10:00 AM   **SESSION: 748**
ROOM: POSTER 22, WABASH BALLROOM 2

Reading Comprehension Interventions for Students With ASD: Implications for Middle School Educators

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a multicomponent reading intervention (approximately 40 sessions/50 minutes each) for students with higher functioning autism spectrum disorder (ASD). in Grades 6-8. Presenters will discuss the improved outcomes in reading comprehension and vocabulary, as well as the challenges of implementation relevant to classroom instruction for practitioners.

Leader(s): Paul Steinle, University of Texas, Austin

Presenter(s): Michael Solis, University of California, Riverside; Sharon Vaughn, The Meadows Center for Preventing Educational Risk/UT, Austin

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9:15–10:00 AM   **SESSION: 749**
ROOM: POSTER 23, WABASH BALLROOM 2

Diagnosis and Accessing Services: The Experiences of Zimbabwean Children with ASD and Their Families

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: International Programs/Services
Format: Poster Session

Little is known about autism spectrum disorder (ASD) in developing countries. This poster session will educate researchers and practitioners about the cultural, psychosocial, and developmental factors that may interfere with the diagnosis of and service provision for children with ASD internationally.

Leader(s): Morgan Chitiyo, Duquesne University, Pittsburgh, PA

Presenter(s): Ayman Alamri, Duquesne University, Pittsburgh, PA; Lubna Alzayyat, Duquesne University, Pittsburgh, PA; Chaidamoyo Dzenga, Tennessee Technology University, Cookeville

10:30–11:30 AM   **SESSION: 751**
ROOM: WABASH BALLROOM 1

CEC's Policy on the Prevention of and Response to Maltreatment

Topic: Public Policy
Format: Presentation with Q&A

The Council for Exceptional Children recognizes that all children and youth with disabilities have the right to live and flourish in a safe environment where they are protected and have support to protect themselves from all forms of maltreatment-neglect as well as physical, sexual, and psychological abuse. The CEC Board of Directors in September 2018 approved CEC's Policy on the Prevention of and Response to Maltreatment developed by a CEC Board of appointed work group. Learn about the content of the policy and strategies to promote the policy through teacher preparation standards, professional development, policy and advocacy and research.

Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Presenter(s): Catherine Corr, University of Illinois, Urbana-Champaign; Kelly Carrero, Texas A&M University, Commerce; Jamie Hopkins, CEC Pioneers Division Past President, Milford, OH; William Bogdan, Education Leadership Consultant, Cincinnati, OH

10:30–11:30 AM   **SESSION: 752**   **ROOM: 101**

Self-Monitoring to Improve Elementary Students' ORF: Researcher- Versus Teacher-Implemented Interventions

Topic: Learning Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

This session presents the results of a study evaluating the effectiveness of a program with self-determination components, 'Data Mountain,' for improving the oral reading fluency (ORF) of struggling readers in Grades 2-3. Two parallel multiple baseline design studies were conducted: one by a researcher and one by a teacher. Findings suggest that students' ORF rates increase when self-monitoring, regardless of implementer.

Leader(s): Lisa Didion, University of Texas, Austin

Presenter(s): Jessica Toste, University of Texas, Austin

10:30–11:30 AM   SESSION: 753   ROOM: 102

Technology-Mediated Mathematics Interventions for Students With or at Risk for Mathematics Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: STEM
Format: Presentation with Q&A

This session provides a review of studies on technology-mediated mathematics (TMM) interventions that target the mathematical outcomes of K-12 students with or at risk for mathematics learning disabilities. Results from 19 studies published between 2000 and 2016 suggest that TMM interventions had mainly positive results on mathematics outcomes.

Leader(s): Elisheba Kiru, University of Texas, Austin

Presenter(s): Christian Doabler, University of Texas, Austin; Audrey Sorrells, University of Texas, Austin

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10:30–11:30 AM   SESSION: 754   ROOM: 103

Is a PhD for Me? Current Doctoral Students Share Advice and Experience

Topic: Personnel Preparation
Secondary Topic: Public Policy
Format: Panel

Are you considering starting a PhD program in the field of special education? Join this discussion hosted by seven distinguished doctoral students from renowned programs across the country. An esteemed master's student will moderate open discussion on tips, suggestions, and considerations when applying and starting your doctoral program. Attendees are encouraged to bring questions!

Leader(s): Elizabeth Osborne, Frisco Independent School District, TX

Presenter(s): Tiffany Fisher, University of Florida, Gainesville; Heather Fitzpatrick, University of Northern Colorado, Greeley; Andrea Suk, University of Oklahoma, Norman; Samantha Walte, University of Illinois, Chicago

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10:30–11:30 AM   SESSION: 755   ROOM: 104

Project SEEDS: Interdisciplinary 325K Program Development

Topic: Personnel Preparation
Secondary Topic: Physical/Health/Multiple Disabilities
Format: Presentation with Q&A

This session explores the transdisciplinary program design of Project SEEDS for special education and adapted physical education teacher candidates to teach and support students with high-intensity needs. Project SEEDS faculty will share systematic methods used to embed intentional collaboration, CEC high-leverage practices and field experiences opportunities, and data-based candidate assessments.

Leader(s): Heather Wizikowski, California State Polytechnic University, Pomona

Presenter(s): Elizabeth Foster, California State Polytechnic University, Pomona; Joanne Van Boxtel, California State Polytechnic University, Pomona

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10:30–11:30 AM   SESSION: 756   ROOM: 105

Strand J, Session 3: Mindfulness for Self-Care and Classroom Implementation

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

In this final interactive session, participants will explore the concept of compassion as it relates to mindfulness. Suggestions will be provided for participants who are interested in establishing a regular mindfulness practice. Finally, the presenter will discuss recommendations for school-based implementation of mindfulness-based stress-reduction strategies.

Leader(s): Wendy Fuchs, Southern Illinois University Edwardsville

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10:30–11:30 AM   SESSION: 757   ROOM: 106

Strand K, Session 3: Cultivating Teacher, Student, and Parent Accountability Relationships

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Accountability Systems for Students with Disabilities
Format: Presentation with Q&A

Ideological orientations matter a great deal. Ultimately, what an individual thinks or believes determines behavior and actions. Results from two recent studies help illustrate how participatory action research strategies empower students and their families to engage effectively in educational decision making and promotes more meaning teacher/student and teacher/parent relationships.

Leader(s): Vincent Harper, Harper Educational Resources Incorporated, Evansville, IN

10:30–11:30 AM   SESSION: 758   ROOM: 107

Meet Your Neighbor: A Nonprofit and University Collaboration in Southern Appalachia

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

What happens to students when special education support services that are readily available in schools vanish upon graduation or once they turn 22? For many individuals, a transition that includes a disconnected social situation becomes a reality. The presenters of this session will discuss an initiative between a nonprofit, ConnectAbility, and the University of North Georgia that is focused on combatting loneliness and isolation in rural Southern Appalachia.

Leader(s): Adam Jordan, University of North Georgia, Dahlonega

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10:30–11:30 AM   SESSION: 759   ROOM: 108

Sit With Us! Using an App to Combat Bullying

Topic: Research
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

Bullying is a serious issue resulting in numerous negative consequences for those involved. This session presents findings from a pilot study examining the effect of the Sit With Us mobile application utilized by middle school students on students' bullying experiences. The presenters will discuss implications for practitioners and future directions for research.

Leader(s): Melissa Sreckovic, University of Michigan, Flint

10:30–11:30 AM   SESSION: 760   ROOM: 109

Targeted Reading Intervention: Coaching to Improve Teachers' Individualized Reading Instruction

Topic: Research
Secondary Topic: Learning Disabilities
Format: Panel

This panel examined the effectiveness of a Tier 2 early elementary literacy professional development program, the Targeted Reading Intervention (TRI). TRI uses remote webcam literacy coaching to promote rapid reading progress for struggling readers through one-on-one daily literacy sessions. Findings showed that TRI improved teachers' individualized reading instruction as well as struggling readers' skills, and it was especially beneficial for struggling readers with low oral language skills.

Leader(s): Cheryl Varghese, University of North Carolina, Chapel Hill

Presenter(s): Mary Bratsch-Hines, University of North Carolina, Chapel Hill; Lynne Vernon-Feagans, University of North Carolina, Chapel Hill

10:30–11:30 AM   SESSION: 761   ROOM: 110

Creative Enrichment Center: A Georgia College and Life Enrichment Center Collaboration

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This presentation highlights a collaboration between Georgia College and the Life Enrichment Center, a community-based day program serving adults with intellectual and developmental disabilities (IDD). Through the creation of the Creative Enrichment Center, college students and adults with disabilities engage in meaningful social, creative, and leisurely activities that ease the transition to adulthood.

Leader(s): Nicole DeClouette, Georgia College & State University, Milledgeville

Presenter(s): Barbara Coleman, Life Enrichment Center, Milledgeville, GA; Natalia Jones, Georgia College & State University, Milledgeville; Cindy Nunn, Life Enrichment Center, Milledgeville, GA; Carol Mathis, Life Enrichment Center, Milledgeville, GA; Carrigan Flotlin, Georgia College and State University, Milledgeville

MULTIPLE PRESENTATIONS

10:30–11:30 AM • SESSION: 762 • ROOM: 120

TECHNOLOGY FOR TRANSITION

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Taryn Chrapkowski, Hinsdale District 86, IL

● **Instructional Modules and Telecoaching to Increase Planning and Calendaring Skills of Students With ASD**

This presentation describes the results of a single-case design study in which eight young adults with autism spectrum disorder (ASD) participated in online instructional modules and telecoaching sessions to increase their planning and calendaring skills. Young adults increased their knowledge of specific planning steps to participate in increased community activities with their same-age peers.

Leader(s): Leslie Bross, University of Kansas, Lawrence

Presenter(s): Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City

● **You Can't Take Your Case Manager With You: Integrating AT Into Transition Planning**

Do you have students receiving multiple accommodations and yet plan to attend college? Are these students ready to navigate collegiate services? This session focuses on the differences between high school and college settings (including different service levels in college settings and different governing federal legislation) and how assistive technology (AT) can build independence. Presenters will share three powerful tools to help prepare students for postsecondary success.

Leader(s): Taryn Chrapkowski, Hinsdale District 86, IL

10:30–11:30 AM   SESSION: 763   ROOM: 121

The System of Least Prompts: An Evaluation of the Evidence Base

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

The presenters of this session will discuss the results of a comprehensive review of 25 years of research on the system of least prompts (SLP) response-prompting strategy. They will report the findings in terms of number of studies and participants reviewed; discuss the types of skills, ages, and disability areas for which SLP is evidence-based; and present a new method for analyzing and aggregating data from single-case studies to account for non-effects and publication bias.

Leader(s): Melinda Ault, University of Kentucky, Lexington

Presenter(s): Collin Shepley, University of Kentucky, Lexington

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10:30–11:30 AM   SESSION: 764   ROOM: 122

Circle of Courage: Student-Centered Planning for Youth with Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

In a 'family as faculty' project, two parents of a young teenager with autism spectrum disorder (ASD) taught preservice special education teachers how to implement the Circle of Courage positive youth development model in home and classroom settings. Qualitative data from students' journals demonstrated deeper understanding of self-advocacy and self-determination. Presenters include the parents who participated in the project, who will provide real-life examples.

Leader(s): Cristina Santamaria Graff, Indiana University—Purdue University Indianapolis

Presenter(s): Michelle Wickham, Homeschooler, Indianapolis, IN; Andy Wickham, Klipsch Group Inc., Indianapolis, IN

10:30–11:30 AM   SESSION: 765   ROOM: 125

Teachers in Residence: Training Preservice Teachers Through Year-Long Internships

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Preservice teachers experience a wide range of experiences prior to their first solo teaching experience. This session explores the outcomes of a partnership between UCP of Central Florida and the University of Central Florida wherein preservice teachers spend a year in a full inclusive atmosphere.

Leader(s): Jennifer Holbrook, University of Central Florida, Orlando

10:30–11:30 AM   SESSION: 766   ROOM: 126

Beyond Word Problems: Big Ideas, Working Memory, and Higher Level Mathematics

Topic: Collaboration and Inclusive Practices
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

Do you think that dyslexia only poses a problem in mathematics when it comes to word problems? In treating dyslexia only as a reading problem, teachers may miss other difficulties that students face. This session presents a more holistic approach, and provides instructional strategies targeted toward helping students make connections to big ideas and fundamental knowledge, appropriately sequence complicated mathematical processes, and address deficiencies in working memory tied to dyslexia.

Leader(s): Emma Chiappetta, Wasatch Academy, Mt. Pleasant, UT

Presenter(s): Kara Loftin, Wasatch Academy, Mt. Pleasant, UT

10:30–11:30 AM   SESSION: 767   ROOM: 127

Incorporating Social Skills Instruction Within SRSD for Students With EBD

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Presentation with Q&A

Self-regulated strategy development (SRSD) has demonstrated effectiveness in supporting writing performance of students with emotional and behavioral disorders (EBD), and has the potential to positively impact their social skills. In this session, the presenters will share two single-case studies that investigated the effects of incorporating social skills instruction, in the SRSD instructional framework, on targeted social skills and behaviors of elementary-age students with EBD.

Leader(s): Robai Werunga, University of North Carolina, Charlotte

Presenter(s): Ya-yu Lo, University of North Carolina, Charlotte

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MULTIPLE PRESENTATIONS

10:30–11:30 AM • SESSION: 768 • ROOM: 201

SUPPORTING STUDENTS WITH MULTIPLE DISABILITIES THROUGH ADULTHOOD – BUILDING ACADEMIC AND SOCIAL SKILLS TO INCREASE INCLUSION

Topic: Physical/Health/Multiple Disabilities
Format: Multi-Presentation Session
Moderator(s): Laura Clarke, Eastern Kentucky University, Richmond

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● **A Sexual Health Curriculum for Students With Intellectual and Developmental Disabilities**

This presentation will comprise a demonstration of a sexual health curriculum for students with intellectual and developmental disabilities.

Leader(s): Katie Hanley, Oak Hill Centers, Hartford, CT

● **Students With Multiple Disabilities Students and Those Tricky Graduation Requirements**

This presentation examines how the traditional means of providing students with multiple disabilities their required graduation courses (elective offerings) has been ineffective. The presenter will review and discuss how using student interest, creative scheduling, and teacher buy-in provides an authentic inclusion experience. The session will include data and findings, course examples, master schedule examples, teacher and student reflection, and Q&A.

Leader(s): Amanda Chamberlain, Columbus City Schools, OH

● **The Friday Club: An Interactive Outlet for Adults With Disabilities**

Socialization and leisure activities are key to mental and physical health. This session presents The Friday Club, a weekly program specifically designed for adults with intellectual disability and their health-related needs. The presenters will discuss community needs, logistics, coordination with service providers, funding, and volunteer-related issues, and facilitate a discussion of barriers, successes, and observed outcomes.

Leader(s): Sandra Johnson, Eastern Illinois University, Charleston

Presenter(s): Christina Edmonds-Behrend, Eastern Illinois University, Charleston; Elizabeth Flynn, Eastern Illinois University, Charleston

10:30–11:30 AM   SESSION: 769   ROOM: 202

Supporting Students With Mental Health Problems in the Classroom

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

This session identifies classroom practices to promote social-emotional well-being and positive behavior among students with mental health issues. Practices are drawn from research on positive behavioral supports, social-emotional learning, mental health, and resilience. Techniques focus upon building supportive classroom environments, relationships, and social skills in ways that are feasible for teachers in today's busy classrooms.

Leader(s): Lori Korinek, William and Mary, Williamsburg, VA

10:30–11:30 AM   SESSION: 770   ROOM: 203

Supporting Teachers in Implementing Functional Behavior Assessment Using Practice-Based Coaching

Topic: Early Childhood and Early Intervention
Secondary Topic: Research
Format: Presentation with Q&A

Functional behavior assessment (FBA) is often implemented by specialists rather than classroom teachers. To help make this tool more accessible to educators, the presenters of this session piloted a practice-based coaching model to support early childhood teachers in conducting functional behavior assessments within their classrooms. They will share the results of the pilot program and discuss implications for practice.

Leader(s): Marie David, Purdue University, West Lafayette, IN

Presenter(s): Mandy Rispoli, Purdue University, West Lafayette, IN

10:30–11:30 AM   SESSION: 771   ROOM: 210

Teacher2Teacher: A New Resource Room: Supporting Students With Complex Needs

Topic: Physical/Health/Multiple Disabilities
Format: Presentation with Q&A

Recognizing that students needed individualized programming and supports to ensure higher levels of retention and access, the presenters created a new teacher role (The Resource Room) to support students with complex physical, sensory, and communication needs. Learn about the benefits of a multidisciplinary approach focusing on total means of communication and promoting strategies for students with complex medical and communication needs.

Leader(s): Conner Edwards, Ben Davis High School, Indianapolis, IN

Presenter(s): Keshia Bell, Ben Davis High School, Indianapolis, IN

10:30–11:30 AM   SESSION: 772   ROOM: 211

New Generation Teacher Evaluation Systems: Which Measures Increase Teacher Effectiveness?

Topic: Measuring Special Education Teacher Effectiveness
Secondary Topic: Administration/Supervision
Format: Presentation with Q&A

This session presents a synthesis of research generated from the new generation of teacher evaluation systems implemented since 2009, highlighting findings about measures of teacher effectiveness that are most closely linked to student achievement and teacher development. The presenters will discuss the implications of these measures for special educators and demonstrate evidence-based strategies for implementing observations and goal-setting routines within special education.

Leader(s): Rachael Gabriel, University of Connecticut, Storrs

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10:30–11:30 AM   SESSION: 773   ROOM: 212

Using Schema Instruction to Improve the Mathematical Problem Solving of Students With Disabilities

Topic: STEM
Secondary Topic: Research
Format: Presentation with Q&A

There is a pressing need to identify interventions that practitioners can implement to improve the mathematical problem solving (PS) of students with disabilities. Schema instruction (SI) is an evidence-based practice for students with learning disabilities. The presenters of this session conducted a meta-analysis of 16 studies implementing SI with students identified with disabilities. Moderator analyses were run to identify if specific variables affected results.

Leader(s): Corey Peltier, University of Oklahoma, Norman

Presenter(s): Kimberly Vannest, Texas A&M University, College Station

10:30–11:15 AM   **SESSION: 777**
ROOM: POSTER 1, WABASH BALLROOM 2

Tech Tools for Meeting Diverse Learner Needs in Postsecondary Education Classrooms

Topic: Innovations in Special Education Technology
Secondary Topic: Personnel Preparation
Format: Poster Session

This poster presentation will provide an overview of technology tools that can facilitate the accommodation of a higher education learning platform for postsecondary learners with disabilities. Presenters will share free and easily accessed resources, as well as strategies to incorporate reasonable accommodations within higher education classrooms. Participants can also expect to explore current legislative updates that govern accommodations in the higher education classroom.

Leader(s): Evelyn Villarreal, Texas A&M University, San Antonio

Presenter(s): Catherine Carreon, Texas A&M University, San Antonio; Theresa Garfield, Texas A&M University, San Antonio

10:30–11:15 AM   **SESSION: 778**
ROOM: POSTER 2, WABASH BALLROOM 2

Effective Coaching: What Works Best for Special Education Teachers?

Topic: Administration/Supervision
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

To effectively support special education teachers, coaches must develop an understanding of their role and how to adapt their practices in order to meet the diverse needs of the classroom. This poster session offers key ideas for developing effective strategies for attacking common coaching components, through a special education lens.

Leader(s): Courtney Barcus, University of Illinois, Chicago
Presenter(s): Amy Passmore, University of Illinois, Chicago

10:30–11:15 AM   **SESSION: 779**
ROOM: POSTER 3, WABASH BALLROOM 2

The IEP Process and Availability of Special Education Services in State Correctional Facilities

Topic: Public Policy
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

In order to increase the availability of special education services in state correctional facilities, educators in both settings must adopt improved strategies of communication and collaboration. By making appropriate special education services readily available to incarcerated youth, professionals can aid students in transitioning between learning environments. The presenters of this poster session will discuss implications for policy and practice.

Leader(s): Andie Weight, Southern Utah University, Cedar City

Presenter(s): Alexandra Fruchey, Southern Utah University, Cedar City

10:30–11:15 AM   **SESSION: 780**
ROOM: POSTER 4, WABASH BALLROOM 2

A Self-Monitoring Vocabulary Intervention for High School Students With Learning Disabilities

Topic: Learning Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presentation reports the results of an applied research study conducted by an interning teacher in which high school students with learning disabilities (LD) used Google Forms to self-monitor their learning of ACT vocabulary words. The presenters will discuss implications for classroom instruction and future research.

Leader(s): Emelie Silvers Dunham, Bearden High School, Knoxville, TN

Presenter(s): Mari Beth Coleman, University of Tennessee, Knoxville; Joan Grim, University of Tennessee, Knoxville

10:30–11:15 AM   **SESSION: 781**
ROOM: POSTER 5, WABASH BALLROOM 2

Strategies to Support Students With LD and Anxiety

Topic: Learning Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

Students with learning disabilities (LD) experience anxiety at higher rates than their typically developing peers. Teachers may not be adequately prepared to recognize and intervene to help students experiencing anxiety. However, teachers have the potential to play significant roles in serving these students effectively. This poster presentation offers five evidence-based strategies teachers can use to support students with LD who also experience anxiety.

Leader(s): Glenna Billingsley, Texas State University, San Marcos

Presenter(s): Cathy Thomas, Texas State University, San Marcos

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10:30–11:15 AM   **SESSION: 782**
ROOM: POSTER 6, WABASH BALLROOM 2

Video Modeling of Strength Training for Adults With ASD in a Community Fitness Center

Topic: Research
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Evidence-based programs need to provide strategies that integrate persons with disabilities into community-based fitness and wellness programs. Despite predispositions that limit a individuals with autism spectrum disorder (ASD) in participating in physical activity, most can realize health-related and socialization benefits from activity. This poster presents results of a study of the effectiveness of video modeling on the proper biomechanics of strength-training exercises for adults with ASD.

Leader(s): Kathy Brinker, Illinois State University, Normal

10:30–11:15 AM   **SESSION: 783**
ROOM: POSTER 7, WABASH BALLROOM 2

The Effectiveness of UDL in K-12 Classrooms

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

The inclusion movement has led teachers and administrators to look for ways to include students with disabilities in general education classroom settings and provide them an equitable education. Many educators have relied on the universal design for learning (UDL) framework as a means for including all students in the classroom. The presenter of this poster session conducted an integrative review as a way to provide clarification about the implementation of the UDL framework in K-12 classrooms.

Leader(s): Allisha Beerwart, Georgia Southwestern State University, Americus

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10:30–11:15 AM   **SESSION: 784**
ROOM: POSTER 8, WABASH BALLROOM 2

The Effect of the RTI Process on Special Education Referrals

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Research
Format: Poster Session

This poster presentation describes how the response to intervention (RTI) model is being implemented in three elementary schools, focusing on the selection of students, the use of evidence-based practices, and progress monitoring. Presenters will discuss how to determine the effectiveness of interventions and the extent to which the RTI process reduces special education referrals.

Leader(s): Kristy Bixler, Indiana University Bloomington

Presenter(s): Jeffrey Anderson, Indiana University, Bloomington

10:30–11:15 AM　　　　　　　　**SESSION: 785**
ROOM: POSTER 9, WABASH BALLROOM 2

Dual Preparation in the Areas of Visual Impairment and Autism Spectrum Disorder

Topic: Visual Impairments
Secondary Topic: Personnel Preparation
Format: Poster Session

Although there are several examples of dual preparation of general and special education, there is little attention paid to training to work with students who are dually diagnosed with visual impairment (VI) and autism spectrum disorder (ASD). The presenters of this poster session describe a preparation program that prepares teachers to work with students with a VI-ASD diagnosis.

Leader(s): Nancy Mamlin, North Carolina Central University, Durham

Presenter(s): Nigel Pierce, North Carolina Central University, Durham; Sean Tikkun, Northern Illinois University, DeKalb

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10:30–11:15 AM　　　　　　　　**SESSION: 786**
ROOM: POSTER 10, WABASH BALLROOM 2

Dissemination and Decision Making: Preservice Practitioners' Selection of Practices for Students With ASD

Topic: Personnel Preparation
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

The presenters of this poster share the results of a study exploring preservice practitioners' familiarity with, approval of, and likelihood to select evidence-based practices (EBPs) for students with autism spectrum disorder (ASD). They will share the relationships among these factors, preservice practitioners' personal experiences, and source-trustworthiness along with recommendations regarding disseminating evidence-based practices.

Leader(s): Maria Hugh, University of Minnesota, Minneapolis

10:30–11:15 AM　　　　　　　　**SESSION: 787**
ROOM: POSTER 11, WABASH BALLROOM 2

A Collaborative Model of Paraprofessional/Intervener Training

Topic: Personnel Preparation
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Poster Session

Over 9,000 children and youth with deafblindness (DB) are currently being supported in education programs by professionals who lack training in DB. Interveners provide one-on-one access to the environment for students with DB and, when necessary, serve as an integral part of the education team. Teachers trained in DB provide coaching and supervision to interveners and are vital to meeting these children's needs. This poster shares information on a training program in DB-specific practices.

Leader(s): Kristi Probst, National Center on Deaf-Blindness, WI

10:30–11:15 AM　　　　　　　　**SESSION: 788**
ROOM: POSTER 12, WABASH BALLROOM 2

Evaluating the Effectiveness of the Wraparound Process for Youth With Emotional and Behavioral Disorders

Topic: Emotional and Behavioral Disorders
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presentation shares the results of a study evaluating the effectiveness of the wraparound process among students with challenging behaviors. The study involved students with emotional and behavioral disorders (EBD) from elementary, middle, and high schools. The presenters will discuss results, limitations, and directions for future research.

Leader(s): Mandy Lusk, Clayton State University, Morrow, GA

Presenter(s): Calli Lewis Chiu, California State University, Fullerton; Donna Sayman, Wichita State University, KS; Staci Zolkoski, University of Texas, Tyler

10:30–11:15 AM   **SESSION: 789**
ROOM: POSTER 13, WABASH BALLROOM 2

Alternatives to Suspension: Connecting With Students Through the DETECT Process

Topic: Emotional and Behavioral Disorders
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presentation illustrates how to develop positive alternatives to suspension, using the DETECT process (define the problematic behavior, expectations set, teach the student appropriate behavior, earned privileges, consequences that are logical and designed to teach, track the data). Respect, relationships, and recognition are the tools that teachers must use to keep students in school. The DETECT process incorporates on those positive tools to reach and connect with all students.

Leader(s): Beverley Johns, MacMurray College, Jacksonville, IL

10:30–11:15 AM   **SESSION: 790**
ROOM: POSTER 14, WABASH BALLROOM 2

Breaking the Ice: Tips for Promoting Rich Discussions About Inclusion

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Poster Session

The first step toward strengthening the school culture and classroom environments for diverse learners is to help individuals develop self-awareness regarding issues related to inclusion. This poster presents an effective approach to promoting rich discussions about inclusion using case studies based on common challenges teachers face. The presenters will discuss the effect this approach had on the beliefs and attitudes towards inclusion in a study of over 60 teachers.

Leader(s): Amber Karkiewicz, Miami University, Oxford, OH

Presenter(s): Anna Hill, Miami University, Oxford, OH; Sarah Watt, Miami University, Oxford, OH

10:30–11:15 AM   **SESSION: 791**
ROOM: POSTER 15, WABASH BALLROOM 2

Co-Teaching Workshops: A Bridge Between University and School

Topic: Collaboration and Inclusive Practices
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

This poster presents the results from a study of implementing co-teaching techniques in college courses that evolved into a connection with field schools through co-teaching workshops. The presenters will discuss the development of the knowledge and skills of co-teaching in preservice teachers and current teachers who attended the workshops, measured by multiple quantitative and qualitative research methods including pre- and post-surveys and focus group interviews.

Leader(s): Eunjoo Kim, Indiana University Northwest, Gary

Presenter(s): Sharon Pratt, Indiana University Northwest, Gary

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10:30–11:15 AM   **SESSION: 792**
ROOM: POSTER 16, WABASH BALLROOM 2

Bringing the Research Home: Coaching Families to Use Evidence-Based Practices

Topic: Parent/Family/School Partnerships
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Evidence-based practices (EBPs) are often complex and need to be implemented with fidelity to be most effective–but parents and caregivers of children with disabilities are not always trained to implement them at home. Coaching families on implementing EBPs can increase their capacity to support children at home. This poster presents the key components of coaching parents and caregivers: parent training, parent implementation of EBPs, providing ongoing monitoring and feedback, and follow-up.

Leader(s): Michael Mahoney, University of Washington, Seattle

Presenter(s): Xueyan Yang, University of Washington, Seattle

10:30–11:15 AM   **SESSION: 793**
ROOM: POSTER 17, WABASH BALLROOM 2

Problem Parents: Our Untapped Asset

Topic: Parent/Family/School Partnerships
Secondary Topic: Personnel Preparation
Format: Poster Session

Looking for a new framework to build partnerships with families? What if those 'problem parents' became your best allies? This poster presentation provides a framework for building dual capacity, shares stories of successful alliances, and identifies promising practices that work for building partnerships. Come prepared to rethink and reframe your current practices.

Leader(s): Amy Pleet-Odle, Inclusion Focused Coaching, Elkton, MD

10:30–11:15 AM   **SESSION: 794**
ROOM: POSTER 18, WABASH BALLROOM 2

Access, Instruction, and Support: A Tale of Two Transformed Districts

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Poster Session

This poster session explores the effect of a pilot program that emphasized access and evidence-based instruction for students with disabilities. The presenters will demonstrate the tools and practices that drove student outcomes and engagement. Participants will learn to replicate the pilot, use technology to create and deliver instructional best practices, and monitor student progress.

Leader(s): Amber Dollar, Tobii Dynavox, Euless, TX

10:30–11:15 AM   **SESSION: 795**
ROOM: POSTER 19, WABASH BALLROOM 2

Teaching Robotics to Young Children With ASD and ID

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: STEM
Format: Poster Session

Science, technology, engineering, and math (STEM) skills are more than educational buzzwords: They are powerful skills for social and academic success. This poster presents the results of a current study addressing the lack of research into the acquisition of STEM skills for young students with autism spectrum disorder (ASD) and intellectual disability (ID).

Leader(s): John Wright, Vanderbilt University, Nashville, TN

10:30–11:15 AM   **SESSION: 796**
ROOM: POSTER 20, WABASH BALLROOM 2

Transforming Parent/Practitioner Collaboration: The Possibilities of Mixed-Reality Simulations

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

This poster presentation illustrates an approach that narrows the collaboration gap between practitioners and parents: mixed reality simulations (MRS). The practice provides practitioners mixed-reality experiences with Spanish-speaking avatar parents of young children with disabilities. Practitioners demonstrated CEC Division on Early Childhood Recommended Practice competencies after their MRS experiences and believed the MRS experience increased their ability to collaborate.

Leader(s): Hsuying Ward, University of Texas, Rio Grande Valley

Presenter(s): Claudia Alvarado, University of Texas Rio Grande Valley; Clarissa Gomez, University of Texas, Rio Grande Valley; Susanna Perales, University of Texas Rio Grande Valley, Brownsville

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10:30–11:15 AM   **SESSION: 797**
ROOM: POSTER 21, WABASH BALLROOM 2

Teaching Academic Vocabulary to ELLs With Developmental Disabilities

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presents best practices and research-based strategies for teaching academic content-area vocabulary to English language learners (ELLs) with developmental disabilities (DD). In addition to identifying differences in Common Core State Standards vocabulary tiers, the presenters highlight specific procedures for explicitly teaching academic vocabulary to ELLs with DD, including how to implement cognitive strategies for improving reading comprehension in different content areas.

Leader(s): Angela 'Michelle' Sencibaugh, Valley Park School District, MO

Presenter(s): Joseph Sencibaugh, Webster University, St. Louis, MO

10:30–11:15 AM   **SESSION: 798**
ROOM: POSTER 22, WABASH BALLROOM 2

College Campus-Based Transition Programs: Outcomes for Students Providing Peer Support

Topic: Career Development/Transition
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Postsecondary transition programs for young adults with disabilities hosted on college campuses are becoming increasingly common. In many of these programs, college peers without disabilities volunteer to act as academic and social supports for the students with disabilities–and this participation becomes a significant part of their college experience. This poster presents an overview of outcomes for college students without disabilities participating as peer mentors.

Leader(s): John Schaefer, Cleveland State University, OH

1:00–2:00 PM   **SESSION: 802**   **ROOM: 101**

Practical Concerns About the Research-to-Policy Gap in Special Education

Topic: Public Policy
Secondary Topic: Research
Format: Presentation with Q&A

Practice and research should inform the imminent reauthorization of the Individuals with Disabilities Education Act (IDEA). However, the presenters of this session documented a problematic research-to-policy gap when they systematically reviewed every article published from 2005-2015 in Exceptional Children, The Journal of Special Education, and Remedial and Special Education. Only 23% of the nearly 900 articles had explicit implications for IDEA.

Leader(s): Janet Decker, Indiana University, Bloomington

Presenter(s): Meghan Burke, University of Illinois, Urbana-Champaign

1:00–2:00 PM   **SESSION: 803**   **ROOM: 102**

Math Interventions for Secondary Students With LD: A Meta-Analysis of Single-Case Studies

Topic: Learning Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

The presenters of this session will discuss the results of a meta-analysis of single-case studies for secondary students with learning disabilities (LD). This meta-analysis examined the effectiveness of interventions on math performance, including maintenance and transfer measures. Participants will learn the results as well as the effect of using different math strategies in their classroom for students with LD.

Leader(s): David Houchins, Georgia State University, Atlanta

1:00–2:00 PM   **SESSION: 804**   **ROOM: 103**

Working With Children With Deafblindness: An Intervener Training Project

Topic: Personnel Preparation
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Presentation with Q&A

Over 9,000 children and youth with deafblindness (DB) are currently being served in education programs by professionals who lack training in DB. The National Center on Deaf-Blindness (NCDB) created and administered an intervener training pilot project in eight states across. This presentation will focus on training professionals to work with children with DB.

Leader(s): Kristi Probst, National Center on Deaf-Blindness, WI

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 805 • ROOM: 104

ENSURING ACCESS TO NEW TECHNOLOGIES AND RESOURCES

Topic: Innovations in Special Education Technology
Format: Multi-Presentation Session
Moderator(s): Gakyung Jeong, University of Illinois, Urbana-Champaign

● **Do Open Educational Resources Meet Their Potential, for Students With Disabilities?**

Open educational resources (OERs) are a growing alternative to traditional educational materials. Despite great promise, many OERs have remained inaccessible for the needs of students with disabilities. This session will demonstrate a universal design for learning (UDL) player, preference discovery, and authoring tool to help OERs meet their potential for access and learning.

Leader(s): Boris Goldowsky, CAST, Inc., Wakefield, MA

Presenter(s): Jose Blackorby, CAST, Inc., Wakefield, MA

● **Including Students With Disabilities in Computer Science Education and Makerspace Activities**

Elementary and secondary schools are including computer science (CS) and makerspace activities into instruction, but few studies examine ways of supporting students with disabilities in these activities. This session shares findings from two National Science Foundation studies examining challenges, successes, and pedagogical strategies (promoting collaborative problem solving, balancing explicit instruction and open inquiry) to support students with disabilities in CS and makerspace activities.

Leader(s): Gakyung Jeong, University of Illinois, Urbana-Champaign

Presenter(s): Chung eun Lee, University of Illinois, Urbana-Champaign

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1:00–2:00 PM   SESSION: 806   ROOM: 105

Effects of Mindfulness-Based Stress Reduction Strategies on Teacher and Student Well-Being

Topic: Administration/Supervision
Secondary Topic: Research
Format: Presentation with Q&A

This session reviews recent research on the benefits of mindfulness practices on educators' and students' well-being. The presenter will discuss trends and the implications of elevated stress levels on educator effectiveness and how schoolwide implementation of mindfulness practices can reduce problem behaviors and improve student learning outcomes, and participants will have the opportunity to practice multiple strategies.

Leader(s): Wendy Fuchs, Southern Illinois University Edwardsville

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1:00–2:00 PM   SESSION: 807   ROOM: 106

WIOA: What Teachers Know and What They Need to Know

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

The Workforce Innovation Opportunity Act (WIOA) was designed to strengthen the workforce. A key component of this act is to assist individuals with disabilities in overcoming barriers in employment. This presentation examines results from a survey assessing what teachers know and pairs it with information on what teachers should know about WIOA.

Leader(s): Andrea Suk, University of Oklahoma, Norman

Presenter(s): Bekis Choiseul-Praslin, University of Oklahoma, Norman; Tracy Sinclair, University of Oklahoma, Norman; Kendra Williams-Diehm, University of Oklahoma, Norman

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1:00–2:00 PM   SESSION: 808   ROOM: 107

Using Technology-Based Progress Monitoring Protocols for Functional IEP Goals

Topic: Assessment
Secondary Topic: Research
Format: Presentation with Q&A

Many students require functional goals to meet their individualized needs–goals that do not always align with the general education curriculum, meaning that teachers must create protocols for progress monitoring. Although the use of technology has greatly increased for monitoring academic progress, its use for monitoring functional goals is unclear. This presentation will reveal a rationale for (and the benefits and barriers of) technology-based progress monitoring.

Leader(s): Alicia Drelick, Rowan University, Glassboro, NJ

1:00–2:00 PM   **SESSION: 809**   **ROOM: 108**

Addressing Cultural Disparity: Culturally Responsive Social Skill Instruction Within an SWPBS Framework

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Presentation with Q&A

Culturally responsive social skill instruction (CRSSI) holds promise for reducing disciplinary referral for diverse learners. This session provides a theoretical overview of CRSSI within the schoolwide positive behavior support (SWPBS) framework. The presenters will share practical strategies for developing a CRSSI plan, including lesson plan template and related activities.

Leader(s): Deondra Gladney, University of North Carolina, Charlotte

Presenter(s): Wen-hsuan Chang, University of North Carolina, Charlotte; Ya-yu Lo, University of North Carolina, Charlotte

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1:00–2:00 PM   **SESSION: 810**   **ROOM: 109**

Pivotal Moments: Supporting the Successful Transition of First-Generation College Students With Disabilities

Topic: Research
Secondary Topic: Career Development/Transition
Format: Presentation with Q&A

First-generation college students with disabilities face more obstacles than their peers without disabilities. Students who experience 'pivotal moments,' however, are more likely to be successful in college and attain a college degree. Through their own stories, learn how these students' experiencing pivotal moments supported their transition to a four-year college and how the intentional implementation of pivotal moment components can put students with disabilities on the path to college.

Leader(s): Sydney Bueno, University of Wisconsin, Stevens Point

Presenter(s): Nikki Logan, University of Wisconsin, Stevens Point

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1:00–2:00 PM   **SESSION: 811**   **ROOM: 110**

College Admission for Students With Disabilities

Topic: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

This session provides an overview of the college application process and why it is important to start planning for college as early as possible. The presenters will share resources for counselors, case managers, students, and parents. Key information and steps for the students (along with their IEP team) to consider are framed in an adaptable grade-by-grade timeline.

Leader(s): Stefania Petcu, University of New Mexico, Albuquerque

Presenter(s): Adam Lalor, Landmark College, Putney, VT

1:00–2:00 PM   **SESSION: 812**   **ROOM: 120**

Transportation Legal Issues for Students With Disabilities

Topic: Administration/Supervision
Secondary Topic: Public Policy
Format: Presentation with Q&A

Transportation is an important part of education for some students with disabilities. The critical planning elements for this related service include identifying the least restrictive transportation environment, and providing appropriate training and support is necessary. The presenters will provide guidelines for ensuring appropriate services are provided in the least restrictive environment, along with recommendations stemming from recent case law in this important area.

Leader(s): David Bateman, Shippensburg University, PA

Presenter(s): Mitchell Yell, University of South Carolina, Columbia

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1:00–2:00 PM   **SESSION: 813**   **ROOM: 121**

Evaluating the Quality of Exercise Interventions for Students With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Presentation with Q&A

Individuals with autism spectrum disorder (ASD) are twice as likely to be overweight compared to their typically developing peers. Although research on using exercise as a way to change behavior is not lacking, the quality of most interventions remains unknown. This session presents of the results of research assessing the quality of exercise interventions to determine if intervention packages could be used to combat obesity and change behaviors.

Leader(s): April Haas, Texas A&M University, College Station

1:00–2:00 PM   SESSION: 814   ROOM: 122

A Self-Regulation Strategy for Middle School Students' Written Expression of Mathematical Reasoning

Topic: STEM
Secondary Topic: Research
Format: Presentation with Q&A

Students writing about math has many benefits. Written expressions of math reasoning has been shown to increase students' complex understanding of math concepts. This presentation shares a self-regulated math writing strategy to improve student's math writing. The presenters will provide an overview of math writing, a description of the study, and its application to classroom practice.

Leader(s): Elizabeth Hughes, Pennsylvania State University, State College

Presenter(s): Joo-Young Lee, Pennsylvania State University, State College; Paul Riccomini, Pennsylvania State University, University Park

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1:00–2:00 PM   SESSION: 815   ROOM: 123

Addressing Learning Disabilities – A Cognitive Approach

Topic: International Programs/Services
Secondary Topic: Pioneers/Historical Perspectives
Format: Presentation with Q&A

In this presentation, the presenters will explore the neuroplastic paradigm, the concept of cognitive enhancement, and how the principles of neuroplasticity can be provided in everyday curriculum, to enhance the learning of all students. By enhancing the learner's capacity to learn, the rate of learning can accelerate across academic disciplines.

Leader(s): Debbie Gilmore, Arrowsmith Program, Toronto, Canada

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1:00–2:00 PM   SESSION: 816   ROOM: 125

Student Self-Advocacy, Accommodations, and Universal Design for Learning: An Insider's Look

Topic: Collaboration and Inclusive Practices
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

Providing students with disabilities supports in meeting the demands of rigorous instruction is often challenging. This presentation will address student self-advocacy and the intersection of accommodations and the role universal design for learning (UDL) is able to play in this relationship given generalization research outcomes for students with disabilities. Presenters will provide an accommodations tool, resources, and guidelines focused specifically on supporting learning content standards.

Leader(s): Kelly Grillo, Flagler County Schools, FL

Presenter(s): Daniel McNulty, PATINS, Indianapolis, IN

1:00–2:00 PM   SESSION: 817   ROOM: 126

Developing Essential Understandings of Addition and Subtraction

Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

'If only my students knew their basic facts!' This is a common frustration of classroom teachers. Knowing doesn't come from worksheets, flashcards, or timed tests; it comes from strong number sense. Participants will explore the essential understandings of addition and subtraction to build numerical literacy.

Leader(s): Amy Keller, Grant Wood Area Education Agency, Cedar Rapids, IA

Presenter(s): Jeremiah McGraw, Grant Wood Area Education Agency, Cedar Rapids, IA; Connie Terry, Green Hills Area Education Agency, Council Bluffs, IA

1:00–2:00 PM   SESSION: 818   ROOM: 127

Using an iPad to Teach Early Literacy Skills to Students with Intellectual Disability

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Innovations in Special Education Technology
Format: Presentation with Q&A

This session presents research findings on the effects of using portable smart devices (PSDs) to teach early literacy skills to students with intellectual disability (ID). A multiple-probe design across participants was used to examine a functional relation between using PSDs and the acquisition of phonemic awareness skills. Results indicate that using PSDs was an effective method for teaching phonemic awareness to students with ID. Presenters will discuss implications for classroom teaching.

Leader(s): Minkowan Goo, Texas Woman's University, Denton

Presenter(s): Adela Maurer, Texas Woman's University, Fort Worth; Diane Myers, Texas Woman's University, Denton

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1:00–2:00 PM   SESSION: 820   ROOM: 140

Research to Inform Practice: Applications in Systematic Reviews, Quality Appraisals, and Quantitative Syntheses

Topic: Research
Secondary Topic: Public Policy
Format: Demonstration

Systematic reviews are an important step in identifying evidence-based practices. In this session, participants will discover resources to aid in their systematic review efforts, with emphasis on quality appraisals and quantitate syntheses to support educators' implementation. The presenters will demonstrate and involve participants in developing systematic efficiencies around finding articles, coding and data extraction, and reporting findings.

Leader(s): Eric Common, University of Michigan, Flint

Presenter(s): Kathleen Lynne Lane, University of Kansas, Lawrence; David Royer, University of Hawaii at Manoa, Honolulu

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1:00–2:00 PM   SESSION: 821   ROOM: 141

Chronic Absence Solutions: Schoolwide and Individual Approaches

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Demonstration

For students who may be or are eligible for special education services, regular attendance is critical to ensure accurate identification and provide increased opportunity for intervention and service delivery. This session provides practical prevention and intervention strategies that can make a dramatic difference in attendance for students in your school, especially those with special education needs.

Leader(s): Jessica Sprick, Safe & Civil Schools, Eugene, OR

Presenter(s): Tricia Berg, University of Oregon, Eugene

1:00–2:00 PM   SESSION: 822   ROOM: 142

LAFF Don't CRY: Teaching Teachers a Communication Strategy

Topic: Personnel Preparation
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

Communications skills are integral to collaboration. Teacher educators and supervisors can improve teachers' communication using LAFF Don't CRY. Participants will learn the strategy, identify key instructional components, and experience a condensed version of training. The presenters will share instructional resources to implement training, including scenarios, lecture notes, and scoring rubrics.

Leader(s): Brooks Vostal, Bowling Green State University, OH

Presenter(s): Alicia Mrachko, Bowling Green State University, OH

1:00–2:00 PM   SESSION: 823   ROOM: 143

'How do I know if my students are getting it?' Embedding Formative Assessment Technology-based Tools Into Your Teaching

Topic: Assessment
Secondary Topic: Innovations in Special Education Technology
Format: Demonstration

In this interactive demonstration, participants will learn about four technology-based tools for collecting formative assessment data–whether in upper elementary, middle, or high school settings, or in college classes. Presenters will demonstrate the tools and discuss potential applications, and share data obtained through the use of technology-based formative assessment tools in undergraduate and graduate educator preparation classes.

Leader(s): Michele Nobel, Ohio Wesleyan University

1:00–2:00 PM SESSION: 824 ROOM: 144

Tactile-Based Stories and Symbols

Topic: Visual Impairments
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Demonstration

Tactile-based stories can increase student engagement during whole-class reading groups featuring students with significant cognitive disabilities, including those with visual impairments (VI). Whole and partial symbols can be incorporated into schedules and individualized education program (IEP) goal assessments of students with cortical vision impairment (CVI) to increase inclusion and self-determination. Presenters of this interactive session share tips, examples, and resources, and tools.

Leader(s): Sarah Merimee, Murray State University, KY

Presenter(s): Kelly Brown, Oldham County Schools, KY; Erin Marvin, Oldham County Schools, KY

1:00–2:00 PM SESSION: 825 ROOM: 145

English Language Learners With Exceptional Learning Needs: The SWIT Strategy for Teaching Vocabulary

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Learning Disabilities
Format: Demonstration

This session synthesizes a compendium of best practices of research-based strategies for teaching academic vocabulary to English language learners (ELLs) with exceptional learning needs. Presenters will highlight the differences among Common Core State Standards' tiered vocabulary, and describe how to implement interventions such as SWIT (Selecting Words for Instruction from Text) or word generation for explicitly teaching vocabulary in narrative and informational text.

Leader(s): Angela 'Michelle' Sencibaugh, Valley Park School District, MO

Presenter(s): Joseph Sencibaugh, Webster University, St. Louis, MO

1:00–2:00 PM SESSION: 826 ROOM: 201

Tough to Love: Using High-Leverage Practices With Students With Challenging Behaviors

Topic: Emotional and Behavioral Disorders
Format: Presentation with Q&A

High-leverage practices (HLPs) in the area of social-emotional development–such as establishing a consistent, organized, and respectful learning environment and teaching social behaviors–have demonstrated efficacy across student demographics, disability types, and school contexts. This interactive presentation shares ready-to-implement methods and culturally responsive practices to use with students who exhibit challenging behavior.

Leader(s): Jennifer McKenzie, Southern Utah University, Cedar City

Presenter(s): Samantha Cress, Southern Utah University, Cedar City; Lindsey Lyman, Southern Utah University, Cedar City

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1:00–2:00 PM SESSION: 827 ROOM: 202

Does RTI Effectively Support Adolescent Reading Comprehension Difficulties?

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Learning Disabilities
Format: Presentation with Q&A

The traditional response-to-intervention (RTI) framework may not be sufficient to meet the needs of secondary students at risk for or with identified reading disabilities. This session presents a synthesis of relevant literature highlighting alterations to better support the unique needs of students in secondary grades who struggle with reading comprehension and related reading skills.

Leader(s): Britta Bresina, University of Minnesota, Minneapolis

Presenter(s): Kristi Baker, Southern Methodist University, Dallas, TX; Rachel Donegan, Vanderbilt University, Nashville, TN; Victoria Whaley, University of Connecticut, Storrs

1:00–2:00 PM   SESSION: 829   ROOM: 209

Culturally Responsive Self-Determination Checklist

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Presentation with Q&A

Special educators need to be able to effectively implement and evaluate self-determination interventions based on individual cultural differences. In order to address this issue, this presentation will cover strategies for understanding, identifying, and adhering to individual student cultures through several items on a culturally responsive self-determination checklist.

Leader(s): Katherine Brendli, Virginia Commonwealth University, Richmond

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1:00–2:00 PM   SESSION: 830   ROOM: 210

Teacher2Teacher: Inclusion Experiences: Making Grade-Level Material Meaningful and Accessible

Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

This session describes how high school students with complex physical, sensory, and communication needs have been given access to grade-level curriculum through thematic units, aided-language input, and a multidisciplinary approach. Presenters will share ideas for implementing age- and grade-appropriate curriculum through a set structure based in themes that help satisfy the drive for the inclusion of grade-level content in self-contained settings, and how to build collaborative relationships.

Leader(s): Keshia Bell, Ben Davis High School, Indianapolis, IN

Presenter(s): Conner Edwards, Ben Davis High School, Indianapolis, IN; Catherine Brown, Ben Davis High School, Indianapolis, IN

1:00–2:00 PM   SESSION: 831   ROOM: 211

Effect of Early Mathematics Intervention on Mathematics Performance of Students with Mathematics Difficulties in First Grade

Topic: Learning Disabilities
Secondary Topic: Early Childhood and Early Intervention
Format: Presentation with Q&A

Numeracy is one of the most challenging areas for students with mathematics difficulties; improving numeracy outcome for these students is extremely important. This session shares the results of a study testing the effect of integration of cognitive principles into early numeracy intervention for at-risk students in first grade, and examining whether those effects occur by compensation for limitation in cognitive process.

Leader(s): Maryam Nozari, University of Texas, Austin

Presenter(s): Diane Bryant, University of Texas, Austin; Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin

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1:00–2:00 PM   SESSION: 832   ROOM: 212

Successfully Including and Accommodating Students in Assessments

Topic: Assessment
Secondary Topic: Administration/Supervision
Format: Panel

A paradigm shift has occurred in the approach that states are taking to ensure the accessibility of their assessments for all students. This panel will present information from policy, teacher, and data perspectives to highlight issues related to accessibility and assessment accommodations.

Leader(s): Yi-Chen Wu, University of Minnesota, Minneapolis

Presenter(s): Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis; Martha Thurlow, NCEO/University of Minnesota, Minneapolis

1:00–1:45 PM **SESSION: 835**
ROOM: POSTER 1, WABASH BALLROOM 2

Difficult Conversations in the Classroom: Teaching and Modeling Civil Discourse

Topic: Personnel Preparation
Format: Poster Session

Addressing issues of race, class, gender, and privilege directly in a discussion often creates tension–and at times division–in the classroom. When addressed poorly or not at all, highly charged issues can derail learning in a classroom. If such dynamics are not addressed, critical issues become silenced, which replicates the mechanisms of marginalization and sends mixed messages to students about the profession's commitment to social justice.

Leader(s): Ozalle Toms, University of Wisconsin, Whitewate

Presenter(s): Gloria Campbell-Whatley, University of North Carolina, Charlotte; Kim Reddig, University of North Carolina, Charlotte

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1:00–1:45 PM **SESSION: 836**
ROOM: POSTER 2, WABASH BALLROOM 2

Communicating With Families about the Functional Behavior Assessment Process

Topic: Parent/Family/School Partnerships
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Preservice teachers learn about the multitiered positive behavior support framework, and about functional behavior assessment (FBA) and behavior intervention plans (BIPs) for students with behavior concerns. At the same time, there may be insufficient formal instruction on how to meaningfully partner and share details from the FBA with primary caregivers. Participants will learn specific strategies to more effectively communicate with families proactively and throughout the FBA process.

Leader(s): Nicole Edwards, Rowan University, Glassboro, NJ

1:00–1:45 PM **SESSION: 837**
ROOM: POSTER 3, WABASH BALLROOM 2

Can a 'Wait and See" Mindset Delay Early Intervention Referrals?

Topic: Early Childhood and Early Intervention
Secondary Topic: Public Policy
Format: Poster Session

To optimize outcomes, infants and toddlers with disabilities need early access to family-centered Intervention services. A gap may exist, however, between suspecting concerns and timely pursuit of services. This poster presents the results of interviews of primary caregivers and pediatricians that highlight perceptions surrounding a 'wait and see'' mindset and possible solutions. Presenters will discuss these findings, and their implications for early-intervention programs.

Leader(s): Nicole Edwards, Rowan University, Glassboro, NJ

1:00–1:45 PM **SESSION: 838**
ROOM: POSTER 4, WABASH BALLROOM 2

Collaboration in Saudi Arabia: Special and General Education Teachers in Elementary Schools

Topic: Learning Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

This poster presents a case study exploring the collaboration process between Saudi general and special education teachers and their perspectives (through focus groups and semi-structured interviews) of the most effective form of collaboration to support students with learning disabilities (LD). The presenter observed teachers to gather in-depth data about how collaboration occurs; the resulting study presents a qualitative, in-depth description of the amount and nature of collaboration.

Leader(s): Modhawi ALMedlij, University of Arizona, Tucson

1:00–1:45 PM   **SESSION: 839**
ROOM: POSTER 5, WABASH BALLROOM 2

Teaching Grammar in Context With Mentor Sentences

Topic: Learning Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This poster presentation introduces the use of mentor sentences as an authentic means of grammar instruction. Mentor models are research-based and an effective method of teaching high school students the craft of writing. Attendees will engage in short writing tasks, including the four-step process of using mentor sentences: observation, imitation, manipulation, and composition. The presentation will include practitioner-friendly ways to incorporate mentor sentences and texts into instruction.

Leader(s): Stacy Crawford Bewley, Kentucky Department of Education/University of Louisville

1:00–1:45 PM   **SESSION: 840**
ROOM: POSTER 6, WABASH BALLROOM 2

Maximizing Efficiency in Classroom Language Sample Analyses: Applying Generalizability Theory

Topic: Research
Secondary Topic: Communication, Language, and Deaf/Hard of Hearing
Format: Poster Session

Language-sample analysis is a useful tool for school-based researchers and practitioners; however, time is often cited as a factor prohibiting its use. To address this barrier, the presenters of this poster session conducted generalizability and decision studies to determine the minimum number and duration of observations needed for maximum reliability and efficiency using a sample of 28 general and special education teachers in elementary classrooms.

Leader(s): Alexandra Hollo, West Virginia University, Morgantown

Presenter(s): Jason Chow, Virginia Commonwealth University, Richmond

1:00–1:45 PM   **SESSION: 841**
ROOM: POSTER 7, WABASH BALLROOM 2

Teachers' Perceptions of Academic Intrinsic Motivation for Students With Disabilities

Topic: Research
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Students with higher levels of academic intrinsic motivation (IM) have better academic outcomes, a more favorable outlook toward challenges, and a deeper understanding of academic content. Although researchers have studied the effects of IM on typically developing children, there is less information on IM for students with disabilities. This poster shares a study using a nationally representative sample of students with disabilities to measure IM variability in different disability categories.

Leader(s): Johny Daniel, University of Texas, Austin

1:00–1:45 PM   **SESSION: 842**
ROOM: POSTER 8, WABASH BALLROOM 2

Computer-Assisted Instruction for Students With ID: A Review of the Research

Topic: Innovations in Special Education Technology
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Special educators are relying more heavily on computer assisted instruction (CAI) to teach academic content to students with intellectual disability (ID) than ever before. Based on a systematic review of the current literature, the presenters of this poster session will discuss the nature of academic content taught to students with ID using CAI, CAI programs used to provide instruction, and student learning outcomes associated with CAI. They will also address gaps in the research.

Leader(s): Heartley Huber, College of William & Mary, Williamsburg, VA

1:00–1:45 PM   **SESSION: 843**
ROOM: POSTER 9, WABASH BALLROOM 2

Digital Storytelling: Research and Implications for Special Education

Topic: Innovations in Special Education Technology
Secondary Topic: Research
Format: Poster Session

This poster presentation examines the trends in digital storytelling research in terms of target population, research design, data analysis, target behavior or skill, and intervention. Presenters will discuss implications for conducting research on digital storytelling in the field of special education.

Leader(s): Eunhye Choi, University of Nevada, Las Vegas

Presenter(s): Haerin Park, Boston College, Chestnut Hill, MA

1:00–1:45 PM   **SESSION: 844**
ROOM: POSTER 10, WABASH BALLROOM 2

Co-Teaching: What Makes or Breaks a Successful School Model?

Topic: Collaboration and Inclusive Practices
Secondary Topic: Administration/Supervision
Format: Poster Session

This poster presentation examines the successes and challenges that occur when a school begins to implement an inclusion philosophy through co-teaching models. The presenters will discuss the pilot program that was developed and how the program was perceived by teachers and administrators in the district. Building teacher and administration knowledge and capacity is essential to ensuring that stakeholders are aware of the benefits and the procedures needed to facilitate success.

Leader(s): Kay Hamrick, Futures Education, Springfield, MA

Presenter(s): Martha Herty, St. John the Baptist Parish Public Schools, LA; Stacey Spies, St. John the Baptist Public Schools, LA

1:00–1:45 PM   **SESSION: 845**
ROOM: POSTER 11, WABASH BALLROOM 2

Meeting in the Middle: Teaching Academic and Functional Skills to Students With Severe Disabilities

Topic: Collaboration and Inclusive Practices
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Students with severe disabilities need to be taught both meaningful academic content and functional skills tailored to individual needs, but time is often a limiting factor for how much can be taught. With careful planning these skills can be addressed simultaneously. This demonstration will take practitioners through a model on developing instruction that dually targets both academic and functional skills.

Leader(s): Shawnee Wakeman, University of North Carolina, Charlotte

Presenter(s): Elizabeth Reyes, University of North Carolina, Charlotte

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1:00–1:45 PM   **SESSION: 846**
ROOM: POSTER 12, WABASH BALLROOM 2

Research-Tested, Teacher-Approved: Implementation Supports for Math Educators

Topic: STEM
Secondary Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Evidence-based practices (EBPs) in math exist, yet math scores continue to remain stagnant for students with disabilities. How can we ensure that teachers use EBPs to improve math outcomes? This session, intended for school and district leaders, will share strategies for supporting, scaling, and sustaining math teachers' EBP implementation.

Leader(s): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX

Presenter(s): Teri Marx, American Institutes for Research, Washington, DC

1:00–1:45 PM **SESSION: 847**
ROOM: POSTER 13, WABASH BALLROOM 2

STEAM Activities Within a UDL Framework, as Career Assessment

Topic: STEM
Secondary Topic: Career Development/Transition
Format: Poster Session

This poster demonstrates how to incorporate science, technology, engineering, art, and math (STEAM) activities within a universal design for learning (UDL) framework to address the needs of individual student with disabilities. The presenters will describe how to also use this process as an assessment of students' future career choices. Participants will engage in multimodal STEAM activities that enable learners to access grade-appropriate curriculum.

Leader(s): Christina Kimm, California State University, Los Angeles

Presenter(s): Jemma Kim, California State University, San Bernardino

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1:00–1:45 PM **SESSION: 848**
ROOM: POSTER 14, WABASH BALLROOM 2

Using Video Data to Enhance Teacher Understanding of English Language Learners' Academic Competence

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Learning Disabilities
Format: Poster Session

This poster presents the results of a pilot data study examining teacher understanding of English language learners' risk for disability identification within a multitiered system of support. The study examined teacher construction of students' academic competence through video-recorded classroom interactions and teacher reflections regarding one-on-one student conferences. The study findings provide implications for special education identification processes, education practices, and policy.

Leader(s): Sarah Diaz, Arizona State University, Tempe

Presenter(s): Sarah Salinas, Arizona State University, Tempe

1:00–1:45 PM **SESSION: 849**
ROOM: POSTER 15, WABASH BALLROOM 2

Relationship and Meaning of Race in Autism Spectrum Disorder Studies: A Systematic Review

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presents the results of a study examining the correlation between race and ethnicity and autism spectrum disorder (ASD). Collating information from six studies, overall results indicated that minority students were underrepresented in the identification and diagnosis of ASD. Also, students and their families showed differentiation in service use by race, and a possibility exists that other factors may affect students' delayed identification.

Leader(s): Yeji Kim, University of Texas, Austin

1:00–1:45 PM **SESSION: 850**
ROOM: POSTER 16, WABASH BALLROOM 2

Students With EBD as Cross-Age Tutors for Kindergarteners at Risk for Mathematics Learning Disabilities

Topic: Emotional and Behavioral Disorders
Secondary Topic: STEM
Format: Poster Session

This poster presents the results of a study of utilizing cross-age tutors (older students) with or at risk for emotional and behavioral disorders (EBD) to deliver a number-line intervention to kindergarten students at risk for mathematics disabilities. This study assessed the program's effects on kindergarten students' mathematics performance, tutors' generalized behavioral ratings in classroom settings, the ability of the students to effectively serve as cross-age tutors, and social validity.

Leader(s): Gavin Watts, Texas A&M University, San Antonio

Presenter(s): Megan Carroll, University of Texas, Austin

1:00–1:45 PM   **SESSION: 851**
ROOM: POSTER 17, WABASH BALLROOM 2

Hire Me! A Pre-Employment Collaboration for Students in Transition

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This presentation describes a collaboration between two school districts and a university to provide initial on-the-job work skills training for high school students with exceptionalities for the overall goal of competitive employment. Attendees will learn how and why this program was developed and the tangible benefits for participants and stakeholders.

Leader(s): Thomas Gibbon, Shippensburg University, PA

Presenter(s): Taylore Kerns, Shippensburg University, PA; Alexandra Jones, Shippensburg University, PA

1:00–1:45 PM   **SESSION: 852**
ROOM: POSTER 18, WABASH BALLROOM 2

Building Sustainable Bridges: IEPs, Pre-ETS, 21st-Century Skills, and Classroom Instruction

Topic: Career Development/Transition
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Creating a model of systems change and school improvement, intervention specialists from an Ohio high school will share how their special education department systematically integrated a free standards-based curriculum into classroom practice across grade levels in order to promote pre-employment transition services (ETS), student-directed individualized education programs (IEPs), 21st-century skills, and blended learning.

Leader(s): Andrew Buck, Ohio State University Nisonger Center, Columbus

Presenter(s): Amy Oldham, Green High School, Uniontown, OH; Kelly Trueman, Green High School, Uniontown, OH

1:00–1:45 PM   **SESSION: 853**
ROOM: POSTER 19, WABASH BALLROOM 2

Effective Transition Planning: Preparing Students With Disabilities for Life After School

Topic: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

Young adults with disabilities experience poor postschool outcomes that may be related to transition services received in school. How can educators and policy makers support these students in their transition to adulthood? This poster presentation reviews practical strategies for preparing students with disabilities for demanding postschool environments.

Leader(s): Mariya Davis, Texas A&M University, San Antonio

Presenter(s): Theresa Garfield, Texas A&M University, San Antonio

1:00–1:45 PM   **SESSION: 854**
ROOM: POSTER 20, WABASH BALLROOM 2

Incorporating Visual Supports Within Peer-Mediated Instruction and Interventions in General Education Classrooms

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Peer-mediated instruction and intervention (PMI) structures supplement academic material and promote social skill development by providing students with direct instructional feedback through the use of peers. By combing PMI structures with additional instructional strategies such as visual supports, priming, and self-monitoring, general education teachers can better support the academic needs of students with autism spectrum disorder (ASD) in inclusive secondary classrooms.

Leader(s): Michael Mahoney, University of Washington, Seattle

1:00–1:45 PM   **SESSION: 855**
ROOM: POSTER 21, WABASH BALLROOM 2

Using Visual Activity Schedules to Intensify Academic Interventions for Children With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Early Childhood and Early Intervention
Format: Poster Session

This poster presentation will share a step-by-step process of how to use visual activity schedules (VAS) to intensify academic intervention for students with autism spectrum disorder (ASD). The presenters will guide practitioners through using data-based individualization (DBI) to develop and teach with VAS to increase students' participation in academic interventions.

Leader(s): Maria Hugh, University of Minnesota, Minneapolis

Presenter(s): Carlin Conner, Southern Methodist University, Dallas, TX

2:15–3:15 PM   SESSION: 858   ROOM: 101

A Look at Policy: IDEA vs. Turkey's Special Education Services Regulation

Topic: Public Policy
Secondary Topic: International Programs/Services
Format: Presentation with Q&A

This session provides a comparison of the Individuals with Disabilities Education Act (IDEA) and in the Special Education Services Regulation of Turkey (SESR), specifically looking at six IDEA principles and how they are conceptualized in SESR. There are some similarities and distinctions between IDEA and SESR, particularly regarding the appropriate evaluation of students, parent participation, and procedural safeguards.

Leader(s): Ayse Yakut, Biruni University, Istanbul, Turkey

2:15–3:15 PM   SESSION: 859   ROOM: 102

Improving the Writing of Students With EBD Using GO 4 IT … NOW

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Presentation with Q&A

In this session, the presenters will share findings from a recent study that examined the effectiveness of GO 4 IT … NOW! strategy instruction on the writing skills of students with emotional and behavioral disorders (EBD). Participants will learn how to use the strategy to improve writing and self-determination skills.

Leader(s): Caitlin Criss, The Ohio State University, Columbus

Presenter(s): Sheila Alber-Morgan, The Ohio State University, Columbus; Terri Hessler, The Ohio State University at Newark; Moira Konrad, The Ohio State University, Columbus; Alana Oif Telesman, The Ohio State University, Columbus

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2:15–3:15 PM   SESSION: 860   ROOM: 103

IEP Transition Planning: Jump-Starting Success Through Partnerships With Colleges

Topic: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

This session focuses on how transition planning in high school can foster success for incoming college students by partnering with postsecondary Disability Services (DS) personnel. High school special educators can include DS representatives in transition meetings to help ensure that accommodations are in place for incoming students in the fall.

Leader(s): Lori Howard, Marshall University, Huntington, WV

Presenter(s): Elizabeth Potts, Missouri Western State University, Saint Joseph

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2:15–3:15 PM   SESSION: 861   ROOM: 107

Evaluating Transition Programs: Essential Secondary Transition Characteristics and Barriers to Employment

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

This session focuses on essential secondary transition characteristics, specifically for employment, recommended for transition programs. The presenters will share the results of a survey of the implementation and feasibility of these characteristics through the viewpoint of transition coordinators and consultants in one state. They will discuss identified barriers and themes that affect the implementation of these characteristics.

Leader(s): Raquel Burns, Lehigh University, Bethlehem, PA

Presenter(s): Linda Bambara, Lehigh University, Bethlehem, PA

2:15–3:15 PM   SESSION: 862   ROOM: 109

LRE Placement Rates in the United States: An Examination of National Trends, 1990-2016

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Presentation with Q&A

The least restrictive environment (LRE) mandate of the Individuals with Disabilities Education Act (IDEA) requires states to provide students with disabilities opportunities to make adequate progress in general education settings. This session shares the results of a study of trends in the educational placements of students with disabilities. Although findings indicate the trend toward inclusion has started to plateau, identification rates and placements trends vary by disability category.

Leader(s): David Hoppey, University of North Florida, Jacksonville

Presenter(s): Erica Bergmann, University of North Carolina, Greensboro; James McLeskey, University of Florida, Gainesville; Hanna Townsend, University of North Carolina, Greensboro

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2:15–3:15 PM   SESSION: 863   ROOM: 110

Developing Leaders Among Individuals With Disabilities

Topic: Career Development/Transition
Secondary Topic: Research
Format: Presentation with Q&A

The presenters of this poster session conducted a qualitative study focusing on factors that help individuals with disabilities reach leadership positions and be effective in their leadership roles. Data consists of interviews of adults with disabilities in leadership positions in India and in the U.S. Results indicate participants possess many common and unique strengths that can inform practice in the area of leadership development among people with disabilities.

Leader(s): Rama Cousik, Indiana University—Purdue University, Fort Wayne

2:15–3:15 PM   SESSION: 864   ROOM: 120

Theory to Practice: HLP = Help for Everyone

Topic: Administration/Supervision
Secondary Topic: Measuring Special Education Teacher Effectiveness
Format: Presentation with Q&A

High-leverage practices promote the development of common language, pedagogies, and practices for all students. For new practices to become solid, however, this knowledge must accompany opportunities to incorporate practice, implementation, and feedback. Presenters will introduce administrators and other practitioners to strategies to engage, reflect, and measure implementation and effectiveness of quality professional development.

Leader(s): Gina Scala, East Stroudsburg University of Pennsylvania

Presenter(s): Kristin Hirschmann, Seattle University, WA

2:15–3:15 PM   SESSION: 865   ROOM: 121

Using the Four Learning Stages as the Basis for Research-Based Practice and Instruction in ASD and ID

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Measuring Special Education Teacher Effectiveness
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. This session provides an overview of the four learning stages and examples across multiple areas of instruction (behavior, academics, life skills, communication, transition). The presenters will share relevant research-based practices in the identification, assessment, goal setting, and instruction of learning goals across the four stages.

Leader(s): Bree Jimenez, University of Sydney/Mater Dei School, Australia

Presenter(s): Emily Bouck, Michigan State University, East Lansing; Jordan Shurr, Queen's University, Kingston, Ontario, Canada

2:15–3:15 PM   SESSION: 866   ROOM: 122

ABA Services in Schools: Exploring Issues, Creating Cross-Talk and Developing Mutual Understanding

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Parent/Family/School Partnerships
Format: Presentation with Q&A

Board-certified behavior analysts (BCBAs) are increasingly providing applied behavior analytic (ABA) services to districts in a variety of capacities–which in turn has raised issues such as how to interpret ethical practice, working to understand each other's disciplines, and finding areas of common ground to promote best practices. This interactive session will present preliminary research regarding the challenges BCBAs and school districts face while providing services to students.

Leader(s): Vanessa Tucker, Pacific Lutheran University, Tacoma, WA

2:15–3:15 PM   SESSION: 867   ROOM: 125

Co-Teaching: Meeting the Needs of Diverse Learners of the Future

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

This session is a hands-on approach to exploring co-taught teacher education preparation courses, including how to pilot a co-teaching model for students teaching in PK-8 inclusive classrooms. Presenters will model the six types of co-teaching practices that they use in their own teacher preparation courses. General education professors and special education professors working together using technology and hands-on activities can provide engaging, high-quality instruction to teacher candidates.

Leader(s): Liz Justice, Oklahoma Baptist University, Shawnee

Presenter(s): Jeanne Akin, Oklahoma Baptist University, Shawnee; Rebecca Farley, Oklahoma Baptist University, Shawnee

2:15–3:15 PM   **SESSION: 868**   **ROOM: 126**

Charting a New Course: A Practical Curriculum Modification Process

Topic: Collaboration and Inclusive Practices
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Presentation with Q&A

This session will present three basic steps to systematically modify any curriculum to make it more accessible and achievable. The presenter will provide strategies on how to align a modified curriculum with a student's individualized education program (IEP) and share strategies for management of students' modified curriculum when included in the general education classroom setting.

Leader(s): Janine Wahl, Bemidji State University, MN

2:15–3:15 PM   **SESSION: 869**   **ROOM: 127**

Cognitive-Behavioral Interventions: The Promise of School-Based Mental Health Services

Topic: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Presentation with Q&A

Students identified with emotional and behavioral disorders (EBD) often struggle with mental health issues. Negative educational and postschool outcomes have been well documented. Although these students need school-based mental health services (SBMHS), such services are often provided only outside of school, rarely used, or not completed by students who could benefit. This session provides recommendations for effectively implementing a cognitive-behavioral interventions in small-group settings.

Leader(s): Leonard Troughton, The University of Southern Mississippi

Presenter(s): Derek Rodgers, University of Iowa, Iowa City

2:15–3:15 PM   **SESSION: 870**   **ROOM: 128**

Creating and Implementing a Word Reading Intervention with Morphemes

Topic: Learning Disabilities
Format: Demonstration

In this session, the presenters will demonstrate the morpheme reading intervention (a curriculum they developed and piloted), which uses morphemes to teach polysyllabic word reading. Participants will learn the role morphemes play in polysyllabic word reading, the most common morphemes which allow students to access the most polysyllabic words, and research-based strategies to improve word reading through morpheme-centered interventions.

Leader(s): Victoria Whaley, University of Connecticut, Storrs

Presenter(s): Devin Kearns, University of Connecticut, Storrs

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2:15–3:15 PM   **SESSION: 871**   **ROOM: 140**

The Inclusive Classroom Characteristics Check Sheet: Improving Candidate Field Experiences

Topic: Personnel Preparation
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

This demonstration is designed to improve field experiences for preservice candidates thorough the use of the Inclusive Classroom Characteristics Check Sheet (IC3S) and shared participant resources and ideas. The IC3S synthesizes best practices into a usable tool to facilitate more meaningful field experiences. Presenters will provide copies of the IC3S.

Leader(s): Catherine Lawless Frank, University of Dayton, OH

Presenter(s): Victoria Zascavage, Xavier University, Cincinnati, OH

2:15–3:15 PM   **SESSION: 872**   **ROOM: 142**

Using Trauma-Informed Curriculum to Improving Student Self-Monitoring

Topic: Cultural and/or Linguistic Diversity
Secondary Topic: Emotional and Behavioral Disorders
Format: Demonstration

Between 20% and 50% of American children have been victims of violence within their families, at school, and in their communities–a trend dating back over two decades and which does not seem in danger of changing. This session provides an overview of SAMHSA's Six Key Principles for trauma-informed curriculum; the presenter will share additional effective research techniques that can be used to assist students who have experienced trauma.

Leader(s): Lisa Rose Johnson, Egg Harbor Township Public Schools, NJ/Rowan University, Glassboro

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2:15–3:15 PM   **SESSION: 873**   **ROOM: 105**

Implementing Behavior Intervention Plans: How Can Special Education Teachers Better Support Paraeducators?

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Secondary Topic: Personnel Preparation
Format: Presentation with Q&A

Paraeducators spend a substantial portion of their workday implementing behavior intervention plans (BIPs) for students with special education needs. Special education teachers have assumed partial responsibility for supervising paraeducators, often without proper training. In this session, participants will learn six tips for special education teachers who support paraeducators implementing BIPs.

Leader(s): Emily Sobeck, Franciscan University, Steubenville, OH

Presenter(s): Miguel Ampuero, University of Pittsburgh, PA
Rachel Robertson, University of Pittsburgh, PA

2:15–3:15 PM   SESSION: 874   ROOM: 104

Teacher2Teacher: Developing Critical Thinkers Using the Six Thinking Hats

Topic: Gifted and Talented
Format: Presentation with Q&A

This session will introduce deBono's Six Thinking Hats process, a parallel thinking strategy that requires participants to approach problems from varied perspectives. Because the Six Thinking Hats strategy is not tied to a specific type of problem or content area, it can be used across content areas and with students of all ability levels. This interactive session will include an introduction to the process, modeling and practice, and brainstorming about classroom applications.

Leader(s): Kim Hardin, Abilene Christian University, TX

2:15–3:15 PM   SESSION: 875   ROOM: 141

Reconceptualizing Co-Taught Instruction: Using the Writing in Science (WiS) Planning Tool

Topic: STEM
Secondary Topic: Collaboration and Inclusive Practices
Format: Demonstration

This interactive session will engage participants in using the Writing in Science (WiS) planning tool, which outlines a decision-making process for teams of special educators and science co-teachers to use in order to reconceptualize writing instruction. Using WiS, teachers prioritize writing as an integral part of science instruction, assign writing tasks more likely to promote deep learning, optimize time spent on writing, implement evidence-based practices, and adapt writing instruction.

Leader(s): Sally Drew, Central Connecticut State University, New Britain

Presenter(s): Michael Faggella-Luby, Texas Christian University, Fort Worth

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2:15–3:00 PM   SESSION: 879
ROOM: POSTER 2, WABASH BALLROOM 2

Using Technology-Assisted Instruction to Improve Reading Fluency and Comprehension

Topic: Innovations in Special Education Technology
Secondary Topic: Research
Format: Poster Session

This poster session reports the results of two applied research studies conducted by interning teachers in which teacher-created, technology-based books were used to improve reading fluency and comprehension for elementary students with learning disabilities and high school students with intellectual disability. The presenters will discuss the implications for classroom instruction and future research.

Leader(s): Joan Grim, University of Tennessee, Knoxville

Presenter(s): Mari Beth Coleman, University of Tennessee, Knoxville

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2:15–3:00 PM   SESSION: 880
ROOM: POSTER 3, WABASH BALLROOM 2

Developing Individualized Coaching Service Delivery Plans for PBIS

Topic: Response to Intervention (RtI): Multi-Tier System of Supports
Format: Poster Session

Coaching is critical to move from training to sustained implementation. Attendees of this poster session will learn a process for developing individualized school coaching plans using schoolwide positive behavioral interventions and supports (SWPBIS) tiered fidelity inventory (TFI) data. The presenters will provide examples and electronic copies of coaching plans.

Leader(s): Melissa Nantais, Michigan's Integrated Behavior and Learning Support Initiative, Portage

Presenter(s): Stephanie Dyer, Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI), Mason

2:15–3:00 PM   **SESSION: 881**
ROOM: POSTER 4, WABASH BALLROOM 2

Judging Math Storybooks by More Than Their Covers

Topic: Learning Disabilities
Secondary Topic: STEM
Format: Poster Session

Many children struggle with the language of math. This difficulty affects their math performance, particularly as skills become more complex. The presenters of this poster session analyzed the terminology used in math-focused children's literature. They will provide guidance on choosing children's books to support the math-language development of students with disabilities and those at risk for learning delays.

Leader(s): Suzanne Forsyth, University of Texas, Austin

Presenter(s): Sarah Powell, University of Texas, Austin

2:15–3:00 PM   **SESSION: 882**
ROOM: POSTER 5, WABASH BALLROOM 2

The Project Approach: Implementing Supports That Benefit All Children

Topic: Early Childhood and Early Intervention
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

The 'project approach' provides a context for teaching all children, using CEC Division on Early Childhood Recommended Practices. However, many teachers struggle to learn this approach. In this interactive poster session, the presenters will share a new checklist, implementation guide, and online resources intended to help educators include high-quality project work in their classrooms.

Leader(s): Sallee Beneke, St. Ambrose University, Davenport, IL

Presenter(s): Michaelene Ostrosky, University of Illinois, Urbana-Champaign

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2:15–3:00 PM   **SESSION: 883**
ROOM: POSTER 6, WABASH BALLROOM 2

A PEP Talk: Parents Empowering Parents

Topic: Parent/Family/School Partnerships
Format: Poster Session

The parent initiative Parents Empowering Parents was realized through weekly meetings of parents of students with special education needs. The focus of the program is on building relationships, inquiry of program competencies, preparation, parent equity, children's rights, and communication with stakeholders in the school system. This poster presentation shares tips from parents for effectively advocating for students.

Leader(s): Patricia Brewer, North Carolina Wesleyan College, Rocky Mount, NC

Presenter(s): Angela Whitehead, Rocky Mount Preparatory School, NC

2:15–3:00 PM   **SESSION: 884**
ROOM: POSTER 7, WABASH BALLROOM 2

Teachers' Attitudes and Perceptions of Inclusion in Curacao

Topic: Research
Secondary Topic: Collaboration and Inclusive Practices
Format: Poster Session

Public-school general and special education teachers on the Caribbean island of Curacao responded to a questionnaire, the My Thinking About Inclusion (MTAI) scale, concerning their views of inclusion. The results of the questionnaire were statistically analyzed to determine if the attitudes and perceptions of elementary teachers and special education teachers of inclusion differed based on their age, years of experience as a classroom teacher and formal training in special education.

Leader(s): Joseph Sencibaugh, Webster University, St. Louis, MO

Presenter(s): Angela 'Michelle' Sencibaugh, Valley Park School District, MO

2:15–3:00 PM   **SESSION: 885**
ROOM: POSTER 8, WABASH BALLROOM 2

Teaching Assistants and Teacher Collaboration: Moving Student Learning Forward!

Topic: Collaboration and Inclusive Practices
Secondary Topic: Personnel Preparation
Format: Poster Session

Teaching assistants play an important role in K-12 classrooms, but are they utilized to their fullest potential? This presentation recounts how a team of teacher leadership coaches from the Greater Capital Region Teacher Center for Effective Teaching in New York designed and delivered a course to advance the professional learning for these educators, supporting their collaboration with their teaching partners.

Leader(s): Elizabeth Daley, Greater Capital Region Teacher Center, Albany, NY

Presenter(s): MaryAnn Nickloy, Greater Capital Region Teacher Center, Albany, NY

2:15–3:00 PM　　　　　　　　　　**SESSION: 886**
ROOM: POSTER 9, WABASH BALLROOM 2

Curriculum Design for Preservice Teachers' Knowledge and Expertise in Inclusive Education

Topic: Personnel Preparation
Secondary Topic: Research
Format: Poster Session

This poster presentation shares a curriculum to develop preservice teachers' knowledge and expertise in inclusive education and its implementation during practicum. The major theoretical foundations of the design are community of practice, opportunities to learn through scaffolding, and situated learning. Preservice teachers co-construct the knowledge of inclusive education and develop effective teaching strategies for students with disabilities, while participating in structured discussions.

Leader(s): Haerin Park, Boston College, Chestnut Hill, MA

2:15–3:00 PM　　　　　　　　　　**SESSION: 887**
ROOM: POSTER 10, WABASH BALLROOM 2

A National Competency-Based ePortfolio Credentialing Process for Interveners

Topic: Personnel Preparation
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Interveners are unique paraprofessionals for students with deafblindess. This presentation will describe a collaborative competency based national ePortfolio credentialing process that is aligned with the CEC Intervener competencies to support the growth and quality of the practice. The ePortfolio process has application for other types of skilled paraprofessionals nationally.

Leader(s): Ritu Chopra, The PAR²A Center, University of Colorado, Denver

Presenter(s): Kristi Probst, National Center on Deaf-Blindness, WI

2:15–3:00 PM　　　　　　　　　　**SESSION: 888**
ROOM: POSTER 11, WABASH BALLROOM 2

Using Electronic Prompting to Train Students With Challenging Behaviors to Recruit Teacher Praise

Topic: Emotional and Behavioral Disorders
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Students with emotional and behavioral disorders (EBD) frequently exhibit inappropriate behaviors. Teachers are aware of the benefits of praise, yet praise in classrooms remains low. With minimal planning and training, students can recruit the attention they seek while teachers begin delivering the praise needed to encourage and maintain appropriate behaviors.

Leader(s): Benjamin Riden, Penn State, State College, PA

Presenter(s): Andy Markelz, Pennsylvania State University, University Park; Karen Rizzo, Pennsylvania State University, Behrend College

2:15–3:00 PM　　　　　　　　　　**SESSION: 889**
ROOM: POSTER 12, WABASH BALLROOM 2

Gains in Reading by Students With Moderate and Severe Cognitive Disabilities

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

This poster presentation demonstrates how students with moderate and severe cognitive disabilities are making significant gains in the area of reading. Participants will not only learn about current research on this population of students, but leave with ideas they can implement immediately in their own classrooms and schools.

Leader(s): Mindy Lake, DeKalb Middle School, Waterloo, IN

Presenter(s): Tammy McDonald, Waterloo Elemenary School, IN; Stephanie Oakley, Westview High School, Topeka, IN

2:15–3:00 PM   **SESSION: 890**
ROOM: POSTER 13, WABASH BALLROOM 2

Using Brief Experimental Analysis to Target the Reading Skills of Children With Autism Spectrum Disorder

Topic: Autism Spectrum Disorder/Intellectual Disabilities
Secondary Topic: Research
Format: Poster Session

This poster presents the results of a study exploring the effect of individualized reading interventions on the oral reading fluency of children with autism spectrum disorder (ASD). A brief experimental analysis (BEA), in which several reading interventions were presented in random order, was conducted with each participant to determine which intervention might be most effective. Interventions consisted of 30-minute, one-on-one sessions with trained project staff.

Leader(s): Maria Sciuchetti, Ball State University, Muncie, IN

2:15–3:00 PM   **SESSION: 891**
ROOM: POSTER 14, WABASH BALLROOM 2

Transition Planning: Accessibility of Assistive Technology for Postsecondary Students With Disabilities

Topic: Career Development/Transition
Secondary Topic: Innovations in Special Education Technology
Format: Poster Session

Assistive technology (AT) is important for the academic success of students with disabilities, but available AT services vary widely across postsecondary institutions. This lack of continuity across institutions can create barriers for students, which can be addressed through transition planning. This poster session shares the results of a study investigating the accessibility of AT and related services for students with disabilities at postsecondary institutions.

Leader(s): Jiyeon Park, University of Texas, Austin

2:15–3:00 PM   **SESSION: 892**
ROOM: POSTER 15, WABASH BALLROOM 2

The Secondary Transition and Reverse Service-Learning Project: Creating Opportunities for Students With IDD

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

An increasing number of students with intellectual and developmental disabilities (IDD) are pursuing postsecondary education. The Secondary Transition and Reverse Service-learning (STARS) project supports students with IDD in developing the skills (and sense of self-efficacy) needed to be successful in postsecondary education through participation in an Introduction to Special Education course. The project also seeks to cultivate greater understanding of disability as a type of diversity.

Leader(s): Jeremy Ford, Boise State University, ID

Presenter(s): Julia Gorman, Boise State University, ID

2:15–3:00 PM   **SESSION: 893**
ROOM: POSTER 16, WABASH BALLROOM 2

Self-Management of Vocational Skills for Individuals With Significant Disabilities

Topic: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder/Intellectual Disabilities
Format: Poster Session

Individuals with significant disabilities often struggle to gain and maintain employment. The ability to self-manage behavior can directly influence employment opportunities for this population. This poster session summarizes and analyzes the literature on using self-management interventions to improve the vocational skills of individuals with significant disabilities.

Leader(s): Mary Barczak, Ohio State University, Columbus

PROGRAM ADVISORY COMMITTEE

The Program Advisory Committee (PAC) headed by chairpersons, Cindy Perras, CLP Educational Consulting, Ontario, Canada, and David Bateman, Shippensburg University of Pennsylvania, 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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Dee Berlingoff, Teacher Education Division (TED)
Lynette Breedlove, The Association for the Gifted (TAG)
Mary Brownell, Teacher Education Division (TED)
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Megan Vinh, Division for Early Childhood (DEC)
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TOPIC AREA REPRESENTATIVES

Marilyn Friend, Collaboration and Inclusive Practices
Shana Haines, Parent/Family/School Partnerships
Nathan Jones, Measuring Special Education Teacher Effectiveness
Jessica Monahan, Starting the Teaching Career
Paul Riccomini, Science, Technology, Engineering, and Math (STEM)
Kristin Sayeski, Response to Intervention (RTI)
James Shriner, Public Policy
Gerald Tindal, Accountability Systems for Students with Disabilities

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John Somers, University of Indianapolis, IN
Tara Rinehart, Metropolitan School District of Wayne Township, IN

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Parker, Amy, Portland, OR
Stanfa, Kathleen, Kutztown, PA
Wild, Tiffany, Columbus, OH

LOCAL ARRANGEMENTS COMMITTEE

John Somers, University of Indianapolis, and Tara Rinehart, Metropolitan School District of Wayne Township, CEC 2019 Local Arrangements Co-Chairpersons began working more than a year ago preparing for CEC 2019. 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 2019 Convention & Expo is a professional development activity of the highest quality.

A very special thank you to following committee members.

ACCESSIBILITY

Angie Balsley, Earlywood Educational Services, Franklin
Kelli Servizzi, Hamilton Southeastern Schools Preschool of the Natural Sciences, Fishers

DIVERSITY

Pennie Gregory, Metropolitan School District of Wayne Township, Indianapolis
Renee Azziz, Virtuoso Education Consulting, Indianapolis

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Lynn Mellinger, South Madison Community School Corporation, Pendleton
Marcia Piercy, CSC of Southern Hancock County, New Palestine

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Chris Grissom, Marian University, Indianapolis
Amy Hobbs, Warsaw Community School Corps, Warsaw

VOLUNTEER

Jolly Piersall, Indiana IEP Resource Center and Indiana State University, Indianapolis
Marcee Wilburn, Indiana IEP Resource Center and Indiana State University, Indianapolis

YES I CAN!

Theresa Knipstein Meyer, Butler University, Indianapolis
Connor O'Day, Purdue University, Indianapolis

Special thanks to ALL individuals who volunteered during CEC 2019!

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1924 Chicago, Illinois
1925 Cincinnati, Ohio
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1927 Dallas, Texas . . . . Alice B. Metzner
1928 Toronto, Canada . . . . Charles M. Elliott
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1930 Philadelphia, Pennsylvania . . . . .John Lewis Horn
1931 Cleveland, Ohio . . . . Meta Anderson
1932 Washington, D.C. . . . . .Charles Scott Berry
1933 Minneapolis, Minnesota . . . . .I. Grace Ball
1934 Toronto, Canada . . . . May E. Bryne
1935 Baltimore, Maryland . . . . .G. Elmore Reaman
1936 Chicago, Illinois . . . . Harry J. Baker (1935-37)
1937 Cincinnati, Ohio
1938 Buffalo, New York . . . . Edward H. Stullken (1937-39)
1939 Detroit, Michigan
1940 Pittsburgh, Pennsylvania . . Dorothy E. Norris (1939-41)
1941 New York, New York
1942 Milwaukee, Wisconsin . . . . Samuel A. Kirk (1941-43)
1943 Indianapolis, Indiana
1944 No Convention . . . . John J. Lee (1943-45)
1945 No Convention
1946 Detroit, Michigan . . . . Florence Dunlop (1945-47)
1947 Ottawa, Canada
1948 Des Moines, Iowa . . . . Harley Z Wooden
1949 San Francisco, California . . . . Ray Graham
1950 Chicago, Illinois . . . . Arthur S. Hill
1951 New York, New York . . . . Wallace J. Finch
1952 Omaha, Nebraska . . . . .John W. Tenny
1953 Boston, Massachusetts . . . . . . William M. Cruickshank
1954 Cincinnati, Ohio . . . . .Francis W. Doyle
1955 Long Beach, California . . . . .Richard S. Dabney
1956 Minneapolis, Minnesota . . . . .Francis E. Lord
1957 Pittsburgh, Pennsylvania . . . . Elizabeth M. Kelly
1958 Kansas City, Missouri . . . . Maurice H. Fouracre
1959 Atlantic City, New Jersey. . . . . .Lloyd M. Dunn
1960 Los Angeles, California . . . . Ivan K. Garrison
1961 Detroit, Michigan. . . . . Jack W. Birch
1962 Columbus, Ohio . . . . Leo F. Cain
1963 Philadelphia, Pennsylvania. . . . . Mamie Jo Jones
1964 Chicago, Illinois . . . . Frances P. Connor
1965 Portland, Oregon. . . . . Harrie M. Selznick
1966 Toronto, Canada . . . . .Maynard C. Reynolds
1967 St. Louis, Missouri . . . . Ernest P. Willenberg
James J. Gallagher
1968 New York, New York . . . . .Leo Connor
1969 Denver, Colorado . . . . John W. Kidd
1970 Chicago, Illinois . . . . .John Melcher

1971 Miami Beach, Florida. . . . . .Samuel C. Ashcroft
1972 Washington, D.C. . . . . Jean R. Hebeler
1973 Dallas, Texas . . . . Stella 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, Georgia . . . . .Jasper E. Harvey,
Harold Perry
1978 Kansas City, Missouri . . . . Harold Perry
1979 Dallas, Texas . . . . Parthenia Cogdell
1980 Philadelphia, Pennsylvania. . . . . .Kenneth Wyatt
1981 New York, New York . . . . .William E. Johnson
1982 Houston, Texas . . . . .Jo 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 . . . . . . William R. Littlejohn
1990 Toronto, Ontario . . . . Harry Dahl
1991 Atlanta, Georgia . . . . .Joni Alberg
1992 Baltimore, Maryland. . . . . .Ronald J. Anderson
1993 San Antonio, Texas . . . . Alba A. Ortiz
1994 Denver, Colorado . . . . Suana L. Wessendorf
1995 Indianapolis, Indiana . . . . .Pamela K. Gillet
1996 Orlando, Florida . . . . Diane L. Johnson
1997 Salt Lake City, Utah . . . . .Gerald Hime
1998 Minneapolis, Minnesota . . . . Linda S. Marsal
1999 Charlotte, North Carolina . . . . Gerry Reynaud
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
2006 Salt Lake City, Utah . . . . .Jamie Hopkins
2007 Louisville, Kentucky. . . . . Mary Ruth Coleman
2008 Boston, Massachusetts . . . . .Susan 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
2014 Philadelphia, Pennsylvania. . . . . Robin D. Brewer
2015 San Diego, California . . . . .James P. Heiden
2016 St. Louis, Missouri . . . . Antonis Katsyannis
2017 Boston, Massachusetts . . . . .Mikki Garcia
2018 Tampa, Florida . . . . .Laurie VanderPloeg

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Food and Beverage Options at the Indiana Convention Center

Thursday, January 31 and **Friday, February 1**

Maryland Expresso
7:00 AM–2:00 PM

Maryland Food Court
11:00 AM–2:00 PM

Crossroads Expresso
7:00 AM–2:00 PM

Crossroads Bistro
11:00 AM–2:00 PM

Preordered lunches are available in Hall E.
BRING YOUR TICKET!

MEET THE EXHIBITORS

GRAND OPENING

WEDNESDAY, JANUARY 30
President's Welcome Reception: 6:30–8:30 PM
(Immediately following the Opening General Session)

THURSDAY, JANUARY 31
8:30 AM–5:30 PM
Exclusive Exhibit Times: 9:00–9:45 AM and 12:00–1:00 PM
Social and Prize Drawings: 4:30–5:30 PM

FRIDAY, FEBRUARY 1
8:30 AM–2:00 PM
Exclusive Exhibit Times: 9:00–9:45 AM and 12:00–1:30 PM
Prize Drawings: 1:00 PM

CEC 2019 EXPO FLOOR PLAN • INDIANA CONVENTION CENTER

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DVIDB 929	CEDS 928	829	
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2019 EXHIBITOR LISTING BY COMANY NAME (AS OF 12/15/18)

321insight
BOOTH #806

7912 SW 35th Avenue, Suite 5
Portland, OR 97219
www.321insight.com

321insight offers high-quality, practical, and engaging online training in two areas: trauma informed care in schools and paraeducator effectiveness. 321insight was founded by clinical psychologists with over 50 years combined experience working in K-12 schools.

AAPOS (American Association for Pediatric Opthalmology & Strabismus)
BOOTH #227

655 Beach Street
San Francisco, CA 94109
www.aapos.org

ALICE Training Institute
BOOTH #219

3593 Medina Road
Medina, OH 44256
alicetraining.com

ALICE Training Institute is a comprehensive program utilizing existing communications technology, building infrastructure and training for proactive strategies beyond the traditional "lockdown only". ALICE provides options from which those under attack can choose based on what works best for their situation, empowering individuals to participate in their own survival. The program is designed to ensure anybody can employ the strategies.

Allied Instructional Services
BOOTH #410

PO Box 2214
Ashland, VA 23005
www.alliedinstructional.com

AIS is an outreach programming company offering schools and school divisions a full compliment of services with our highly qualified staff. We are a company led by educators providing high quality, cost effective services to low incidence populations within the public school setting. We work in partnership with local special education directors to ensure that the students we serve receive appropriate, effective, high-quality educational services.

Alternative Communication Services
BOOTH #902

211 East Prairie Avenue
Lombard, IL 60148
www.acscaptions.com

ACS provides captioning, text interpreting, and sign language for students with hearing loss.

American Printing House for the Blind
BOOTH #300

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.

Ancora Publishing
BOOTH #803

PO Box 50610
Eugene, OR 97405
safeandcivilschools.com

Ancora Publishing develops effective, high-quality resources to help structure schools and classrooms for success. Our research-based tools will help you create safe and civil schools.

Anderson Center for Autism
BOOTH #826

4885 Route 9
PO Box 367
Staatsburg, NY 12580
www.andersoncenterforautism.org

At Anderson Center for Autism, we optimize the quality of life of individuals on the spectrum. We serve children and adults with a primary diagnosis of Autism. Our goal is to provide an enriched and positive environment designed to promote growth, independence, and social interaction while providing opportunities that enable individuals to make informed choices.

ARC of Indiana
BOOTH #631

143 W. Market Street, Suite 200
Indianapolis, IN 46204
www.arcind.org

The Arc of Indiana was established in 1956 by parents of children with intellectual and developmental disabilities (I/DD) who joined together to build a better and more accepting world for their children. The Arc has over 27,000 members and 43 chapters in Indiana, and 140,000 members in over 700 chapters nationwide. The combined strength of local Arcs, state Arcs and The Arc of the United States makes The Arc the largest national community-based organization advocating for and serving people with intellectual and developmental disabilities and their families.

Arizona Department of Education
BOOTH #828

1535 West Jefferson Street
Phoenix, AZ 85006
www.azed.gov

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) http://www.arizonaeducationjobs.com.

Association for the Gifted (TAG)
BOOTH #916

1906 College Heights Blvd., #71031
Bowling Green, KY 42101-1031

The Association for the Gifted (TAG), a division of CEC, embraces and supports the needs of students with gifts and talents, focusing on multi-exceptional and other diverse learners, through advocacy, professional learning, and resources. For more than 60 years, TAG has been a leading voice for special and gifted education. CEC-TAG establishes professional standards for teacher preparation for the field, develops initiatives to improve gifted education practice, and supports the CAEP/SPA review process.

Attainment Company
BOOTH #604,605

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, and community outcomes for over 39 years!.

Boardmaker
BOOTH #218

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 communication and computer access tools available while also providing an unparalleled ecosystem of support.

Brain Recovery Project, The Childhood Epilepsy Surgery Foundation
BOOTH #627

969 Colorado Blvd., Suite 101
Los Angeles, CA 90041
www.brainrecoveryproject.org

The Brain Recovery Project is committed to providing families with the critical research-based information, programs, and resources they need to help maximize their child's full potential after pediatric epilepsy brain surgery to stop seizures.

Brainspring Orton-Gillingham
BOOTH #804

1409 Allen Drive, Suite F
Troy, MI 48083
www.brainspring.com

The Brainspring Educator Academy provides successful continuing education opportunities for teachers with Orton-Gillingham multisensory instruction programs for the classroom. Our nationally accredited Phonics First and Structures curricula help transform struggling readers into skilled learners.

Brookes Publishing Company
BOOTH #501

PO Box 10624
Baltimore, MD 21285
www.brookespublishing.com

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

CanDue
BOOTH #702

9000 Crow Canyon Road, Suite S-528
Danville, CA 94506
www.candue.io

CanDue software and app plans, prioritizes, and provides reminders of homework assignments for students with executive function challenges. Educators save time by easily accessing students' progress on homework planning and gain time for coaching. Developed with input from educators, technology professionals, parents, and students. Allow students to focus on academic content and reduce frustration.

CCBD (Council for Children with Behavioral Disorders)
BOOTH #919

2248 East Mercer Lane
Phoenix, AZ 85028

CCBD is an international community of educators which is the voice and vision of special education for children and youth with or at risk of emotional and behavioral disorders. CCBD is a diverse, vibrant professional organization that works together and with others to ensure that these students are valued and included in all aspects of life. CCBD is a trusted leader in shaping education policy and practice and is globally renowned for its expertise and leadership.

CEDS (Council for Educational Diagnostic Services)
BOOTH #928

1809 South Dover Pointe Road
Henrico, VA 23238

CEDS ensures the highest quality of diagnostic and prescriptive procedures involved in the education of individuals with disabilities and/or who are gifted. Members receive Assessment for Effective Intervention and the CEDS Communique newsletter.

Center on Teaching & Learning, Univ of Oregon
BOOTH #527

5292 University of Oregon
Eugene, OR 97403
dibels.uoregon.edu

The Center on Teaching & Learning (CTL) conducts and disseminates research on practical solutions to serious problems in school systems. CTL is the official home of DIBELS and the new DIBELS 8th Edition. CTL designs evidence-based educational interventions and maintains a robust data monitoring system for assessing and reporting student performance in reading and math.

Charleston County School District
BOOTH #116

75 Calhoun Street
Charleston, SC 29401
www.teachincharleston.com

Charleston County School District is the second-largest school system in South Carolina representing a blend of urban, suburban, and rural schools spanning 1,000 square miles. CCSD serves more than 50,000 students in 85 schools and several specialized programs. CCSD offers a diverse portfolio of options including neighborhood, charter, magnet, IB, and Montessori schools. With approximately 6,500 employees district-wide, CCSD is the fourth-largest employer in the region.

Color-Coded Chef, The
BOOTH #903

2464 Taylor Road, #313
Wildwood, MO 63040
www.thecolorcodedchef.com

Conover Company
BOOTH #407

4 Brookwood Court
Appleton, WI 54914
www.conovercompany.com

Conover Company has two main focuses – Assessments and Technology. Our programs assess career interests and aptitudes, teach soft skills and target independent living skills effectively preparing youth for life after school. Our technology automatically administers, tracks and saves results to give schools the accountability you need for each student on an IEP.

Conscious Discipline
BOOTH #601

820 West Broadway
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 #412

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 and support to about 4,000 members by influencing policies and 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 #507

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 eleven million individuals have participated in CPI's Nonviolent Crisis Intervention® training.

Curriculum Associates
BOOTH #301

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 data-driven, differentiated instruction for children.

Curriculum that Matters, Inc.
BOOTH #817

200 Larson Lane, #43254
Bakersfield, CA 93304
curriculumthatmatters.com

Curriculum that Matters brings real life into the classroom when students earn "money" to "buy" grades. With online and printed material, our company provides curriculum and training designed to help educators prepare students for real life.

DADD (Division on Autism & Developmental Disabilities)
BOOTH #917

1200 Sunnyside Avenue, Room 3111
Lawrence, KS 66045

The Division on Autism and Developmental Disabilities is an organization composed of persons committed to enhancing the quality of life of individuals, especially children and youth, with autism, intellectual disability, and other developmental disabilities. The Division seeks to further the knowledge base of the field, thus ensuring the continued advancement of positive educational and life outcomes for those with autism and developmental disabilities.

DARTS (Division of Visual & Performing Arts Education)
BOOTH #913

156 North Chestnut Street
Kent, OH 44240

DARTS focuses on arts education for students with disabilities. DARTS is also the first division to focus on collaboration between art, music, drama, and dance/movement educators and special educators. A goal of DARTS is to bring together professionals who recognize that arts education reaches and teaches to our students' strengths. [DARTS is a division of CEC.]

DCD (Division for Communication, Language and Deaf/Hard of Hearing)
BOOTH #912

5701 Lantern Lane
Midland, MI 48642

The Division for Communication, Language, and Deaf/Hard of Hearing (DCD) is concerned with the well- being, development, and education of infants, toddlers, children, and youth with communication and learning disorders, ranging from mild to profound, and/or who are deaf or hard of hearing.

DCDT (Division on Career Development & Transition)
BOOTH #921

217 Saint Charles Place
Pittsburgh, PA 15215

The mission of DCDT is to promote national and international efforts to improve the quality of, and access to, career/vocational and transition services, increase the participation of education in career development and transition goals, and to influence policies affecting career development and transition services for persons with disabilities.

DDEL – Culturally/Linguistically Diverse Learners)
BOOTH #927

Ball State University
Teachers College, 2000 West University Avenue
Muncie, IN 47306

DDEL is one of 17 special interest groups of CEC. DDEL advances educational opportunities for culturally and linguistically diverse learners with disabilities and/or gifts and talents, their families, and the professionals who serve them.

Demme Learning / Math U See
BOOTH #401

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, mastery-based curriculum that is suitable for students with a wide range of abilities, from gifted to those with special needs. Teachers are provided the tools and training needed to present an explicit, structured, systematic, and cumulative program using hands-on learning through an integrated use of manipulatives.

Department of Defense Education Activity
BOOTH #228

4800 Mark Center Drive, Suite 05E06
Alexandria, VA 22350

Described and Captioned Media Program, The
BOOTH #701

1447 East Main Street
Spartanburg, SC 29307
www.dcmp.org

DCMP 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 accessible videos for students who are deaf, hard-of-hearing, blind, low-vision, and deaf-blind.

Different Roads to Learning
BOOTH #700

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 spectrum through Applied Behavior Analysis (ABA) and Verbal Behavior interventions.

DISES (Division of International Special Education and Services)
BOOTH #918

277 West Commerce Street
Milford, MI 48381-1819

DISES is CEC's international arm. Our division works around the world, supporting the instruction of all children in educational settings.

Division for Early Childhood (DEC)
BOOTH #920

PO Box 662089
Los Angeles, CA 90066

The Division for Early Childhood (DEC) promotes policies and advances evidence-based practices that support families and enhance the optimal development of young children (0-8) who have or are at risk for developmental delays and disabilities. DEC is an international membership organization for those who work with or on behalf of young children (0-8) with disabilities and other special needs and their families.

Division for Learning Disabilities (DLD)
BOOTH #923

8820 Southwestern Blvd., #1012
Dallas, TX 75206

DLD is an international professional organization consisting of teachers, psychologists, clinicians, administrators, higher education professionals, parents, and others. Its mission includes: promoting the education/general welfare of those with learning disabilities; providing a forum for discussion of issues facing the field of learning disabilities; encouraging interaction among the disciplinary groups whose research/service affect those with learning disabilities; and fostering research and training.

DPHMD (Division for Physical, Health and Multiple Disabilities)
BOOTH #922

106 Strathmore Avenue
Fort Thomas, KY 41075

If you support students with low incidence disabilities, join us at DPHMD.

Drexel University School of Education
BOOTH #820
3141 Chestnut Street
Philadelphia, PA 19104
drexel.edu/soe

Drexel University's School of Education is committed to preparing education leaders of tomorrow through our diverse portfolio of undergraduate, graduate, doctorate and certificate programs. You can learn more about our programs including our MS in Applied Behavior Analysis and EdD by visiting our booth, or online at www.drexel.edu/soe.

DVIDB (Division on Visual Impairments & Deafblindness)
BOOTH #929

100 Beekey Education Building
Kutztown, PA 19530

DVIDB advances the education of children and youth who have visual impairments or deafblindness that impedes their educational progress. Our mission is to bring together professionals to exchange ideas, stimulate research, and promote expertise in the field of visual impairments and deafblindness. Stop by our booth in the Expo Hall to explore interactive simulations, lesson materials, and other resources for research-based strategies to use in the classroom.

East Side Union High School District
BOOTH #129

830 North Capitol Avenue
San Jose, CA 95133
esusd.org

Education Associates
BOOTH #203

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!

Elko County School District
BOOTH #1004

850 Elm Street
Elko, NV 89801
elkocountyschooldistrict.com

Elmhurst College
BOOTH #526

190 Prospect Avenue
Elmhurst, IL 60126
www.elmhurst.edu

Founded in 1871, Elmhurst attracts students from across the nation and around the world. In small classes, our students work closely with faculty members who are accomplished scholars and professionals — but above all, they're dedicated teachers. Wherever you want to go in life, Elmnhurst has an academic program for you. Our 63 majors, 15 graduate programs, and evening and online programs for adults give you plenty of opportunities to explore your interests and discover creative passions.

eLuma Online Therapy
BOOTH #123

2801 North Thanksgiving Way, 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 cutting-edge therapy platform and caseload management system, as well as a set of innovative and game-changing blended solutions — eLuma stands alone in providing the most cost-effective and dependable teletherapy services available.

E-Therapy
BOOTH #212

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 personal support and dedication, allowing you to feel confident your students receive the highest quality services available.

Evergreen Center
BOOTH #322

345 Fortune Blvd.
Milford, MA 01757
www.evergreenctr.org

Students served at the Evergreen Center possess skill deficits and behavioral needs that require a carefully planned educational program. Educational services at Evergreen apply a range of instructional procedures and teach functional skills that will change the quality of a person's life. We believe that children with developmental disabilities will develop to their maximum potential when instruction is woven throughout daily activities and living environments.

Everlast Climbing
BOOTH #821

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 #207

2135 Dana Avenue, Suite 300
Cincinnati, OH 45207
www.exceptionalchild.com

Fairbanks North Star Borough School District
BOOTH #723

520 Fifth Avenue
Fairbanks, AK 99701
www.k12northstar.org

Fairfax County Public Schools
BOOTH #229

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 #113

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 have been shown to decrease the use of pain relievers that can cause negative side effects.

Florida Institute of Technology
BOOTH #205

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 others by providing students with the education to master the concepts and principles of ABA.

Free Spirit Publishing
BOOTH #312

6325 Sandburg Road, Suite 100
Minneapolis, MN 55427
www.freespirit.com

Frog Publications
BOOTH #310

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 review makes old skills easy to remember and new skills easy to grasp with Drops in the Bucket daily review books – Critical thinking, dual language, reading, math and social studies.

Gersh Academy
BOOTH #910

21 Sweet Hollow Road
Huntington, NY 11743
gershacademy.org

The Gersh Organization is dedicated to changing the lives of children on the autism spectrum. It is built on Kevin Gersh's personal experience and professional commitment to providing opportunities, inspiration, and guidance for every child to reach their full potential, regardless of the challenges they face.

Got-Special KIDS
BOOTH #317

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.

Great Leaps Learning and Math Fluency
BOOTH #105

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.

Hawaii Department of Education
BOOTH #319

94-521 Farrington Highway
Waipahu, HI 96797
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 information about Special Education Support Services Personnel positions.

Healthtec Industries
BOOTH #121

1968 South Coast Highway, Suite 355
Laguna Beach, CA 92651
medicpadusa.com

High Noon Books/Academic Therapy Pub.
BOOTH #811

20 Leveroni Court
Novato, CA 94949-5746
www.highnoonbooks.com

Academic Therapy Publications (ATP) publishes norm-referenced 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 #811.

Houghton Mifflin Harcourt
BOOTH #904

125 High Street
Boston, MA 02110
hmhco.com

Houghton Mifflin Harcourt is a global learning company committed to delivering integrated solutions that engage learners, empower educators and improve student outcomes. As a leading provider of K-12 core curriculum, supplemental solutions and professional learning services, HMH partners with educators and school districts. For more information, visit www.hmhco.com

Illinois State University
BOOTH #216

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 United States 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.

Indiana Council of Administrators of Special Education (ICASE)
Visit ICASE at the end of aisles 500 & 600

2346 S. Lynhurst Dr.
Suite D-101
Indianapolis, IN 46241
www.icase.org

Indiana Council of Administrators of Special Education's mission is to provide leadership and support to members by shaping policies and practices which impact the quality of education.

Indiana IEP Resource Center (IEPRC)/Indiana State University
BOOTH #629

7916 Zionsville Road
Indianapolis, IN 46268
www.indianaieprc.org

The IEPRC in collaboration with the Indiana Resource Network and the Indiana Department of Education works to provide training and resources for the statewide electronic IEP program (Indiana IEP), professional development opportunities, and resource materials in research-based practices and Article 7 compliance.

Indiana State University – Blumberg Center
BOOTH #505

401 North 7th Street
Terre Haute, IN 47809

Blumberg Center at Indiana State University is home to the Indiana Deaf-Blind Services Project, Promoting Achievement for Students with Sensory Loss (PASS) project, and the Indiana IEP Resource Center. It is through these projects that we support students, teachers, administrators, and parents on matters relevant to Special Education. We also offer Indiana Visual Impairment and Deaf/Hard of Hearing teacher licensure programs.

Infinite Beauty
BOOTH #900

20815 NE 16th Avenue, B11
Miami, FL 33179

Insights to Behavior
BOOTH #810

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 Excellence in Education, The
BOOTH #127

711 West Pickard Street, Suite M
Mt. Pleasant, MI 48858
excellenceined.org

The Institute for Excellence in Education is a nonprofit organization providing professional development and school improvement support to K-12 educators across the country.

IRIS Center
BOOTH #822

Vanderbilt University, Peabody College, Box 275
Nashville, TN 37203
iris.peabody.vanderbilt.edu

Sponsored by the US Department of Education's Office of Special Education Programs and located at Vanderbilt University's Peabody College, the IRIS Center develops and disseminates free, engaging online resources about evidence-based instructional and behavioral practices to support the education of all students, particularly struggling learners and those with disabilities.

ISET (Innovations in Special Education Technology)
BOOTH #926

2 Riverdale Drive
Orono, ME 04473

The goals of ISET include promoting collaboration among educators and others interested in using technology and media to assist individuals with exceptional educational needs; encouraging the development of new applications, technologies, and media that can benefit individuals with exceptionalities; disseminating relevant and timely information through professional meetings, training programs, and publications; and developing and advancing appropriate technical standards.

IXL Learning
BOOTH #220

777 Mariners Island Blvd., Suite 600
San Mateo, CA 94404
www.ixl.com

IXL provides an immersive learning experience for all students K-12. Learn how IXL's carefully crafted, standards-aligned content supports students as they build the foundational skills needed for success. With IXL Analytics and IXL's Continuous Diagnostic, teachers have insights to help them drive gains in student performance and on high-stakes assessments.

Johnny's Key
BOOTH #500

2238 Upper Road
Shamokin, PA 17872
www.johnnyskey.com

Math manipulatives for elapsed time, making change, subtraction with regrouping, and more. Math professional development.

K12, Inc.
BOOTH #504

2300 Corporate Drive
Herndon, VA 20171
k12.com

KaBOOM!
BOOTH #108

4301 Connecticut Avenue, Suite ML-1
Washington, DC 20008
kaboom.org/rigamajig

KaBOOM! is a national non-profit dedicated to ensuring that all children get the balance of active play they need to thrive. Join us in playing, building, and tinkering with Rigamajig, an innovative large-scale building kit for kids.

Key2Enable Assistive Technology
BOOTH #327

6175 NW 167th Street, #94
Miami Gardens, FL 33015

Home of Key-X, the keyboard that enables any person with severe motor disabilities to fully access computers, tablets, and smartphones.

Kodiak Island Borough School District
BOOTH #819

722 Mill Bay Road
Kodiak, AK 99615

Kodiak Island Borough School District Special Services employment opportunities.

Lakeshore Learning Materials
BOOTH #400

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 elementary education, our top-quality products reflect the latest research in teaching and child development.

Landmark College
BOOTH #802

19 River Road South
Putney, VT 05143
landmark.edu

Landmark College is for students who learn differently, students with a learning disability, ADHD, or autism spectrum disorder. LC champions a strengths-based model and gives students the skills and strategies they need to achieve their goals. LC offers bachelor's and associate's degrees, as well as a bridge semester, online dual enrollment courses, professional development for educators, and summer programs for middle school, high school, and college students.

Lansing School District
BOOTH #905

519 West Kalamazoo Street
Lansing, MI 48933
www.lansingschools.net

The Lansing School District is a public school district serving Pre-K-12 in Lansing, MI. We serve over 11,000 students in 25 school buildings. Lansing, MI is a diverse community and our school district is reflective of the diverse cultures throughout the world. The Lansing School District is unique in that we offer more exciting and innovative educational options for families than any school district in the greater Lansing area!

Laurent Clerc National Deaf Education Center
BOOTH #404

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 quality of education afforded to deaf and hard of hearing students from birth to age 21 throughout the United States.

Learning Without Tears
BOOTH #222

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, effective products and instruction.

LifeShare Educational Resources
BOOTH #201

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.

Lighthouse Therapy LLC
BOOTH #223

267 Dolores Drive
Pleasant Lake, MI 49272
www.lighthouse-therapy.com

Lighthouse Therapy is an innovative, solution-focused teletherapy company providing your students with excellent speech therapy, occupational therapy, and mental health/counseling services.

LiteracyPlanet
BOOTH #226

Level 11
66 Clarence Street
Sydney, NSW 2000
www.literacyplanet.com/us

LiteracyPlanet is the most engaging, comprehensive, effective English literacy program available for schools, helping students build abilities in word recognition, spelling, writing, reading, and vocabulary. It features thousands of game-based exercises aligned to the US curriculum, including national and state standards, and can be used for both native speaking as well as ELL students.

Los Angeles Unified School District
BOOTH #704

333 South Beaudry Avenue, 15th Floor
Los Angeles, CA 90017
www.teachinla.com

Los Angeles Unified School District, the second largest school district in the nation, serves over 600,000 students from diverse and culturally rich backgrounds. The teachers, administrators, and staff believe in the equal worth and dignity of all students and are committed to educating all students to their maximum potential. LAUSD is currently seeking candidates who are interested in making a difference in the lives of our students. Build a rewarding career by joining LAUSD.

Master Teacher, The
BOOTH #311

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!

Math Teachers Press, Inc.
BOOTH #1006

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.

Microsoft
BOOTH #1000

Microsoft Corporation
One Microsoft Way
Redmond, WA 98052
http://aka.ms/LearningTools

At Microsoft, our mission is to empower every person and every organization to achieve more, including the 1+ billion people on the planet with disabilities. In line with this mission, we're committed to ensuring that our applications and services are usable by individuals with a wide range of cognition, hearing, vision, mobility and speech abilities.

We're also committed to ensuring that is easy for everyone to create content that can be accessed by students with diverse abilities or in diverse situations.

Mightier
BOOTH #429

200 Portland Street
Boston, MA 02114
www.mightier.com

Mightier's bioresponsive games help kids build skills to better manage their emotions. Mightier was developed and clinically tested at Boston Children's Hospital and has been shown to reduce oppositional behavior, outbursts, and parental stress in three clinical trials.

Mindful Practices
BOOTH #911

Mindful Practices provides Social Emotional Learning (SEL) and Mindfulness programs and services through staff professional development, coaching, and framework/curriculum design, and direct instruction to students. www.mindfulpractices.us

Class Catalyst, an online SEL tool, supports student integration of self-awareness, self-regulatory and pro-social skills. www.classcatalyst.com

"I Teach Because, " a global community where teachers can connect and share their purpose and passion for teaching. www.iteachbecause.com.

n2y
BOOTH #104

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 l earning solutions impact and advance the lives of individuals with special needs. For more information visit n2y.com

Nasco
BOOTH #316

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 #717

1455 Railhead Blvd., Suite 6
Naples, FL 34110
www.nprinc.com

National Professional Resources (NPR Inc.) is a leading source of classroom and professional development resources for educators. We are committed to advancing the success of all learners through supporting the educators who serve them. To that end, we publish, produce, and distribute 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).

New England Center for Children, The
BOOTH #729

33 Turnpike Road
Southborough, MA 01772
www.necc.org

NECC is the global leader in providing effective, evidence based services to children with autism, relying on the science of applied behavior analysis to help them reach their greatest potential. NECC is also at the forefront of research to further under stand the treatment of autism and related disabilities. Through its education centers, classroom programs, consulting services, and ACE software application, NECC serves over 3,000 children across the globe.

Novel Ideas, Inc.
BOOTH #506

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.

OATECA, Oklahoma Assistive Technology and Educational Consulting Associates, Inc.
BOOTH #907

743 Kingsgate Road
Yukon, OK 73099
www.oateca.com

OATECA, Oklahoma Assistive Technology and Educational Consulting Associates, Inc., approaches each child as an individual, focusing on unique needs, helping each learner gain access to curriculum and recommending tools that promote academic success. Come and see our Functioning Skills Assessment and corresponding Curriculum Activities.

PCG Education
BOOTH #600

148 State Street
Boston, MA 02109
www.pcgeducation.com

Our education team offers consulting services and technology solutions to help schools, school districts, and state education agencies/ministries of education promote student success, improve programs and processes, and optimize financial resources.

Pearson
BOOTH #200

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 #117

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.

Positive Prevention Plus
BOOTH #221

1045 Plumetto Way, Unit B
Carpinteria, CA 93013
positiveprevention.com

Prentke Romich Company – Center for AAC and Autism
BOOTH #217

1022 Heyl Road
Wooster, OH 44691
www.prentrom.com

For over 50 years, PRC has been leading the way in givnig 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."

Pro-ACT, Inc.
BOOTH #707

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 #705

49 Plain Street, #200
North Attleboro, MA 02760
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 #210

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 compatible with iPads and Chromebooks. Read Naturally also offers programs targeting specific skills like phonics and vocabulary.

Reading Horizons
BOOTH #427

1194 West Flint Meadow Drive
Kaysville, UT 84116
readinghorizons.com

Reading Horizons has spent over 30 years training teachers and creating tools to make research-based reading instruction accessible and engaging for beginning readers, struggling readers, and English language learners of all ages.

Rhythm Works Integrative Dance
BOOTH #403

615 South Catalina Avenue, #314
Redondo Beach, CA 90277
www.rhythmworksid.com

Rhythm Works Integrative Dance is a groundbreaking rhythm and dance program that uses evidence-based practices from occupational therapy, physical therapy, and ABA therapy! Fun and functional hip hop based dance steps are used to create cusomizable curriculum to support therapeutic goals across 5 developmental domains! No dance experience required. Appropriate for all ages and abilities!

Saddleback Educational, Inc.
BOOTH #304

151 Kalmus Drive, Suite J-1
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 (high-interest, 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!

Safe & Civil Schools
BOOTH #801

PO Box 50550
Eugene, OR 97405
safeandcivilschools.com

Safe & Civil Schools helps transform classrooms and schools in positive, proactive ways using research-based, RTI approaches to behavior support, classroom management, and individual interventions.

Safe Crisis Management – JKM Training, Inc.
BOOTH #703

1710 Ritner Highway
Carlisle, PA 17013
safecrisismanagement.com

Safe Crisis Management is a comprehensive training program focused on preventing and managing crisis behavior and improving safety in schools. SCM is consistent with positive behavior strategies emphasizing prevention and de-escalation skills while providing a set of "last resort" emergency safety interventions for responding to aggressive behavior in schools.

SAGE Publishing
BOOTH #112

2455 Teller Road
Thousand Oaks, CA 91320
www.sagepub.com

Sara Miller McCune founded SAGE Publishing in 1965 to support the dissemination of usable knowledge and educate a global community. SAGE publishes journals, books, and library products spanning a range of subject areas. SAGE remains majority-owned by our founder, who has ensured that the company will remain permanently independent.

Sarasota County School Board
BOOTH #320

1960 Landings Blvd.
Sarasota, FL 34231
sarasotacountyschools.net

Dedicated to academic excellence, Sarasota County Schools is home to 53 schools, 43,000 students and 5,000 employees. One of only districts in Florida rated A by the Florida Department of Education, we offer one of the best starting salaries in Florida and an incredible benefits package. *U.S. News* and *World Report* ranked Sarasota among the best places to live in the nation and the top place to live in Florida.

School Health Corporation
BOOTH #816

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.

Silas Solutions
BOOTH #827

6 Tocci Avenue
Monmouth Beach, NJ 07750
silassolutions.com

SKILLS Global, LLC
BOOTH #110

20335 Ventura Blvd., Suite 225
Woodland Hills, CA 91364
www.skillsforautism.com

Skills is a one-stop resource for creating and implementing comprehensive, tailored treatment plans for children and adolescents with autism spectrum disorder (ASD).

SLACK Incorporated
BOOTH #405

6900 Grove Road
Thorofare, NJ 08086
www.healio.com/books

SLACK Incorporated is a leading publisher in multiple areas of medicine and allied health professions. We are excited to be exhibiting at CEC and to expand our product offerings.

Southern Nazarene University
BOOTH #800

6729 NW 39th Expressway
Bethany, OK 73008
snu.edu/maase

SpecialEdSimplified
BOOTH #1002

PO Box 1462
Mt. Sterling, KY 40353
www.specialedsimplified.com

SpecialEdSimplified is a small business founded by two special education teachers, Erica Price and Christina Willoughby, in order to create curriculum for a small, but important, student body – students with moderate to severe disabilities.

SpedTrack
BOOTH #706

3653 South Avenue
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 Education suite or as a stand-alone option.

St. Coletta of Greater Washington
BOOTH #329

1901 Independence Avenue
Washington, DC 20003
www.stcoletta.org

St. Coletta of Greater Washington serves children and adults with intellectual disabilities, autism, or multiple disabilities. Our school serves students ages 3-22. Each student has an IEP in addition to participating in classroom activities and is able to receive various forms of therapy on campus. Our core program includes: functional academics, skills of daily living, community based instruction, adaptive physical education, arts education, computer skills, and vocational training.

STAR Autism Support
BOOTH #416
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!

Summit Camp
BOOTH #602
168 Duck Harbor Road
Honesdale, PA 18431
www.summitcamp.com

Summit provides therapeutic recreation programs for youth aged 8-21 who have social learning and executive function challenges.

Teach 4 Mastery, Inc.
BOOTH #206
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-by-lesson videos provide individualized instruction for both teacher and student. MasterFractions manipulatives provide unique and precise instruction during the teaching of fractions. Come by the booth and see for yourself how these tools are changing the way math is taught!

Teacher Education Division (TED)
BOOTH #931
2023 Cherry Stone Lane
Greenville, NC 27858

The Teacher Education Division of the Council for Exceptional Children is a diverse community of professionals who lead and support teacher education on behalf of students with exceptional needs and their families.

TeachTown
BOOTH #711
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.

TechXtend/robots4Autism
BOOTH #326
4 Industrial Way West
Eatontown, NJ 07724
www.techxtend.com/milo

Ten Sigma
BOOTH #101
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, assessments, rubrics, and workbooks related to behavior and Special Education Transition.

TFH USA Ltd.
BOOTH #730
4537 Gibsonia Road
Gibsonia, PA 15044
tfhusa.com

Sensory is our specialty at TFH USA Special Needs Toys. We have a 25-year history in the design, manufacture, and distribuiton of therapeutic and educational sensory products. TFH USA also designs and installs sensory rooms.

Time Timer, LLC
BOOTH #118
7707 Camargo Road
Cincinnati, OH 45243
timetimer.com

The Time Timer is a patented visual timer that uses a disappearing red disk to display the passage of time. For 25 years, it has been a proven solution backed by experts in the various fields of special needs and is used in classrooms, homes, and workplaces. It assists those with difficulty anticipating transitions or staying focused and on-task. Research demonstrates Time Timer is an effective aid in teaching time awareness for children diagnosed with ADD/ADHD, Autism, and other learning disabilities.

Tourette Association of America
BOOTH #626
42-40 Bell Blvd.
Bayside, NY 11361
https://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, it works to raise awareness, fund research and provide ongoing support. The Tourette Association directs a network of 32 Chapters and over 80 support groups across the country. For more information, call 1-888-4-TOURET, visit www.tourette.org, and on Facebook, Twitter, Instagram, and YouTube.

Treetop Publishing, Inc.
BOOTH #807

450 South 92nd Street
Milwaukee, WI 53214
barebooks.com

We provide schools across the country with high quality, durable, inexpensive, blank educational products. Our books, puzzles, and game boards not only instill creativity in children but serve as cherished keepsakes for parents.

Ukeru Systems – A Division of Grafton Integrated Health Network
BOOTH #426

120 Bellview Avenue
Winchester, VA 22601
www.ukerusystems.com

Ukeru Systems, a division of Grafton Integrated Health Network, is a safe, comforting, and reinforcing crisis management program developed by and for behavioral health professionals, educators, and parents.

University of Central Florida
BOOTH #111

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% graduation rate. Stop by our booth and hear about your programs!

University of Florida
BOOTH #727

PO Box 117050
Gainesville, FL 32611
https://education.ufl.edu/sespecs

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.

University of Memphis – Special Education
BOOTH #906

3798 Walker Avenue
Ball Hall 421D
Memphis, TN 38152

University of Nebraska – Lincoln Department of Special Education & Communication Disorders
BOOTH #726

4075 East Campus Loop
Lincoln, NE 68583-0738
cehs.unl.edu/secd

The University of Nebraska-Lincoln 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 impairments. Faculty are developing in terventions that facilitate academic success, well-managed behavior, autonomous communication, and sensory access and rehabilitation throughout the lifespan.

University of Northern Colorado – Extended Campus
BOOTH #721

2915 Rocky Mountain Avenue
Loveland, CO 80538
extended.unco.edu

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 develop 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

US Math Recovery Council
BOOTH #901

14665 Galaxie Avenue
Apple Valley, MN 55124
www.mathrecovery.org

US Math Recovery Council provides dynamic professional development which impacts the way professional educators think about student numeracy learning. The research based diagnostic assessments, learning progressions, and high quality instructional settings provide the professional development participants with the tools to help increase student understanding and achievement.

Vocational Research Institute
BOOTH #502

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, and objective interest and aptitude assessment available via the internet or on CD, with options such as audio, Spanish, and untimed assessments.

WilMac Multidistrict Special Education Unit
BOOTH #823

PO Box 2397
Williston, MD 58802
wilmac.org

WilMac works with 12 member districts in northwestern North Dakota to best serve the special education students in our area. Our districts vary greatly in size, with one district with 3,000+ students (K-12) to another with 8 students (K-8). The area has experienced a lot of growth and change over the last few years, and we are always looking for new people to help us best serve our students.

Wilson Language
BOOTH #211

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 multisensory, structured curricula-the Wilson Reading System®, Wilson Fundations®, Wilson Just Words®, and Wilson Fluency®-have proven highly effective.

WPS
BOOTH #119

625 Alaska Avenue
Torrance, CA 90503
www.wpspublish.com

WPS is a leading publisher of educational and psychological assessments, and we are thrilled to introduce several new products at booth #119. Receive 10% off and free shipping (some exclusions apply). Learn about the: All-new RISE measuring students' high-risk behaviors and psychological strengths; newly revised Piers-Harris 3 measuring self-concept; DBC2 for those with intellectual/developmental disability; and sensory-based MIGDAS-2 autism evaluation tool.

Food and Beverage Options at the Indiana Convention Center
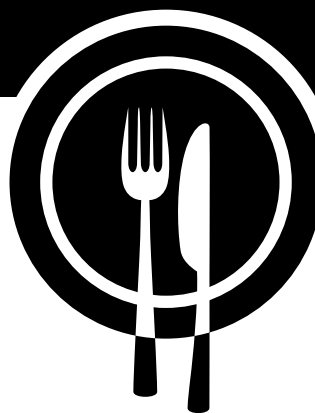
Thursday, January 31 and Friday, February 1

Maryland Expresso
7:00 AM–2:00 PM

Maryland Food Court
11:00 AM–2:00 PM

Crossroads Expresso
7:00 AM–2:00 PM

Crossroads Bistro
11:00 AM–2:00 PM

Preordered lunches are available in Hall E.
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http://www.cecconvention.org/future-cec-dates

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Visit us in Booth 802 and at these presentations:

- Developing a Mindset for Encouraging College and Career Readiness (Friday, 4 p.m., Room 105)
- College Admission for Students with Disabilities (Saturday, 1 p.m., Room 110)

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landmark.edu/online