CEC 2020

special education
convention & expo

portland, oregon • feb. 5-8

ALL EDUCATORS. EVERY CHILD. NO LIMITS.

CONVENTION PROGRAM

www.cecconvention.org

Council for Exceptional Children

A safe, comforting & restraint-free

crisis management system.

Restraints and Seclusions are:

Ineffective

often causing, reinforcing and maintaining aggression.

Traumatic

resulting in emotional and physical distress.

Costly

leading to significant costs related to injuries, decreased productivity and recruitment/retention challenges.

Eliminating restraint and seclusions saves lives and money while building a safe and productive environment. Ukeru® has a unique approach and proven track record for eliminating restraints while increasing safety for both teachers and students.

www.ukerusystems.com

@ukerusystems

info@ukerusystems.com

www.facebook.com/ukerusystems

P.O. Box 2500 Winchester, VA 22604 540.542.0200 www.ukerusystems.com

SCHEDULE AT A GLANCE

(Schedule subject to change.)

MEALS ARE NOT PROVIDED BUT CAN BE PURCHASED. ATTENDEES ARE RESPONSIBLE FOR THEIR OWN MEALS.

TUESDAY, FEBRUARY 4

2:00–7:00 PM.....Registration

WEDNESDAY, FEBRUARY 5

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, FEBRUARY 6

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
(*Immediately following the Second General Session*)
4:30–5:30 PM.....Exclusive Expo Time

FRIDAY, FEBRUARY 7

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 Time + Lunch

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

SATURDAY, FEBRUARY 8

7:00 AM–4:00 PM.....Registration
8:30–11:30 AM..... Convention Workshops (Half Day)
8:30 AM–3:30 PM ..... Convention Workshops (Full Day)

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

See pages 13–17 for a complete listing of Business and Social Events.

WELCOME TO OREGON, HOME OF THE DUCKS.

The UO College of Education is ranked #3 in Special Education and currently has 43 commercial education products on the market, including PBIS, Ages and Stages Questionnaires, KinderTEK, and numerous others. We are also one of the few Colleges of Education fortunate enough to house a state-of-the-art student-training clinic on campus within our academic building.

Learn more about what's new in Oregon at **bit.ly/OregonCOENews**

UNIVERSITY OF OREGON
COLLEGE OF EDUCATION

education.uoregon.edu

EO/AA/ADA institution committed to cultural diversity.

Contents

GENERAL

Convention Information 5
Oregon Convention Center Floor Plans 8
DoubleTree and Hilton Floor Plans 10

CEC 2020 OFFICIAL HOTELS 12

BUSINESS AND SOCIAL EVENTS 13

PROFESSIONAL PROGRAM INFORMATION

Professional Development Hours 18
CEC 2020 Program Chair Featured Sessions 19
Convention Workshops 25
Wednesday, February 5 33
Opening General Session 34
Wednesday Sessions 35
Thursday, February 6 51
Second General Session 52
Thursday Sessions 53
Friday, February 7 119
Third General Session 120
Friday Sessions 121
Saturday, February 8 187
Saturday Workshops and Sessions 188

WHO'S WHO

Program Advisory Committee 242
2020 Proposal Reviewers 243
Local Arrangements Committee 247
Convention Cities and CEC Presidents 248
Index of Speakers 249

EXPO

Meet the Exhibitors 261
CEC 2020 Expo Floor Plan 262
2020 Exhibitor Listing by Company Name 263

WHAT EXPERTS SAY ABOUT
BEACON COLLEGE

#4
MOST AFFORDABLE COLLEGES WITH HIGH FOUR-YEAR GRADUATION RATES
BestChoiceSchools.com (2017)

#1
20 BEST VALUE COLLEGES FOR STUDENTS WITH LEARNING DISABILITIES
BestValueSchools.com (2019)

#2
BEST VALUE SCHOOL FOR STUDENTS WITH LEARNING DISABILITIES
BestValueSchools.com (2017-18)

Our remarkable outcomes for neurodiverse students have earned Beacon top recognition as the leading college for students with:
- **Learning Differences**
- **ADHD**
- **Autism**

Visit Us at Booth #570
ATTEND OUR CEC PRESENTATION
Friday, Feb. 7 • 11 a.m. – Noon
Speed Dating and College: Help Find the Right College Match for Students with LDs

#1
BEST COLLEGE IN THE U.S. FOR STUDENTS WHO LEARN DIFFERENTLY
Peterson's (2019)

BEACON COLLEGE
One Hour from Orlando, Florida
BeaconCollege.edu

Educators: Nominate your students for our new BRIGHT MINDS SCHOLARSHIPS!

DEVELOPMENTAL ★ THERAPY ★ TEACHING ★
SOCIAL-EMOTIONAL COMPETENCE

New DTT Mini-Workshop Series for teachers and administrators

"Think Developmentally"

- Select 1- to 2-hour stand alone classroom focused workshops
- Expand your local staff development content and practices
- Support teachers' instructional needs
- Improve students' social-emotional and behavioral competancies

Request more information at dti@developmentaltherapyinstitute.org

Convention Information

ACCESSIBILITY ASSISTANCE

Accessibility Booth, inside the Oregon Convention Center

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

ADMISSION TO CONVENTION WORKSHOPS

Inside Hall C, Oregon Convention Center

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

CEC CENTRAL

Center of Hall C/D, Oregon Convention Center

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

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

Wednesday, February 5
Welcome Reception ..... 6:30–8:30 PM
Thursday, February 6 ..... 8:30 AM–5:30 PM
Friday, February 7 ..... 8:30 AM–2:00 PM

CEC Central moves to CEC Registration Area inside Hall C

Friday, February 7 ..... 2:00–5:00 PM
Saturday, February 8 ..... 7:00 AM–4:00 PM

CONVENTION LANGUAGE

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

EXPO

Halls C/D, Oregon 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. There is something for everyone in the expo.

Expo Grand Opening

Wednesday, February 5

- President's Welcome Reception: 6:30–8:30 PM
(Immediately following the Opening General Session in the Expo Hall)

Thursday, February 6

- Exhibit Hours: 8:30 AM–5:30 PM
- **Free time to Explore and Lunch**: 12:00–1:00 PM
- Social Hour in the Expo Hall C: 4:30–5:30 PM

Friday, February 7

- Exhibit Hours: 8:30 AM–2:00 PM
- **Free time to Explore and Lunch**: 12:00–1:30 PM

PROFESSIONAL DEVELOPMENT (PDHS) HOURS

Please see complete information on page 18.

REGISTRATION

CEC Registration Area, Hall C, Oregon Convention Center

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

REGISTRATION DESK HOURS:

Tuesday, February 4 ..... 2:00–7:00 PM
Wednesday, February 5 ..... 7:00 AM–8:00 PM
Thursday, February 6 ..... 7:00 AM–5:30 PM
Friday, February 7 ..... 7:00 AM–5:30 PM
Saturday, February 8 ..... 7:00 AM–4:00 PM

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 Oregon Convention Center and the hotels.

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.

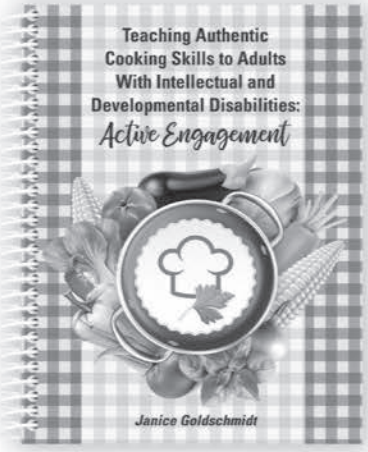
Event attendees must behave responsibly at all events. Threatening physical actions and disorderly or disruptive conduct will not be tolerated and may result in removal from the event, denial of access to event facilities and other penalties.

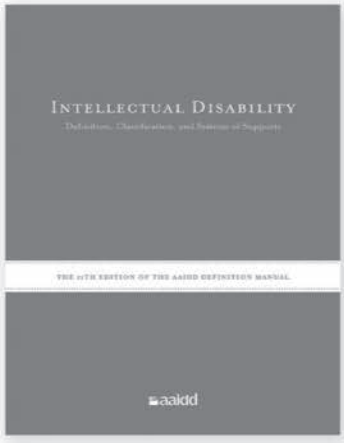
Event attendees voluntarily assume all risk and danger of personal injury (including death) and all hazards arising from, or related in any way to the event, whether occurring prior to, during, or after the event, howsoever caused and whether by negligence and or otherwise. Rules and conditions are subject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

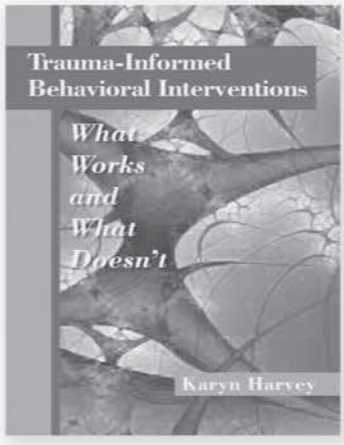
Event attendees may not under any circumstances conduct any live or recorded audio, video, or photographic activities without the express permission of the CEC Executive Director.

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.

Resources for DISABILITY PROFESSIONALS







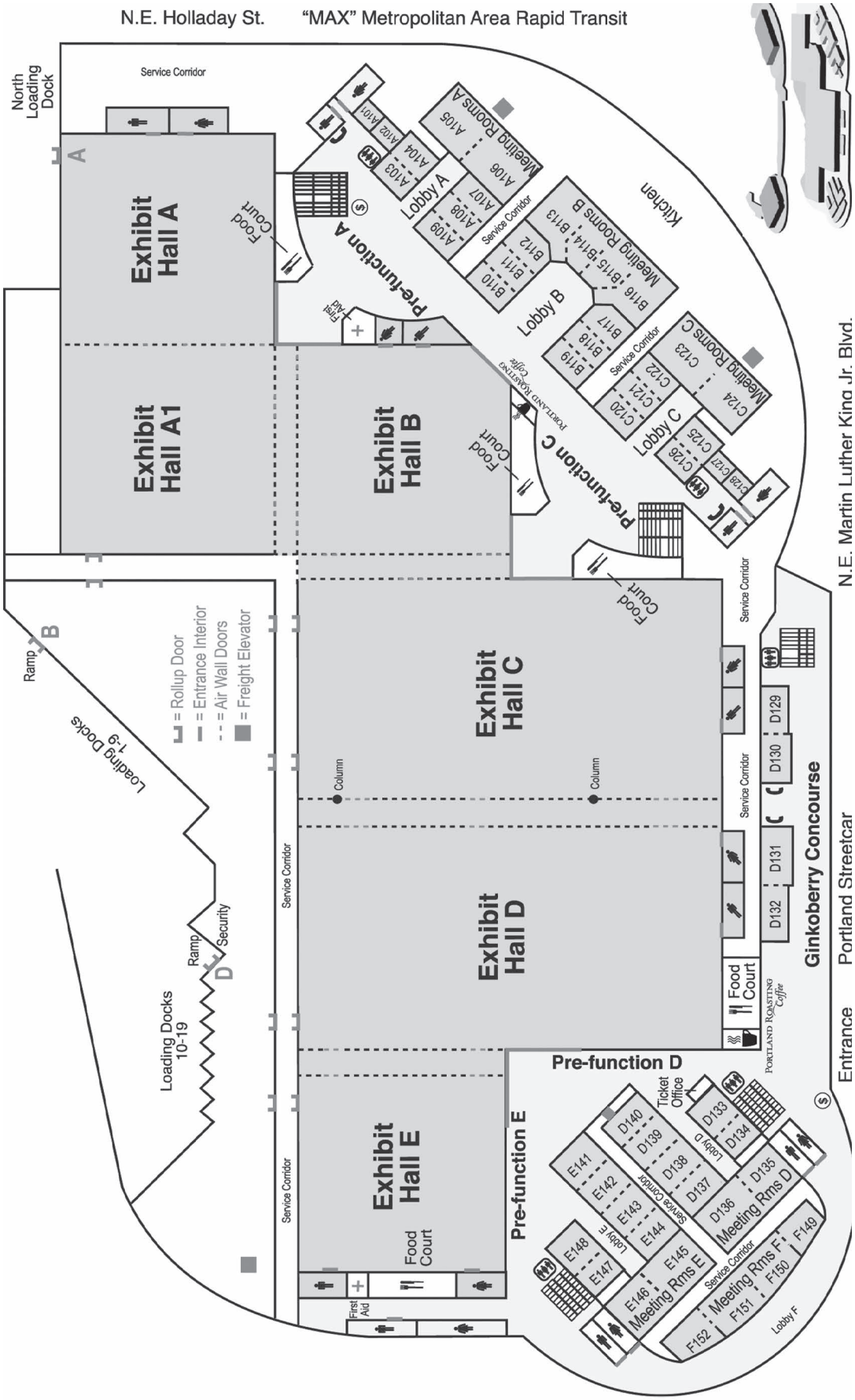
Online Bookstore
aaidd.org/publications/bookstore-home

Order AAIDD books and other valuable professional tools online at any time.
Enjoy the speed, ease, and convenience of secure online shopping.

aaidd
American Association on Intellectual and Developmental Disabilities

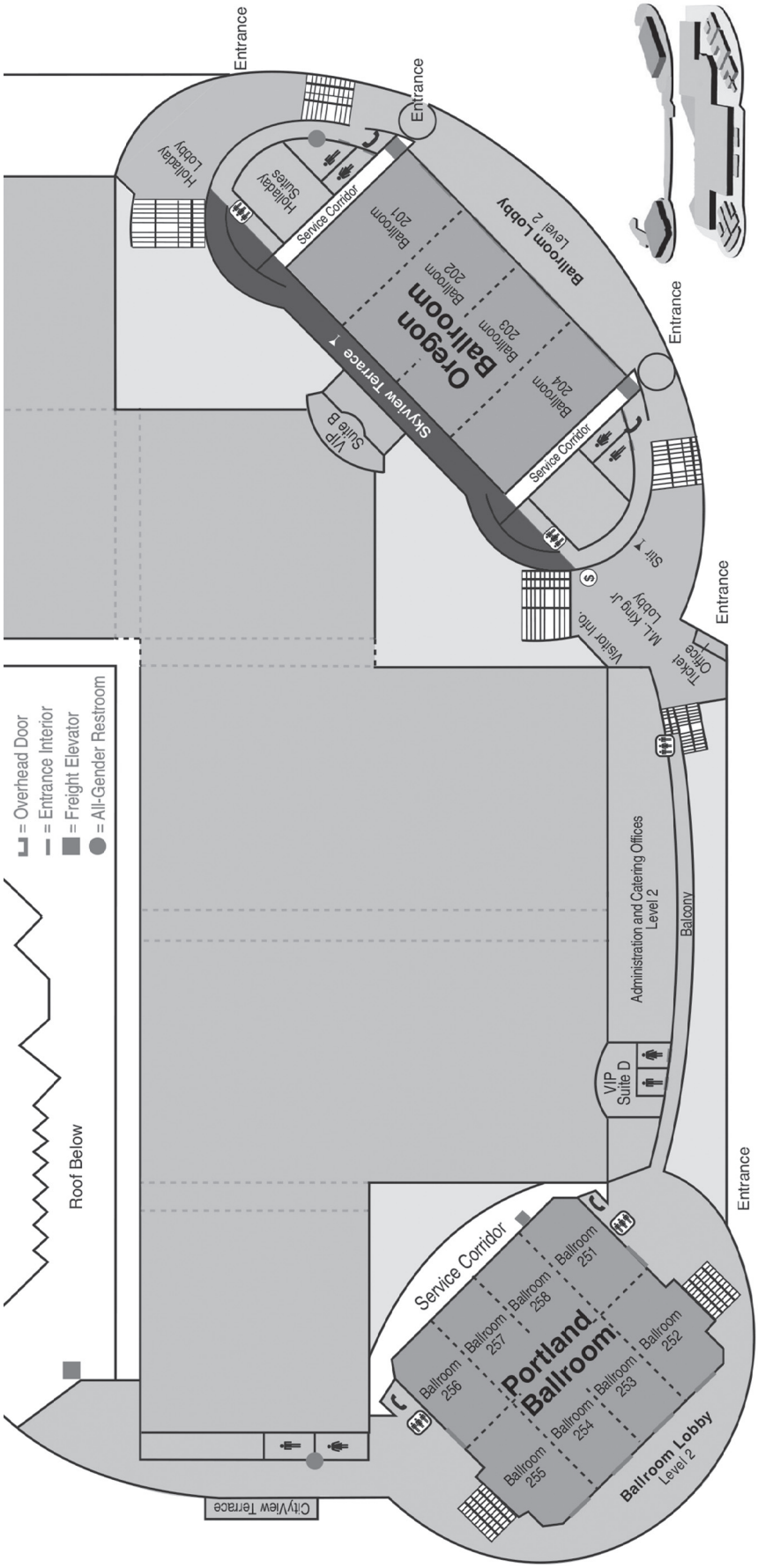
OREGON CONVENTION CENTER

FACILITY HALLS AND MEETING ROOMS

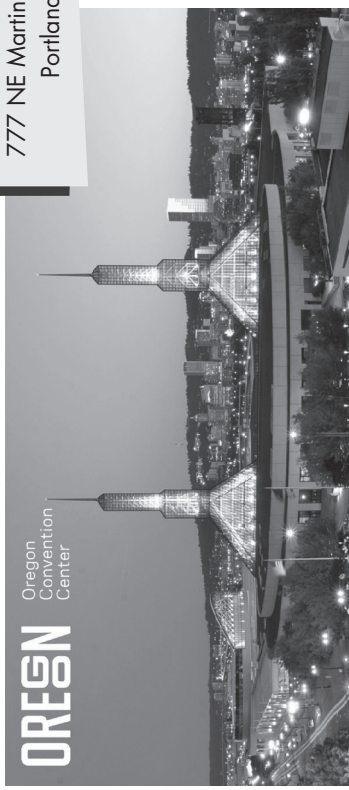


OREGON CONVENTION CENTER

BALLROOMS

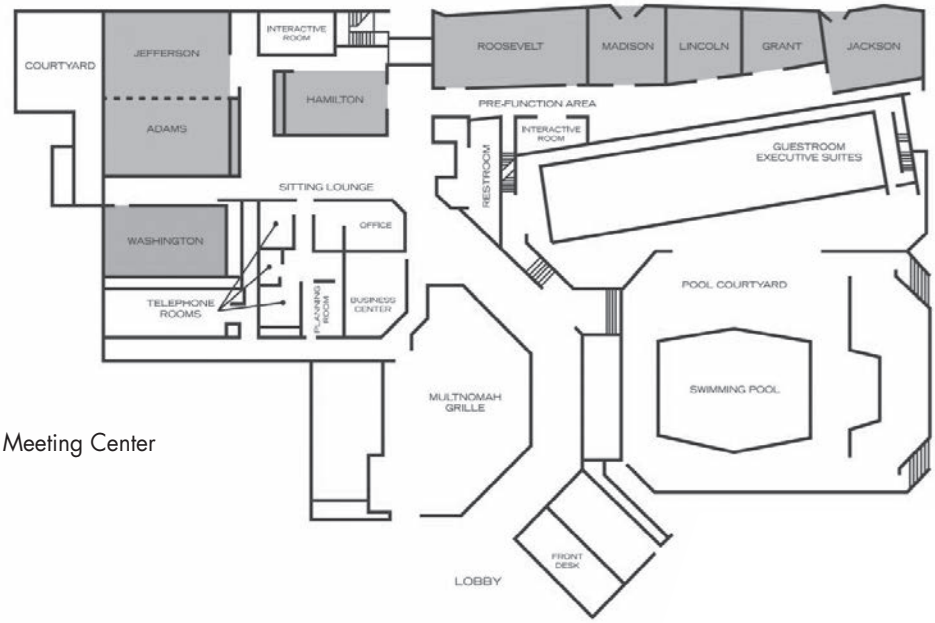


Oregon Convention Center
777 NE Martin Luther King, Jr. Blvd.
Portland, OR 97232

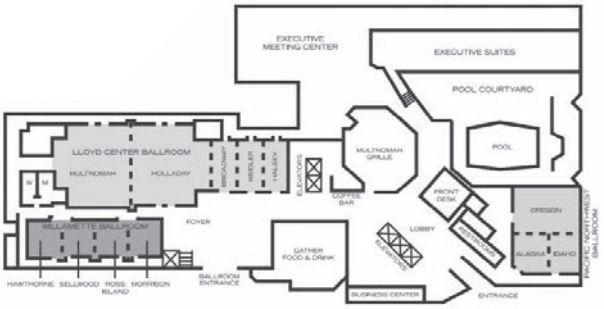


HEADQUARTERS HOTEL #1 • FLOOR PLAN

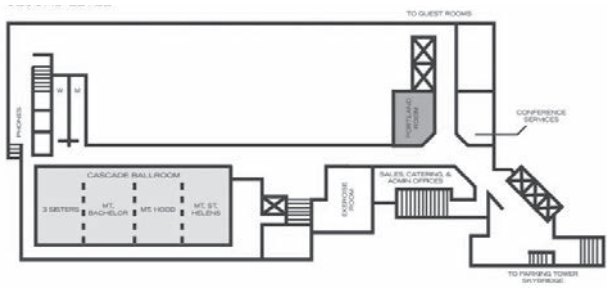
DoubleTree by Hilton Portland
1000 NE Multnomah Street
Portland, OR 97232
(503) 281-6111



Executive Meeting Center



First Level

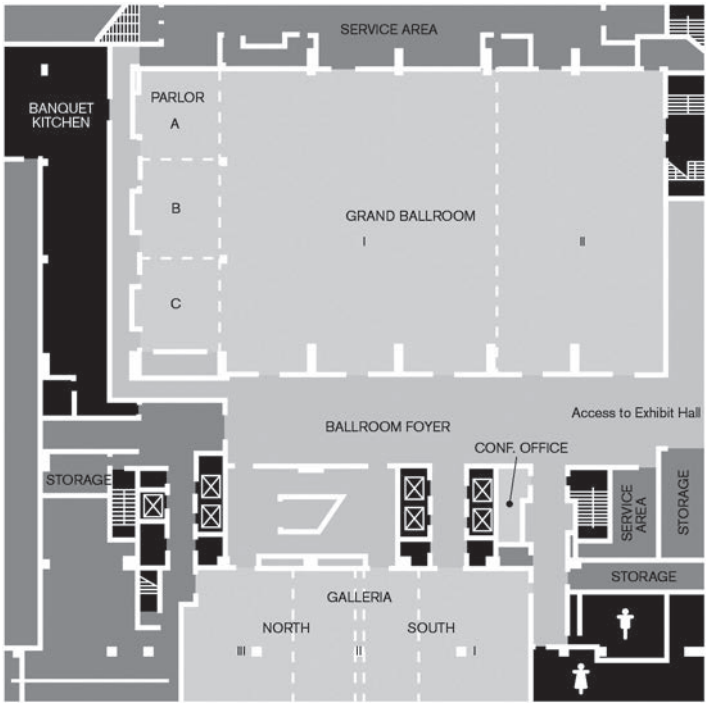


Second Level

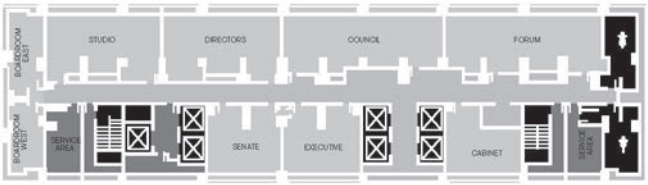
HEADQUARTERS HOTEL #2 • FLOOR PLAN

Hilton Portland Downtown
921 SW 6th Avenue
Portland, OR 97204
(503) 226-1611

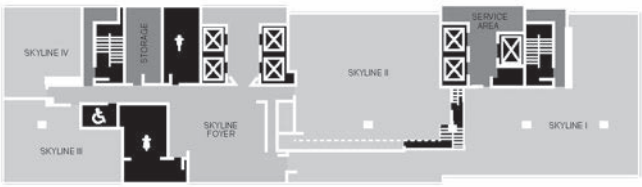
Plaza Level



Ballroom Level



3rd Floor Conference Level



23rd Floor Skyline Level

CEC 2020 Official Hotels

HOTEL	ADDRESS	RATE
DoubleTree Portland (Headquarters)	1000 NE Multnomah St. Portland, OR 97232	$206
Hilton Portland Downtown (Headquarters)	921 SW Sixth Avenue Portland, OR 97204	$209
Benson Hotel (The)	309 SW Broadway Portland, OR 97205	$199
Courtyard Portland City Center	550 SW Oak Street Portland, OR 97204	$212
Courtyard Portland Downtown Convention Center	435 NE Wasco St. Portland, OR 97232	$199
Crowne Plaza Portland-Downtown Convention Center	1441 NE 2nd Ave. Portland, OR 97232	$202
Duniway Portland, A Hilton Hotel (The)	545 SW Taylor Street Portland, OR 97204	$209
Embassy Suites by Hilton Portland Downtown	319 SW Pine St. Portland, OR 97204	$226
Hotel Eastlund	1021 NE Grand Ave. Portland, OR 97232	$199
Hotel Rose	50 SW Morrison St. Portland, OR 97204	$179
Hyatt Regency Portland at the Oregon Convention Center	375 NE Holladay St. Portland, OR 97232	$219
Portland Marriott Downtown Waterfront	1401 SW Naito Parkway Portland, OR 97201	$199
Red Lion Hotel On The River	909 North Hayden Island Dr. Portland, OR 97217	$125

Business and Social Events

CEC MEETINGS

Board of Directors
Tuesday, February 4
8:30 AM–2:30 PM
Sisters
DoubleTree Hotel

REPRESENTATIVE ASSEMBLY

Representative Assembly
Friday, February 7
12:30–4:00 PM
Portland Ballroom 253
Oregon Convention Center

COMMITTEES AND WORK GROUPS

Student Committee
Wednesday, February 5
3:00–4:00 PM
Grant
DoubleTree Hotel

Representative Assembly Committee
Thursday, February 6
9:15–10:15 AM
VIP Suite D, Level 2
Oregon Convention Center

CEC Leadership Development Committee Meeting
Thursday, February 6
11:30–1:30 PM
VIP Suite D, Level 2
Oregon Convention Center

CEC Professional Standards & Practice Meeting
Thursday, February 6
1:00–3:30 PM
Alaska
DoubleTree Hotel

CEC Knowledge and Skills Business Meeting
Friday, February 7
9:00 AM–12:00 PM
Sellwood
DoubleTree Hotel

CEC Knowledge and Skills Work Session
Friday, February 7
1:00–3:00 PM
Morrison
DoubleTree Hotel

OTHER CEC MEETINGS AND EVENTS

Membership and Marketing for CEC Units and Divisions
Thursday, February 6
9:45–10:45 AM
Alaska
DoubleTree Hotel

Financial and Legal Briefing for CEC Units and Divisions
Thursday, February 6
11:00 AM–12:00 PM
Oregon
DoubleTree Hotel

YES I CAN! Awards Ceremony
Friday, February 7
8:00–9:00 AM
Hall B
Oregon Convention Center

Student Forum 2019
Friday, February 7
3:30–4:30 PM
Oregon Ballroom 203
Oregon Convention Center

CEC Unit and Division Leaders Breakfast
Saturday, February 8
8:00–10:00 AM
Ross Island/Morrison
DoubleTree Hotel

2020 Convention Program Advisory Committee
Saturday, February 8
9:15–10:15 AM
A103
Oregon Convention Center

Saudi American Association of Special Education (SAASPED)
Saturday, February 8
1:00–3:15 PM
Ross Island/Morrison
DoubleTree Hotel

CAUCUS MEETINGS

Gay, Lesbian, Bisexual and Transgender Caucus
Thursday, February 6
1:00–2:00 PM
Morrison
DoubleTree Hotel

Asian/Pacific Islanders Caucus
Thursday, February 6
1:00–2:00 PM
3 Bachelor
DoubleTree Hotel

Educators with Disabilities Caucus
Thursday, February 6
1:00–2:00 PM
3 Sisters
DoubleTree Hotel

Faith-Based Schools and Organizations Caucus
Friday, February 7
1:30–2:30 PM
A103
Oregon Convention Center

Hispanic Caucus
Friday, February 7
4:00 PM–5:00 PM
Idaho
DoubleTree Hotel

DIVISION MEETINGS AND SOCIAL EVENTS

Interdivisional Caucus (IDC)
Tuesday, February 4
7:00–9:00 PM
Sisters
DoubleTree Hotel

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION (CASE)

Executive Committee
Tuesday, February 4
2:00–7:00 PM
Roosevelt
DoubleTree Hotel

Joint Member – Board Meeting
Wednesday, February 5
7:30 AM–4:30 PM
Oregon
DoubleTree Hotel

Publications and Product Review Committee
Thursday, February 6
8:00 AM–3:30 PM
Idaho
DoubleTree Hotel

Publications and Product Review Committee
Friday, February 7
7:30 AM–3:30 PM
Portland
DoubleTree Hotel

Finance Committee Meeting
Friday, February 7
11:30 AM–1:00 PM
Lincoln
DoubleTree Hotel

COUNCIL FOR CHILDREN WITH BEHAVIORAL DISORDERS (CCBD)

Executive Committee
Wednesday, February 5
12:00–4:00 PM
Lincoln
DoubleTree Hotel

Publications Committee Meeting
Thursday, February 6
8:00–10:00 AM
Broadway
DoubleTree Hotel

General Business Meeting
Thursday, February 6
5:15–6:30 PM
Sisters
DoubleTree Hotel

Member Social
Thursday, February 6
7:00–10:00 PM
Sellwood
DoubleTree Hotel

Regional Services & Membership (RSM) Meeting
Friday, February 7
9:30–11:30 AM
Hamilton
DoubleTree Hotel

Meet the Editors: Publishing in CCBD Journals
Friday, February 7
4:00–6:00 PM
Hamilton
DoubleTree Hotel

DIVISION FOR RESEARCH (CEC-DR)

Executive Board
Wednesday, February 5
9:00 AM–5:00 PM
Idaho
DoubleTree Hotel

Interdivisional Research Group Meeting
Friday, February 7
8:30–10:00 AM
Halsey
DoubleTree Hotel

Business Meeting
Friday, February 7
5:00–6:00 PM
Sellwood/Hawthorne
DoubleTree Hotel

Donald D. Hammill Foundation Reception
Friday, February 7
6:15–8:15 PM
Broadway/Weidler/Halsey
DoubleTree Hotel

PIONEERS DIVISION (CED-PD)

Executive Board Meeting
Thursday, February 6
11:00 AM–3:30 PM
Weidler
DoubleTree Hotel

Business and Awards Meeting
Thursday, February 6
4:00–5:30 PM
Hood
DoubleTree Hotel

COUNCIL FOR EDUCATIONAL DIAGNOSTIC SERVICES (CEDS)

Executive Board Meeting
Thursday, February 6
8:30–10:30 AM
Portland
DoubleTree Hotel

Business Meeting
Thursday, February 6
4:30–6:00 PM
Morrison
DoubleTree Hotel

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

Executive Board Meeting
Wednesday, February 5
9:00 AM–4:00 PM
Planning
DoubleTree Hotel

Memberfest!
Thursday, February 6
7:00–9:00 PM
Neyborly @Old Town
205 NW 4th Ave., Portland 97209
https://neyborly.com/portland

DIVISION ON CAREER DEVELOPMENT AND TRANSITION (DCDT)

Executive Board Meeting
Tuesday, February 5
5:00–8:00 PM
Jackson
DoubleTree Hotel

CDTEI Editorial Board
Thursday, February 6
8:30–9:30 AM
Halsey
DoubleTree Hotel

Research and Publications Committee
Thursday, February 6
10:30 AM–12:00 PM
Halsey
DoubleTree Hotel

Conference Planning Committee
Thursday, February 6
11:30 AM–12:30 PM
Halsey
DoubleTree Hotel

Membership Committee
Thursday, February 6
12:00–1:00 PM
Halsey
DoubleTree Hotel

Past Presidents Meeting
Thursday, February 6
4:00–5:00 PM
Ross Island
DoubleTree Hotel

Business Meeting
Thursday, February 6
5:00–6:00 PM
Bachelor
DoubleTree Hotel

Reception
Thursday, February 6
6:00–8:00 PM
Broadway/Weidler/Halsey
DoubleTree Hotel

DIVISION FOR CULTURALLY AND LINGUISTICALLY DIVERSE EXCEPTIONAL LEANERS (DDEL)

Executive Board
Wednesday, February 5
7:00–9:00 PM
Skyline III
Hilton Hotel

Writing for Multiple Voices
Thursday, February 6
9:00–10:30 AM
Skyline IV
Hilton Hotel

Student Poster Session
Thursday, February 6
6:00–8:00 PM
Atrium Ballroom
Hilton Hotel

General Business Meeting
Friday, February 7
5:30–7:00 PM
Skyline II
Hilton Hotel

Social Event
Friday, February 7
7:30–9:30 PM
Skyline I
Hilton Hotel

DIVISION FOR EARLY CHILDHOOD (DEC)

Executive Board Meeting
Wednesday, February 5
9:00 AM–5:00 PM
Hamilton
DoubleTree Hotel

Reception
Thursday, February 6
5:00–7:00 PM
Oregon
DoubleTree Hotel

DIVISION OF INTERNATIONAL SPECIAL EDUCATION AND SERVICES (DISES)

Board of Directors' Meeting
Wednesday, February 5
8:30 AM–4:30 PM
Roosevelt
DoubleTree Hotel

Publications Meeting
Thursday, February 6
11:00 AM–12:00 PM
Sisters
DoubleTree Hotel

Business Meeting
Friday, February 7
5:00–6:30 PM
Bachelor/Hood
DoubleTree Hotel

Social Event
Friday, February 7
7:00–9:00 PM
Oregon
DoubleTree Hotel

DIVISION FOR LEARNING DISABILITIES (DLD)

Executive Board Meeting
Wednesday, February 5
8:00 AM–5:00 PM
Executive Suite
Hilton Hotel

Publications Committee
Thursday, February 6
9:45–10:45 AM
Executive Suite
Hilton Hotel

Cultural and Linguistic Diversity Committee
Thursday, February 6
11:00 AM–12:00 PM
Senate Suite
Hilton Hotel

Professional Development & Standards
Thursday, February 6
11:00 AM–12:00 PM
Executive Suite
Hilton Hotel

Public Policy Committee
Thursday, February 6
11:30 AM–12:30 PM
Studio Suite
Hilton Hotel

Membership Committee
Thursday, February 6
12:00–1:00 PM
Senate Suite
Hilton Hotel

Business Meeting
Thursday, February 6
5:00–6:00 PM
Galleria II
Hilton Hotel

Reception and Student Poster Session
Thursday, February 6
6:00–8:00 PM
Atrium Ballroom
Hilton Hotel

DLD-DR Alerts & Knowledge Utilization Groups
Friday, February 7
9:00–11:00 AM
Executive Suite
Hilton Hotel

COMPLEX AND CHRONIC CONDITIONS: THE DIVISION FOR PHYSICAL, HEALTH AND MULTIPLE DISABILITIES (CCC-DPHMD)

Executive Board Meeting
Wednesday, February 5
2:00–4:00 PM
Boardroom West
Hilton Hotel

General Membership Meeting
Thursday, February 6
11:00 AM–1:00 PM
Park
Hilton Hotel

Working Group
Friday, February 7
1:00–3:00 PM
Park
Hilton Hotel

DIVISION OF VISUAL IMPAIRMENTS AND DEAFBLINDNESS (DVIDB)

Executive Board Meeting
Wednesday, February 5
9:00 AM–12:00 PM
Jackson
DoubleTree Hotel

General Business Meeting & Social
Thursday, February 6
6:30–10:00 PM
Doug Fir Lounge
830 E. Burnside St.
Portland 97214
https://www.dougfirlounge.com

Community Forum
Friday, February 7
8:30–10:30 AM
Broadway
DoubleTree Hotel

DIVISION OF VISUAL AND PERFORMING ARTS EDUCATION (DARTS)

Executive Board Meeting
Thursday, February 6
2:00–3:30 PM
Portland
DoubleTree Hotel

Membership Meeting
Friday, February 7
3:30–5:00 PM
Ross Island
DoubleTree Hotel

INNOVATIONS IN SPECIAL EDUCATION TECHNOLOGY (ISET)

Executive Board Meeting
Wednesday, February 5
8:30 AM–4:00 PM
Sellwood
DoubleTree Hotel

Business Meeting & Technology Innovation
Thursday, February 6
5:00–6:00 PM
Alaska
DoubleTree Hotel

THE ASSOCIATION FOR THE GIFTED (TAG)

Board Meeting
Wednesday, February 5
8:00 AM–4:30 PM
Senate Suite
Hilton Hotel

Business Meeting and Networking Event
Thursday, February 6
5:00–6:30 PM
Skyline 1
Hilton Hotel

TEACHER EDUCATION DIVISION (TED)

Executive Committee/ Executive Board
Wednesday, February 5
9:00 AM–4:30 PM
Council Suite
Hilton Hotel

Early Career Faculty SIG
Thursday, February 6
8:00–9:00 AM
Parlor C
Hilton Hotel

TED/HECSE
Thursday, February 6
8:00–10:00 AM
Council Suite
Hilton Hotel

Knowledge and Skills Committee
Thursday, February 6
9:00–10:00 AM
Parlor A
Hilton Hotel

Early Childhood Faculty SIG
Thursday, February 6
9:00–10:00 AM
Galleria II
Hilton Hotel

Diversity Caucus Board
Thursday, February 6
10:00–11:00 AM
Parlor B
Hilton Hotel

Conference Advisory Committee
Thursday, February 6
10:00–11:00 AM
Parlor A
Hilton Hotel

Membership Committee
Thursday, February 6
10:00–11:00 AM
Council Suite
Hilton Hotel

HECSE Leadership
Thursday, February 6
1:00–2:00 PM
Boardroom West
Hilton Hotel

Diversity Caucus Business Meeting
Thursday, February 6
2:00–3:00 PM
Parlor C
Hilton Hotel

Kaleidoscope Board
Thursday, February 6
2:00–3:00 PM
Parlor A
Hilton Hotel

General Business Meeting
Thursday, February 6
3:30–4:30 PM
Galleria II
Hilton Hotel

TED/Pearson Award Reception
Thursday, February 6
4:45–6:00 PM
Skyline II
Hilton Hotel

Kaleidoscope Session
Friday, February 7
8:30 AM–12:30 PM
Skyline 1
Hilton Hotel

SSEPC Past Presidents
Friday, February 7
9:30–10:30 AM
Boardroom East
Hilton Hotel

Mini-AERA Conference
Friday, February 7
10:30 AM–12:30 PM
Skyline II
Hilton Hotel

Paraeducator SIG
Friday, February 7
11:30 AM–12:30 PM
Studio Suite
Hilton Hotel

State Subdivisions
Friday, February 7
12:30–1:30 PM
Galleria II
Hilton Hotel

Professional Development Committee
Friday, February 7
12:30–1:30 PM
Directors Suite
Hilton Hotel

SSEPC Executive Board
Friday, February 7
12:30–1:30 PM
Boardroom East
Hilton Hotel

SSEPC General Business Meeting
Friday, February 7
2:30–3:30 PM
Galleria II
Hilton Hotel

TED TESE Editorial Board
Friday, February 7
2:30–3:30 PM
Council Suite
Hilton Hotel

Publications and Communications Committee
Friday, February 7
3:30–4:30 PM
Studio Suite
Hilton Hotel

Research Committee
Friday, February 7
3:30–4:30 PM
Forum Suite
Hilton Hotel

TED Presidential Line
Friday, February 7
4:30–5:30 PM
Senate Suite
Hilton Hotel

OTHER MEETINGS AND SOCIAL EVENTS

KU Leadership to the Special Education Field Award
Wednesday, February 5
7:00–9:00 PM
Helens
DoubleTree Hotel

Vanderbilt University's Peabody College Department of Special Education Reception
Thursday, February 6
5:00–7:00 PM
Oregon
DoubleTree Hotel

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 license or certification requirements?

Many states accept CEC professional development activities toward their requirements, but some do not. Check in advance with the relevant credentialing authorities in your state.

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, 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, 2020, 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) continuing education 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 residents can earn ISBE hours at CEC 2020 Portland.

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

CEC 2020 Program Chair Featured Sessions

Wednesday, Feb. 5

1:00–3:00 PM **SESSION: 1**
ROOM: PORTLAND BALLROOM 252

Standards Aligned IEPs to Promote Equity and Access

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Presentation with Q&A

Students with disabilities are the lowest performing subgroup in the United States. How do educators ensure that Tier 1 instruction is effective for all learners, including students with disabilities? This session will describe how special education students are provided access to a strong core curriculum with high-quality instruction in the general education classroom setting and given the support to attain grade-level standards.

LEADER(S): Jolly Piersall, Indiana IEP Resource Center, Indianapolis
PRESENTER(S): Matthew Johnson, Indiana IEP Resource Center, Indianapolis; Patrick McGinley, Indiana IEP Resource Center, Indianapolis; Marcee Wilburn, Indiana IEP Resource Center, Indianapolis

Thursday, Feb. 6

9:45–11:45 AM **SESSION: 79** **ROOM: A106**

Dyslexia 2.0: Moving Beyond the 'Big 5' to Effective Reading Instruction

TOPIC: Learning Disabilities
FORMAT: Presentation with Q&A

Despite widespread familiarity with the five elements of reading identified by the National Reading Panel, many teachers feel unprepared to meet the needs of struggling readers. In this session, panelists from CEC's Division for Learning Disabilities provide strategies on how to move beyond the "Big 5" to implement systematic, structured reading instruction.

LEADER(S): Kristin Sayeski, University of Georgia, Athens

PRESENTER(S): Holly Lane, University of Florida, Gainesville; Devin Kearns, University of Connecticut, Storrs; Michael Hebert, University of Nebraska, Lincoln

9:45–11:45 AM **SESSION: 80** **ROOM: B114**

Practical Trauma-Informed Social and Emotional Learning Strategies for the Classroom

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

This will build participants' capacity to integrate and infuse trauma-sensitive social and emotional learning (SEL) strategies into the classroom. The presenter will demonstrate strategies for building youth social and emotional learning competencies while maintaining an engaging classroom learning environment, model techniques for ending power struggles and responding effectively to disruptive behavior, and share ways to differentiate classroom behavioral support based on students' needs.

LEADER(S): Gregory Benner, The University of Alabama, Tuscaloosa

Thursday, Feb. 6

11:00 AM–12:00 PM **SESSION: 163**
ROOM: PORTLAND BALLROOM 255

Does the Future of IDEA include Learning Disabilities?

TOPIC: Public Policy
FORMAT: Panel

The construct of specific learning disability (SLD) is once again under attack. This session will bring together members of the executive boards of DLD, CLD, and LDA. Panelists will share common elements across the missions of each organization, newly released joint principles in a national conversation surrounding SLD, and justify why SLD should continue to be part of the future of IDEA legislation.

LEADER(S): Michael Faggella-Luby, Texas Christian University, Fort Worth

PRESENTER(S): Jo Anna Barnes, Learning Disabilities of America, Shannon, PA; Lindy Crawford, Texas Christian University, Fort Worth; Monica McHale-Small, Temple University, Philadelphia, PA; Joseph Morgan, University of Nevada, Las Vegas; Bill Therrien, University of Virginia, Charlottesville

1:00–3:00 PM **SESSION: 189**
ROOM: PORTLAND BALLROOM 254

Charter Schools: An Update

TOPIC: Public Policy
FORMAT: Presentation with Q&A

This session will highlight updates for charter schools and provide opportunities for questions and sharing concerns.

LEADER(S): Azure Angelov, Ph.D., ADS Education, Speedway, IN

PRESENTER(S): Tommy Reddicks, Paramount Schools of Excellence, Indianapolis, IN; Lauren Rhim, National Center for Special Education in Charter Schools, NY; David Bateman, Shippensburg University, PA

1:00–2:00 PM **SESSION: 220**
ROOM: PORTLAND BALLROOM 252

Special Education as Specially Designed Instruction: In Recognition and Honor of Zig Engelmann

TOPIC: Pioneers/Historical Perspectives
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Panel

This session will honor Siegfried 'Zig' Engelmann and his contribution to the concept of 'specially designed instruction,' as PL 94-142 defines special education. Presenters will discuss Zig's contributions to the architecture of instruction applied to the full range of academic learning, social behavior and across the full continuum of disabilities.

LEADER(S): Edward Kame'enui, Center On Teaching and Learning, University of Oregon, Eugene

PRESENTER(S): Anita Archer, Educational Consultant, Portland, OR; Douglas Carnine, University of Oregon, Eugene; Geoff Colvin, Educational Consultant, Eugene, OR; Kurt Engelmann, National Institute for Direct Instruction, Eugene, OR

1:00–2:00 PM **SESSION: 222**
ROOM: PORTLAND BALLROOM 255

Improving Algebra Readiness in Middle School

TOPIC: STEM
SECONDARY TOPIC: Personnel Preparation
FORMAT: Panel

This session focuses on projects to improve algebra readiness for middle school students with mathematics disabilities and difficulties. Panelists will discuss issues and constraints, different types of job-embedded professional development, and lessons learned during the first year of implementation.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Russell Gersten, Instructional Research Group, Los Alamitos, CA; Erica Lembke, University of Missouri, Columbia; Kathleen Pfannenstiel, American Institutes for Research, Austin, TX

2:15–3:15 PM **SESSION: 281**
ROOM: PORTLAND BALLROOM 252

Special Education Research and the Division of Innovation and Development (DID): In Recognition and Memory of Marty Kaufman … 'One Good Idea'

TOPIC: Pioneers/Historical Perspectives
SECONDARY TOPIC: Public Policy
FORMAT: Panel

This session will honor Martin (Marty) J. Kaufman and his contribution to the foundational development of the research portfolio for the field of special education in his role as Director of the Division of Innovation and Development in the Office of Special Education Programs (OSEP) of OSERS.

LEADER(S): Edward Kame'enui, Center On Teaching and Learning, University of Oregon, Eugene
PRESENTER(S): Patricia Bourexis, The Study Group Inc., Kill Devil Hills, NC; Martha Coutinho, Blountville, TN

2:15–3:15 PM **SESSION: 283**
ROOM: PORTLAND BALLROOM 255

Free OSEP Resources for Teachers and Administrators

TOPIC: Personnel Preparation
SECONDARY TOPIC: Administration/Supervision
FORMAT: Panel

Don't miss this session resource-packed demonstration of the tools, training modules, and resources from OSEP-supported projects! All are available online, instant access, and FREE. The session is designed for practitioners and leaders at the school and district level and those involved in teacher training and professional development. These resources have been used to improve classroom and district practice and the quality of teacher training and professional development programs.

LEADER(S): Renee Bradley, OSEP, U.S. Department of Education, Washington, DC
PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

3:30–4:30 PM **SESSION: 337**
ROOM: PORTLAND BALLROOM 252

Voices from the Field: Educators with Disabilities

TOPIC: Cultural and/or Linguistic Diversity
SECONDARY TOPIC: Starting the Teaching Career
FORMAT: Presentation with Q&A

The panel for this session 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, while also summarizing insights gained based on themes presented.

LEADER(S): Jennifer Diliberto, University of North Carolina, Chapel Hill
PRESENTER(S): Mary Ruth Coleman, University of North Carolina, Chapel Hill; Susan Osborne, North Carolina State University, Raleigh; Marge Terhaar, Meredith College, Raleigh, NC; Kathryn Haselden, Francis Marion University, Florence, SC

3:30–4:30 PM **SESSION: 339**
ROOM: PORTLAND BALLROOM 255

Improving Implementation to Improve Outcomes

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Personnel Preparation
FORMAT: Panel

How can you make significant improvements in instruction and behavior support that improve achievement of students with disabilities? Presenters will describe how teachers, principals, and district staff implement practices that improve the academic and behavioral outcomes for students with disabilities. Participants will learn about approaches to implementing co-teaching, co-planning, math and reading interventions, as well as specially designed instruction, more generally.

LEADER(S): Larry Wexler and Jennifer Coffey, OSEP, U.S. Department of Education, Washington, DC
PRESENTER(S): Theresa Farmer, Alabama State Department of Education, Birmingham; Barbara Guy, Iowa Department of Education, Ames; Eric Gebhart, Iowa Department of Education, Ames

Friday, Feb. 7

9:45–11:45 AM SESSION: 370 ROOM: C122

Exceptional Lives, Exceptional Stories

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Panel

The panel includes Yes I Can! Award recipients and their families. Session facilitators will lead discussions surrounding life with a disability, using structured questions as well as those from the audience. In closing, facilitators will summarize insights gained from discussions. The session incorporates time for informal conversations with the panelists.

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

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

9:45–10:45 AM SESSION: 397
ROOM: OREGON BALLROOM 204

Office of Special Education Update

TOPIC: Public Policy

FORMAT: Presentation with Q&A

The U.S. Department of Education Office of Special Education, Research to Practice Division invests in numerous initiatives aimed at positively influencing the field of early intervention and special education policy and practice, and responds to the needs of states, districts and schools as they work to improve and deliver practices based on evidence for children and families. Larry Wexler, Division Director will discuss current OSEP priorities and highlight results of OSEP's investments that improve the status of infants, toddlers, children, youth, and adults with disabilities.

LEADER(S): Laura Kaloi, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

11:00 AM–12:00 PM SESSION: 453
ROOM: PORTLAND BALLROOM 252

Developing Educationally Meaningful and Legally Compliant IEPs in the *Endrew* Era

TOPIC: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session will highlight the steps to developing and implementing an educationally meaningful and legally compliant individualized education program (IEP). The presenters will provide guidance to attendees about avoiding potential procedural, substantive, and implementation mistakes in the IEP process.

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

PRESENTER(S): David Bateman, Shippensburg University, PA; Lisa Goran, University of Missouri, Columbia; Elizabeth Harkins, William Paterson University, Wayne, NJ

11:00 AM–12:00 PM SESSION: 455
ROOM: OREGON BALLROOM 204

The Keeping All Students Safe Act: Federal Legislation on Restraint and Seclusion

TOPIC: Public Policy

FORMAT: Presentation with Q&A

Children with disabilities are disproportionately impacted by the use of practices such as restraint and seclusion across America's schools and there is no federal policy regarding these practices. In response, the U.S. Congress is considering federal legislation to create minimum standards including providing training and other resources to school teams and school safety personnel focused on influencing state and district practices regarding restraint and seclusion of students including students with disabilities. Join this session to learn more about the Keeping All Students Safe Act.

LEADER(S): Laura Kaloi, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Kimberly Knackstedt, Senior Policy Advisor, U.S. Senator Patty Murray (Invited)

1:30–3:30 PM **SESSION: 482**
ROOM: OREGON BALLROOM 204

Special Education in the 116th Congress and Trump Administration

TOPIC: Public Policy

FORMAT: Presentation with Q&A

Federal policy initiatives have a direct impact on special/gifted education and early intervention. Join this two-part session to learn more about current activities and priorities for 2020.

Part I: Officials from the U.S. Department of Education (Office of Special Education and Rehabilitative Services and the Office for Civil Rights) will discuss key priorities in special education research, practice and civil rights protections.

Part II: CEC and division advisors will discuss CEC's perspective on key education policy issues being pursued by the Administration and the U.S. Congress.

LEADER(S): Laura Kaloi and Kuna Tavalin, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Mark Schultz, OSERS, U.S. Department of Education, Washington, DC (Invited); Kim Richey, Office of Civil Rights, U.S. Department of Education, Washington, DC (Invited); Sharon Walsh, DEC Governmental Relations Consultant, Burke, VA; Myrna Mandlawitz, CASE Legislative Consultant, Washington, DC; Jane West, Jane West Consulting, Washington, DC

1:30–2:30 PM **SESSION: 511**
ROOM: PORTLAND BALLROOM 252

Practical Strategies for Teachers of Children with Emotional and Behavioral Disorders: The Integrated Literacy Study Group Innovation

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

The Integrated Literacy Study Group (I-LSG) is a personalized, digitally-delivered professional learning program for elementary educators of students with or at risk for emotional and behavioral disorders (EBD). During this session, presenters will demo the program and also model some of the reading and social and emotional learning strategies built into I-LSG.

LEADER(S): Gregory Benner, The University of Alabama, Tuscaloosa

PRESENTER(S): Teressa Trusty, Trifoia, Eugene, OR

2:45–3:45 PM **SESSION: 571**
ROOM: PORTLAND BALLROOM 252

Families as Partners: Research-Based Practices to Support Students With Special Needs

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

Family engagement and partnership interventions are essential for maximizing the success of students with special education needs. This session will review relationship-based partnership approaches to support children with special needs, including those in early childhood and school settings. Research results, practice recommendations, and video examples will be highlighted.

LEADER(S): Susan Sheridan, Prem Paul Research Center at Whittier School, University of Nebraska-Lincoln

4:00–5:00 PM **SESSION: 629**
ROOM: PORTLAND BALLROOM 252

The Impact of Story-Based Professional Development Videos on MTSS Practices

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session shares the results of an evidence-based online professional development (PD) program on teachers' knowledge and use of multitiered systems of support (MTSS) 'best practice' approaches to supporting student learning. It will include a demonstration of the online PD and findings from the initial 3 years of research.

LEADER(S): Julie Alonzo, University of Oregon, Eugene

Meet the Authors and Editors of Your Favorite Books, Journals, and Special Reports

Authors will be in CEC Central (Halls C/D) during times listed.

The State of the Special Education Profession Survey Report
Authors: Mary Ruth Coleman, Susan Fowler, and Bill Bogdan
Wednesday, 6:30-7:30 PM

. . . . . .

Leading the Co-Teaching Dance: Leadership Strategies to Enhance Team Outcomes
Authors: Wendy Murawski and Lisa Dieker
Wednesday, 7:30-8:30 PM

. . . . . .

Building Alliances: A How-to Manual to Support Transitioning Youth and the *TEACHING Exceptional Children* Journal
Author and Editor: Dawn Rowe
Thursday, 9:00-10:00 AM

. . . . . .

Handbook of Leadership and Administration for Special Education
Author: Mary Lynn Boscardin
Thursday, 10:00-11:00 AM

. . . . . .

Co-Teach! Building & Sustaining Effective Classroom Partnerships in Inclusive Schools
Author: Marilyn Friend
Thursday, 11:00 AM-Noon

. . . . . .

Educating Students With Intellectual Disability and Autism Spectrum Disorder
Authors: Bree Jimenez and Emily Bouck
Thursday, Noon-1:00 PM

. . . . . .

The Survival Guide for the First-Year Special Education Teachers, Second Edition
Authors: Clara Hauth and Catherine Creighton Martin
Thursday, 1:00-2:00 PM

. . . . . .

PRISM 12: Embedded Instruction in the General Education Classroom for Students With Intellectual and Developmental Disabilities
Author: J. Matt Jameson
Friday, 9:00-10:00 AM

. . . . . .

A Principal's Guide to Special Education, Third Edition and **A Teacher's Guide to Special Education**
Author: David Bateman
Friday, 11:00 AM-Noon

. . . . . .

***Exceptional Children* Journal**
Editors: John Lloyd and Bill Therrien
Friday, Noon-1:00 PM

Convention Workshops

Wednesday, Feb. 5
9:00 AM–4:00 PM

ROOM: A105

Workshop 01 – Developing Legally Defensible IEPs

The U.S. Supreme Court has recently referred to the individualized education program (IEP) as the 'centerpiece' of IDEA's education delivery system for students with disabilities. In this workshop, examine many common pitfalls that educators must avoid–both procedurally and substantively–in an effort to ensure that IEPs are legally defensible.

- 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

Julie Weatherly, Resolutions in Special Education, Inc., Mobile, AL

ROOM: B117

Workshop 02 – Trauma-Responsive Practices Across the Tiers: What Every Educator Needs to Know

It is estimated that approximately 25% of students will experience trauma or toxic stress before the age of 18. Many educators are turning to the treatment framework known as trauma-informed care (TIC). The focus of TIC is on responsiveness to trauma with explicit efforts made in restoring emotional safety, building healthy relationships, and creating positive opportunities for students.

- Demonstrate an understanding of trauma and toxic stress and its impact on staff and students
- Integrate trauma-informed approaches into existing multitiered behavior frameworks
- Identify key features of strategies and practices of trauma-responsive schools
- Identify ways to incorporate the trauma responsiveness practices and considerations into IEP goals, functional behavior assessments, and behavior intervention plans

Lynne DeSousa, Colorado Department of Education, Denver

Wednesday, Feb. 5
9:00 AM–4:00 PM

ROOM: B118

Workshop 03 – Keep Them Motivated! An Introduction to Classroom Pivotal Response Teaching

For children with autism spectrum disorder, maintaining high levels of motivation can be difficult. In this introductory workshop, you will learn about a packaged, evidence-based intervention called classroom pivotal response teaching (CPRT) that has components aimed specifically at this deficit area. Walk away from this workshop with several practical strategies that can be applied in your classroom immediately.

- Name the pivotal areas of behavioral deficit in learners with autism spectrum disorder (ASD) that are addressed using classroom pivotal response teaching (CPRT)
- Describe the components of CPRT
- Make an individualized plan for implementation of CPRT components in the classroom

Janice Chan, University of California San Diego; Melissa Mello, University of California Davis, MIND Institute

ROOM: B113

Workshop 04 – Tier 2 and 3 Behavior Support: Developing Protocols and Implementation Plans

This workshop presents a multitiered 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. Attendees will evaluate the current array of Tier 2 and 3 supports in their schools, identify gaps in that array, and develop an action plan for closing any gaps that currently exist.

- Assess the quality of current Tier 2 and 3 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 or refining Tier 2 and 3 processes and procedures

Jessica Sprick, Safe & Civil Schools, Eugene, OR; Tricia Berg, University of Oregon, Eugene

Wednesday, Feb. 5
9:00 AM–4:00 PM

ROOM: B115

Workshop 05 – Are You Using Your Paraeducators Appropriately? Strategies for Teachers and Administrators

Paraeducators are used in increasing numbers to deliver an array of special education services—often with little or no formal preparation and or supervision. In this interactive workshop, the presenter will share research-based strategies for paraeducator supervision and provide tools, and resources that can be used by special and general educators and administrators to appropriately guide and direct paraeducators' work.

- Demonstrate an understanding of the CEC paraprofessional standards and their implications in terms of supervision of paraprofessionals
- Describe research-based components, content, and tools related to paraprofessional supervision that need to be delivered to teacher candidates and teachers
- Integrate this content into teacher preparation programs and inservice professional development for teachers

Ritu Chopra, The PAR²A Center, University of Colorado, Denver

ROOM: B111

Workshop 06 – CEC Preparation Program Report Developer Workshop

In this interactive workshop, you will learn the components of CEC Preparation Program Recognition Reports that will be submitted to the Council for the Accreditation of Educator Preparation (CAEP) using CEC's Professional Preparation Standards. You will come away better prepared to develop program performance-based assessments, align them with the CEC content standards, and prepare the final SPA 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 SPA program report

Joni Baldwin, University of Dayton, OH

Wednesday, Feb. 5
9:00 AM–4:00 PM

ROOM: B112

Workshop 07 – CEC Preparation Program Report Reviewer Workshop

This workshop will train you to review program reports submitted to the Council for the Accreditation of Educator Preparation (CAEP) using CEC's Professional Preparation Standards. Principles for and examples of program review and strategies for reviewing reports and successfully writing a review will be shared.

- 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
- Complete a thorough review of a preparation program recognition report

Christy Hooser, Eastern Illinois University, Charleston

Wednesday, Feb. 5
9:00 AM–12:00 PM

ROOM: B116

Workshop 08 – The ABCs of Autism in the Classroom: Setting the Stage for Success

In this workshop, learn about the basics of autism spectrum disorder and of behavior, and how to investigate the function of behaviors using the ABCs: antecedents (what happened before), behavior (what happened), and consequences (what happened after). Explore evidence-based strategies to deal with many common behavior challenges, and leave with a plan for maintenance and generalization.

- Explain the importance of the relationship between the antecedents and consequences of a behavior and the function of the behavior
- Identify antecedent control procedures which can prevent challenging behaviors before they start
- Identify evidence-based strategies and tools for changing problem behaviors
- Help students maintain positive behavior changes and generalize their improved behaviors to other settings

Wendela Marsh, PIPS for Autism, LLC, Salem, OR

ROOM: A106

Workshop 09 – Co-Teaching Nuts and Bolts: In the Classroom, the School, and the District

Despite being widely recommended and implemented, co-teaching is a complex endeavor. And although theories, concepts, and principles are useful, what professionals most want to know is how to implement co-teaching so that it is feasible, cost-effective, and, most important, beneficial to students. This workshop will tackle those topics and provide use-them-tomorrow ideas for making co-teaching all it should be.

- Identify at least six key site and administrative factors that determine co-teaching success, analyzing them with a local lens
- Apply eight classroom practices that support co-teaching or impede its implementation
- Generate realistic solutions for minimizing co-teaching problems and maximizing its success (classroom, site, district)

Marilyn Friend, University of North Carolina, Greensboro

Wednesday, Feb. 5
9:00 AM–12:00 PM

ROOM: A107

Workshop 10 – Becoming a Lighthouse Rather than a Tugboat: Coaching for Success

This workshop is designed to build the capacity of coaches seeking to improve teacher practices and student learning. The presenters summarize four effective coaching practices, highlighting nuanced information about the successful use of these practices. Attendees will receive hands-on opportunities to apply coaching practices and reflect on personal strengths and challenges.

- Define four effective coaching practices and explain why these practices serve as the foundation for coaching sessions with teachers
- Embed the four coaching practices into their work with teachers
- Integrate free, online coaching tools into coaching sessions
- Reflect on their development as a coach and identify specific areas of strength and improvement

Jennifer Pierce, American Institutes for Research, Washington, DC; Kathleen Pfannenstiel, American Institutes for Research, Austin, TX

ROOM: B114

Workshop 11 – Improving Challenging Behaviors in the Classroom: Instruction as the Missing Link

One of the greatest stressors teachers face is managing challenging behavior. Direct instruction in replacement behaviors is often the 'missing link' in effective interventions for improving behavior. During this workshop, learn ways to (a) address challenging behaviors by identifying simple and practical interventions, and (b) actively teach and reinforce positive replacement behaviors.

- Identify the contexts in which behavior problems are most likely to occur in their classroom or school
- Use a framework for identifying and planning simple and practical interventions to address challenging behavior
- Integrate direct instruction of behaviors into their classroom management routines
- Actively teach and reinforce appropriate behaviors to increase student success in their classroom

Timothy Landrum, University of Louisville, KY; Lauren Collins, San Diego State University, CA

Wednesday, Feb. 5
9:00 AM–12:00 PM

ROOM: OREGON BALLROOM 204

Workshop 12 – What's Happening in Washington, DC and How You Can Become an Influencer

In this workshop, CEC's Senior Policy and Advocacy Advisors will provide an overview of the intersection of politics and policy and updates on the education policy and federal funding issues of importance to CEC membership. This interactive presentation will teach and support members in their own advocacy, from the basics of the Legislative Action Center to tips on how to educate elected officials.

- Identify and articulate federal policy issues of importance to CEC membership
- Discuss CEC's key policy priorities with elected officials

Kuna Tavalin, Council for Exceptional Children, Arlington, VA; Laura Kaloi, Council for Exceptional Children, Arlington, VA

Wednesday, Feb. 5
1:00 PM–4:00 PM

ROOM: A107

Workshop 13 – Observing and Coaching the HLPs: Tools and Strategies for Effective Implementation

Over the past few years the field of special education has embraced the high-leverage practices (HLPs). In this half-day workshop, the presenters will introduce, discuss, and model implementation for specific components tied to five key HLPs: explicit instruction, feedback, creating a positive and consistent learning environment, engaging students, and systematically designing instruction towards learning goals.

- Describe at least three strategies for effectively implementing CEC's high-leverage practices (HLPs)
- List two or more actionable ways to successfully model the HLPs
- Identify at least two resources to support the implementation of the HLPs

Michael Kennedy, University of Virginia, Charlottesville

ROOM: B114

Workshop 14 – Relating in the Classroom: Evidence-Based Strategies for Teacher-Paraeducator Interactions

Effective collaboration among classroom personnel can improve achievement for students with and without disabilities. Unfortunately, few opportunities are available to provide support in forming and maintaining effective teacher-paraeducator teams. During this session, you will be provided with strategies for strengthening collaborative relationships and overcoming challenges to effective teacher-paraeducator collaboration.

- 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

Christina Cipriano, Yale Child Study Center, New Haven, CT; Tia Barnes, University of Delaware, Newark, DE

Wednesday, Feb. 5
1:00 PM–4:00 PM

ROOM: A106

Workshop 15 – Specially Designed Instruction in Co-Teaching: Who, What, Where, When, Why, and How

Many professionals understand that co-teaching must include providing specially designed instruction (SDI) for students with disabilities. 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 general instruction to measuring its effectiveness.

- Explain what specially designed instruction (SDI) is, distinguishing it from related concepts (e.g., differentiation, accommodation)
- Select SDI strategies based on documented student needs
- Integrate SDI into the instruction of a co-taught class, using co-teaching approaches to foster its implementation
- Document the delivery of SDI, including gathering data on its effect on student learning

Marilyn Friend, University of North Carolina, Greensboro

ROOM: B116

Workshop 16 – Thriving as a New Special Education Teacher: How to Dot the I's and Cross the T's in the IEP Process

Join us for a hands-on workshop where you will learn strategies to collaborate with families, use data to identify student needs and create individualized education program (IEP) goals, and monitor progress on IEP goals.

- Use resources available in The Survival Guide for New Special Education Teachers to enhance their practice.
- Identify student learning needs through assessments
- Understand standards to create individualized IEP goals
- Use instructional strategies that facilitate student learning
- Describe ways to assess and monitor progress toward meeting IEP goals

Clara Hauth, Marymount University, Arlington, VA; Catherine Martin, Fairfax County Public Schools, VA

Wednesday, Feb. 5
1:00 PM–4:00 PM

ROOM: A109

Workshop 17 – The Diagnostic-Prescriptive Reading Teacher (A Workshop for Literacy Nerds)

Do you have students who read haltingly and make many errors? This workshop is for educators working with students who have not mastered foundational reading skills. Attendees will work on assessment, diagnosing error patterns, and intensive and explicit instruction to reduce errors and build skills. In addition, learn to identify important considerations for students in curricular and instructional needs.

- Listen to students read and diagnose deficits
- Identify and use procedures to remediate deficits
- Identify and use procedures to build skills
- Identify important considerations in curriculum and instruction

Marilyn Sprick, Safe & Civil Schools, Eugene, OR

Saturday, Feb. 8
8:30 AM–3:30 PM

ROOM: B112

Workshop 18 – College Transition: Preparing Students With Disabilities for Success

Research shows that preparing students with disabilities for success at college involves educating them about changes they will find in the postsecondary environment and making sure that they develop certain skills. This workshop will review the shift in laws at college, how the disability services system works, accommodations that will likely be available, and what skills and knowledge are correlated with students' success.

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

Elizabeth Hamblet, Columbia Organization, New York, NY

ROOM: B117

Workshop 19 – Practical Program Design for Behavioral Classrooms: Addressing Intensive Behavioral Needs

In this workshop, learn 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 , integrates evidence-based practices, and promotes generalizability of skills to less restrictive environments.

- Identify structural variables they can manipulate (e.g., physical layout, clarity of classroom rules and expectations, point cards/ level systems) to set the stage for appropriate behavior and how to modify these variables when chronic behavioral issues persist
- 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 they 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 corrective consequences
- Design an action plan with strategies they can implement immediately to address specific concerns occurring in the classroom, and outline a secondary action plan for work they can do to prepare their classroom for the following school year

Jessica Sprick, Safe & Civil Schools, Eugene, OR; Tricia Berg, Safe & Civil Schools, Eugene, OR

Saturday, Feb. 8
8:30 AM–11:30 AM

ROOM: B113

Workshop 20 – Using Data-based Individualization to Put the 'I' in IEPs

Are you struggling with setting realistic yet meaningful goals for your students and designing instruction to meet their individualized needs? This interactive workshop provides an overview of data-based individualization (DBI) and illustrates how it can be used to improve and simplify IEP writing by setting individualized, standards-aligned goals; designing individualized, specialized instruction; and monitoring progress.

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

Teri Marx, American Institutes for Research, Washington, DC; Sarah Arden, American Institutes for Research, Washington, DC; Amy Peterson, American Institutes for Research, Washington, DC

ROOM: B114

Workshop 21 – Coaching Paraeducators to Maximize Discreet Support and Minimize Proximity to Advance Learner Outcomes

Attend this workshop and learn how to design and deliver effective paraeducator support to students with autism spectrum disorder, intellectual disability, and multiple disabilities to maximize academic and social learning opportunities while promoting student independence. The presenter will share strategies to train and coach paraeducators to provide student-centered support that can be delivered in diverse settings.

- Effectively coach paraeducators to provide personalized support (academic, behavioral, social) to students with disabilities and specific to the setting (inclusive, special education setting, other)
- Describe teacher-paraeducator collaborative roles and responsibilities as part of the instructional team in providing support to students
- List at least three action steps to avoid intrusive support applying the evidence on paraeducator research
- Guide paraeducators to use appropriate level of prompts and cues to promote student independent performance and reduce dependence on adults

Padmaja Sarathy, Infinite Possibilities, Missouri City, TX

Saturday, Feb. 8
8:30 AM–11:30 AM

ROOM: B115

Workshop 22 – English Learners at Risk for or With Reading Disabilities—Interventions That Work!

The presenters of this workshop share their work from OSEP-funded model demonstration grants focusing on literacy interventions for English learners at risk for or with reading disabilities. Learn practical strategies that help ELs improve their literacy and language skills. They will demonstrate read-aloud routines and language-focused repeated reading strategies and share frameworks for ensuring instruction and intervention are culturally responsive. Attendees will leave with a rubric to ensure culturally and linguistically appropriate practices within literacy lessons.

- Apply a framework for providing culturally and linguistically aligned literacy interventions
- Use a read-aloud protocol for English learners (Els)
- Evaluate lessons for cultural and linguistic enhancements and opportunities for EL students to respond

Julie Esparza Brown, Portland State University, OR; Amanda Sanford, Portland State University, OR; Leticia Grimaldo, Meadows Center for Preventing Educational Risk at University of Texas, Austin

ROOM: B116

Workshop 23 – Executive Function Training: A Model for Explicit Instruction

This workshop focuses on improving students' executive function skills while considering universal design for learning principles and metacognition. 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 students' executive functioning.

- Describe a rationale for improving students' executive functions
- Describe an explicit process for improving executive function skills
- Consider universal design for learning (UDL) and metacognition to identify and teach supportive strategies for students having difficulties with executive functioning
- Develop an instructional plan that can be initiated with students to improve executive functioning

Roberta Strosnider, Towson University, MD; Kimberly Hale, Wake County Public Schools

NOTES:

Visit Didax at Booth #526!

- Stop by to get a FREE set of Tangrams or Ten-Frames!*
- Save 20% on hands-on resources for PreK–12 math and literacy!
- Featuring manipulatives, games, activity cards, books & more!

* while supplies last

www.didax.com

73% of classrooms have students with reading levels that span four or more grade levels. Microsoft Learning Tools are free tools that implement proven techniques to improve reading and writing for learners regardless of their age or ability.

Visit us at booth #327 for hands on demonstrations Learn more at aka.ms/InclusiveEDU

Wednesday, February 5

Opening General Session
Hall B
5:00–6:30 PM

Sessions (1:00–4:30 PM) 35–49

Join us at the CEC President's Reception immediately following the Opening General Session from
6:30–8:30 PM

Opening General Session

Wednesday, February 5, 2020 | 5:00-6:30 PM

Hall B, Oregon Convention Center

Sady Paulson **Mark Coppin**

Apple Distinguished Educators

Sady Paulson: Sady Paulson is an independent videographer and national speaker on the power of accessibility. Sady uses Apple's accessibility technology like Switch Control to interact with her computers, iPhone, and iPad. Sady is also an Apple Distinguished Educator. She was featured in, and edited, the 2016 commercial launching the re-designed Apple accessibility website. She will open CEC 2020 with a powerful message of talent, determination, and inclusion.

Mark Coppin: Mark Coppin is Director of Disability Services at North Dakota State University. For 32 years, he was the director of assistive technology at the Anne Carlsen Center for students with special needs where he coordinated the provision of assistive technology services. In addition to speaking on the local and national level, Mark's experience includes presenting twice at the United Nations on the importance of accessibility. In 2009, Coppin was named an Apple Distinguished Educator. In 2013, he was one of 10 educators recognized as a Champion of Change by the White House.

Wednesday Sessions

1:00–3:00 PM **SESSION: 1**
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Standards Aligned IEPs to Promote Equity and Access

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Presentation with Q&A

Students with disabilities are the lowest performing subgroup in the United States. How do educators ensure that Tier 1 instruction is effective for all learners, including students with disabilities? This session will describe how special education students are provided access to a strong core curriculum with high-quality instruction in the general education classroom setting and given the support to attain grade-level standards.

LEADER(S): Jolly Piersall, Indiana IEP Resource Center, Indianapolis
PRESENTER(S): Matthew Johnson, Indiana IEP Resource Center, Indianapolis; Patrick McGinley, Indiana IEP Resource Center, Indianapolis; Marcee Wilburn, Indiana IEP Resource Center, Indianapolis

1:00–2:00 PM **SESSION: 2** **ROOM: C121**

First Step Next: Early Intervention for Young Children With Challenging Behaviors

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Emotional and Behavioral Disorders
FORMAT: Presentation with Q&A

Children with challenging behaviors need early, coordinated interventions. First Step Next is a collaborative preschool intervention program where the teacher, family member, and a behavior coach teach the at-risk child skills. Teacher and parent ratings of children's behavior show a significant improvement after the intervention in research studies. This presentation will provide an overview of the project, with videotaped vignettes and share handouts and training materials.

LEADER(S): Edward Feil, Oregon Research Institute, Eugene
PRESENTER(S): Kiersten Curry Bills, University of Louisville, KY; Jason Small, Oregon Research Institute, Eugene; Andy Frey, University of Louisville, KY; Jon Lee, Northern Arizona University, Flagstaff

1:00–2:00 PM **SESSION: 3** **ROOM: C122**

Investigating the Effects of a First-Grade Mathematics Intervention

TOPIC: STEM
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Panel

This session explores the results from a federally funded randomized control trial study of a 60-lesson first-grade mathematics intervention for students at risk for mathematics difficulties and learning disabilities. The panel will provide an overview of key curricular features, participant outcomes, and implications for practice. Attendees will gain an understanding of the key elements of effective mathematics intervention programs and how to design effective multitier systems of support.

LEADER(S): Ben Clarke, University of Oregon, Eugene
PRESENTER(S): Christian Doabler, University of Texas, Austin; Jessica Turtura, University of Oregon, Eugene; Kathleen Jungjohann, University of Oregon, Eugene; Keith Smolkowski, Oregon Research Institute, Eugene; Marah Sutherland, University of Oregon, Eugene

1:00–2:00 PM **SESSION: 4** **ROOM: C123**

Supporting the Co-Development of Language Skills, Behavior, and Socialization Through Evidence-Based Classroom Practices

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Communicative Disabilities and Deafness
FORMAT: Presentation with Q&A

This presentation provides an overview of how language disorders influence children's behavioral and social development. The presenters will review current research on the co-development of language skills, problem behavior, and social development; present the results of recent studies in this area; and provide strategies for practitioners that promote language and behavioral development.

LEADER(S): Jason Chow, Virginia Commonwealth University, Richmond

NOTES:

1:00–2:00 PM SESSION: 5 ROOM: D135

Integrating Paraphrasing and Text Structure Instruction to Support Upper Elementary Struggling Readers' Main Idea Generation and Reading Comprehension

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Elementary struggling readers have difficulty generating and integrating main ideas. This session shares findings from a randomized control trial examining the effects of a reading intervention. Learn how to provide a paraphrasing process for teaching students how to generate main ideas rather than telling them to 'find' them, and utilize text structure instruction as a fix-up practice to support students with identifying the most important information about the topic.

LEADER(S): Elizabeth Stevens, Georgia State University, Atlanta

PRESENTER(S): Christy Austin, The University of Texas at Austin

1:00–2:00 PM SESSION: 6 ROOM: D136

Building Capacity: Preparing Inclusive School Leaders in Accountability-Driven Climates

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Preparing diverse school leaders with the knowledge and skills required to implement federal legislation (e.g., ESSA) and positively influence their schools and surrounding communities is critical in today's accountability-driven climate. There is a need to recruit, prepare, and retain inclusive school leaders, especially in high-need urban school districts. This session focuses on the components of a successful leadership preparation model.

LEADER(S): Suzanne Martin, University of Central Florida, Orlando

PRESENTER(S): Dena Slanda, University of Central Florida, Orlando; Jillian Livingstone, Taylor School District, MI/University of Central Florida, Orlando

1:00–2:00 PM SESSION: 7 ROOM: D137

From Assessment to Intervention: Executive Functions in Students with Attention and Behavioral Deficits

TOPIC: Assessment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This session presents a systemic approach to identifying the executive functions of students with disabilities and guiding specific supports and interventions to improve executive function-related attentional and behavioral skills such as behavioral regulation; planning and organizing; working memory; and the ability to focus, shift, and sustain attention.

LEADER(S): Chris Huzinec, Pearson Clinical Assessment, Spring, TX

PRESENTER(S): Kathleen Woodward, Pearson Clinical Assessment

1:00–2:00 PM SESSION: 8 ROOM: D138

A Systematic Review of Independent Evidence-Based Reviews: Implications for Research and Practice

TOPIC: Research

FORMAT: Panel

Although independent researchers have conducted many evidence-based reviews in special education, these reviews have not been systematically reviewed. Panelists will discuss the results of a systematic review of independent evidence-based reviews and the development a comprehensive list of evidence-based practices for specific outcomes and learner populations.

LEADER(S): Lauren Collins, San Diego State University, CA

PRESENTER(S): Bryan Cook, University of Virginia, Charlottesville; Sara Cook, University of Hawaii at Manoa, Honolulu; Lysandra Cook, University of Virginia, Charlottesville

NOTES:

1:00–2:00 PM SESSION: 9 ROOM: D139

A Comprehensive Examination of Electronic Wayfinding Technology for Visually Impaired Travelers in an Urban Environment

TOPIC: Visual Impairments

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

Wayfinding and navigation are key activities that allow people to acquire knowledge about the environment and develop cognitive representations to enable route planning and travel. For individuals with visual impairments, wayfinding is essential for successful transition, community participation, college, and career readiness. This presentation shares the results of focus-group research with individuals with visual impairments and deafblindness on their use of wayfinding apps.

LEADER(S): Martin Swobodzinski, Portland State University

PRESENTER(S): Amy Parker, Portland State University, OR; Tara Brown-Ogilvie, University of Northern Colorado, Greeley; J Beresheim, High Desert Educational Service District, OR

1:00–2:00 PM SESSION: 10 ROOM: E142

A Goal-Setting Challenge App to Promote Self-Determination

TOPIC: Career Development/Transition

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

This presentation highlights the development of a technology-driven means to increase adolescents with high incidence disabilities' knowledge and skills to effectively set and attain academic, behavior, and transition-related goals through an interactive web-based application, the Goal-Setting Challenge App, and will include results from two single-case design research studies.

LEADER(S): Karrie Shogren, University of Kansas, Lawrence

PRESENTER(S): Valerie Mazzotti, University of North Carolina at Charlotte; Jared Stewart-Ginsburg, University of North Carolina, Charlotte; Danielle Wysenski, University of North Carolina at Charlotte

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 11 • ROOM: E143

MONITORING LEARNING: USING APPS AND VIDEO ANALYSIS, FROM PRESCHOOL TO HIGH SCHOOL

TOPIC: Innovations in Special Education Technology

FORMAT: Multi-Presentation Session

Meaningful Inclusion of K-12 Students With Disabilities in Computer Science Education

Few studies examine the experiences of students with disabilities in K-12 computer science (CS) education. This session presents findings from a National Science Foundation project examining the experiences of students with disabilities in CS education. Attendees will learn how a universal design for learning framework and pedagogical approaches such as explicit instruction and open-ended tasks can support student learning and engagement, and how this can be monitored through video analysis.

LEADER(S): Maya Israel, University of Florida, Creative Technology Research Lab, Gainesville

Using Apps to Collect Data in Early Childhood Settings

Data drives decision making regarding effective interventions to improve behavior. However, data collection efforts need to be efficient and accurate because time can be a barrier. Presenter will demonstrate a variety of data collection apps and discuss how these support behavior monitoring and interventions. Attendees will learn how to tailor these apps to their early childhood education settings.

LEADER(S): Samantha Riggleman, Saint Joseph's University, Philadelphia

PRESENTER(S): Maryssa Mitsch, San Francisco State University, CA

NOTES:

1:00–2:00 PM SESSION: 12 ROOM: E144

Classroom Strategies to Increase Student Engagement NOW!

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

In this session, the panel introduces a framework for examining classroom instruction through the eyes of a student in order to increase student engagement. Participants will experience multiple classroom strategies applicable across grade and content levels. The presentation will include practitioner-friendly ways to immediately incorporate engagement strategies into instruction.

LEADER(S): Stacy Crawford Bewley, University of Louisville/Kentucky Department of Education

1:00–2:00 PM SESSION: 13 ROOM: E146

Inclusive Education for High School Students With Severe Disabilities: An Observational Study

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

The presenters of this session will share observational findings from a larger project examining the social interactions and academic engagement of 150 students with severe disabilities and more than 50 classmates who attended inclusive high school classes in two states. They will focus on the factors that influence full participation and offer recommendations for strengthening inclusive practices.

LEADER(S): Erik Carter, Vanderbilt University, Nashville, TN

PRESENTER(S): Michael Tuttle, Vanderbilt University, Nashville, TN

1:00–2:00 PM SESSION: 14 ROOM: E147

Improving Customer Service Skills of Young Adults With ASD in Employment Settings

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This session provides practical strategies for improving the customer service skills of young adults with autism spectrum disorder (ASD) in community employment settings. Video models from relevant research will be shared to illustrate how individuals with ASD can be taught a variety of customer service-related skills in authentic settings.

LEADER(S): Leslie Bross, University of Kansas, Lawrence

PRESENTER(S): Jason Travers, University of Kansas, Lawrence; Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City; Jonathan Huffman, Juniper Gardens Children's Project, University in Kansas, Kansas City; Emma Watson, Juniper Gardens Children's Project, University in Kansas, Kansas City

1:00–2:00 PM SESSION: 15 ROOM: F149

Online Instruction to Prepare Educators to Support AAC

TOPIC: Personnel Preparation

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

The system of least prompts (SLP) is an effective instructional strategy that has been used to teach augmentative and alternative communication (AAC). This presentation reviews the effects of an online training on educators' knowledge and use of SLP to support individuals who use AAC.

LEADER(S): Ashley McCoy, Bowling Green State University, OH

PRESENTER(S): Theoni Mantzoros, Penn State University, University Park

1:00–2:00 PM SESSION: 16 ROOM: F150

Building a Schoolwide Inclusive Culture

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Creating a positive school culture is the starting point for building an inclusive school. This presentation focuses on the results from a qualitative research study examining how a North Carolina school has worked to build an inclusive culture with meaningful membership for all students, including students with the most severe disabilities, using a schoolwide approach. Examples of how to build a program like this will be shared.

LEADER(S): Shawnee Wakeman, University of North Carolina at Charlotte

PRESENTER(S): Alicia Saunders, University of North Carolina at Charlotte; Elizabeth Reyes, University of North Carolina, Charlotte

1:00–2:00 PM SESSION: 17 ROOM: F151

Collaborative Teacher Education Reform: Effects on Teacher Candidates' Knowledge, Perceptions, and Attitudes

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session focuses on a collaborative teacher education curriculum reform effort and its effects on teacher candidate learning at a regional comprehensive university in the southeast US. The goal of this effort was to reform teacher preparation curriculum to prepare graduates to effectively teach students with disabilities (SWDs).

LEADER(S): Stacie Whinnery, University of West Florida, Pensacola

PRESENTER(S): Keri Fogle, University of West Florida, Pensacola; Keith Whinnery, University of West Florida, Pensacola

1:00–2:00 PM SESSION: 18 ROOM: F152

Family Empowerment Through Collaborative Workshops and School Resource Centers

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This session outlines steps to promote family empowerment through interactive family workshops coupled with a family resource library for caregivers of students with disabilities. Presenters will outline outcomes and experiences in implementing Project PEAK (Partnerships of Empowerment, Accessibility, and Knowledge), a family empowerment center and interactive workshops, in an urban culturally diverse school.

LEADER(S): Amanda Passmore, University of Illinois at Chicago

PRESENTER(S): Kary Zarate, University of Illinois at Chicago

1:00–2:00 PM SESSION: 19
ROOM: OREGON BALLROOM 201

Developing the Whole Person: Burnout, Compassion Fatigue, Secondary Trauma, and Self-Care for Special Education Teachers and School Counselors

TOPIC: Personnel Preparation

FORMAT: Demonstration

This presentation provides a comprehensive overview of compassion fatigue, burnout, and secondary trauma among special education teacher and counselor candidates, as well as how attendees can assess themselves in these areas. Presenters will demonstrate simple self-care strategies and SMART goals for school personnel, and attendees will be encouraged to practice these strategies. Implications for university faculty and district administrators will also be discussed.

LEADER(S): Sara Juarez, California State University, Fresno

1:00–2:00 PM SESSION: 20
ROOM: OREGON BALLROOM 202

Ambitious Defensible IEP Goals for Students With Greatest Needs

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Personnel Preparation

FORMAT: Demonstration

In this demonstration session, participants will apply the standards of substance and ambitiousness from the Endrew F Supreme Court case to the needs of children with severe needs for speech and language and/or occupational therapies. Learn how to improve weak individualized education program (IEP) goals, and how to critique goal quality with an IEP quality-rating instrument.

LEADER(S): Melinda Burchard, Messiah College, Mechanicsburg, PA

PRESENTER(S): Olivia Rossi, Messiah College, Mechanicsburg, PA; Anna Marie Clark, University of Pittsburgh, PA

1:00–2:00 PM SESSION: 21
ROOM: OREGON BALLROOM 203

Selecting the Best Progress Measures to Evaluate Academic IEP Goals and Objectives

TOPIC: Accountability Systems for Students with Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

Participants will learn how to select the most effective reading and math curriculum-based measurements (CBMs) to evaluate student progress toward academic individualized education program (IEP) goals and objectives. Presenters will use student data to demonstrate how to select a CBM that is sensitive to a student's specific IEP goals and objectives, how to interpret progress data, and how to determine what program changes are needed to improve student learning outcomes.

LEADER(S): Rachel Brown, University of Southern Maine, Portland

1:00–2:00 PM SESSION: 22
ROOM: PORTLAND BALLROOM 253

Using the Universal Design for Learning Framework to Support Executive Functioning

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Students with executive functioning deficits encounter significant learning barriers during day-to-day academic activities. Using the universal design for learning framework, this demonstration session will provide educators with an overview of executive functioning and take-away tools and strategies for working with students with executive functioning deficits.

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

1:00–2:00 PM SESSION: 23
ROOM: PORTLAND BALLROOM 254

Every Child Can Read: A Systematic Procedure for Teaching Decoding, Encoding, Vocabulary, and Comprehension

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

To enable students with disabilities to effectively access grade-level curriculum, teachers must provide systematic, explicit instruction. This demonstration session models a three-step procedure for reading, spelling, and sentence writing that increased students' self-efficacy and their performance on grade-level assessments. Participants will learn to create interactive instructional materials aligned to open-access lesson plans grounded in high-quality research.

LEADER(S): Jaime True Daley, University of Delaware, Newark

1:00–2:00 PM SESSION: 24 ROOM: E145

Teacher2Teacher: Rebel Mart: Vocational Training for Students with Low-Incidence Disabilities

TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Postsecondary vocational opportunities for students with low-incidence disabilities are rare because of the amount of required adaptations and supports. To address this need, the presenters of this session created a coffee shop (Rebel Mart) using and adapting readily available materials. The coffee shop has become a successful business that addresses and improves students' vocational and social skills and increases independence. This type of modified program provides an opportunity for students to contribute to their school community. Presenters will provide participants with the task analyses, accommodations, modifications, and types of materials used to make the program successful.

LEADER(S): Ben DeBruin, Ridgewood High School District 234, IL

PRESENTER(S): Adam Guzy, Ridgewood High School, Norridge, IL; Jessica Wilkinson, Ridgewood High School, Norridge, IL

2:15–3:15 PM SESSION: 26 ROOM: C121

Do Quality Environments Equal Quality Programs? A Study of Early Childhood Rural Education Environments in China

TOPIC: International Programs/Services

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

Although research has emphasized the importance of a high-quality learning environment and its influence on early development, there are limited studies on early-care environments in China. This panel discusses a recent study focusing on environments for one preschool program in rural northeastern China. The program emphasizes environment safety and developmentally appropriate resources, but child-initiated play resources, personal space, and accommodations for children with different abilities.

LEADER(S): Yanhui Pang, Bloomsburg University of Pennsylvania

MULTIPLE PRESENTATIONS

2:15–3:15 PM • SESSION: 27 • ROOM: C122

ADDRESSING INTERSECTIONALITY AND MULTIPLE VULNERABILITIES

TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Multi-Presentation Session

Identity and Advocacy: The Missing Components in Promoting Social-Emotional Health and Self-Regulation for Multiply Marginalized Girls

This session focuses on the importance of identity and advocacy as components in a social-emotional curriculum, especially for multiply marginalized girls. Adolescents face enormous cultural pressure to develop a "false self," which is occurring more frequently in today's schools. Presenters will share their findings on the implementation of a group-based curriculum and highlight important steps that practitioners can immediately take in their practice to support this population.

LEADER(S): Temple Lovelace, Duquesne University, Pittsburgh, PA

PRESENTER(S): Mary Comis, Duquesne University, Pittsburgh, PA; Olajumoke Oshokoya, Duquesne University, Pittsburgh, PA

Intersectionality in Special Education: The Impact of Multi-Marginalized Identities

The presenters of this session will focus on the nuanced dimensions of intersectional identities and how these affect student experience. They will share the results of a study pulling data from educators and college-age participants to illustrate how experience and perception of experience misalign.

LEADER(S): Christopher Emerling, The University of Illinois at Chicago

PRESENTER(S): Jennifer Christensen, St. Cloud State University, MN

Culturally Diverse Students With Disabilities in Inclusive Classrooms: Strategies for Success

In this session, educators will learn pedagogical strategies and instructional practices and tools to use in inclusive classrooms to effectively teach culturally and linguistically diverse students with disabilities. Discussion will focus on how to utilize these strategies and tools in co-teaching classrooms in order to improve academic and social outcomes.

LEADER(S): Karen Ramlackhan, University of South Florida, St. Petersburg

PRESENTER(S): Gordon Brobbey, University of Washington, Tacoma

2:15–3:15 PM SESSION: 28 ROOM: C123

Using Technology to Enhance Mathematics Instruction for Students With Mathematics Difficulties

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Panel

Panelists of this session will present ways of utilizing technology to enhance mathematics instruction at school for students with or at risk for mathematics difficulties (MD). What are the overall features of computer software designed with artificial intelligence (intelligent tutoring systems) for numeracy in early childhood? How effective are mathematics apps for students with MD? How do these students respond to the use of virtual manipulatives within mathematics instruction?

LEADER(S): Mikyung Shin, West Texas A&M University

PRESENTER(S): Rene Grimes, The University of Texas at Austin; Jiyeon Park, The University of Texas at Austin; Diane Bryant, The University of Texas at Austin

2:15–3:15 PM SESSION: 29 ROOM: C124

School-Based Depression and Anxiety Prevention Programs: A Quality Review and Meta-Analysis

TOPIC: Maltreatment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This session shares the results of a study using CEC quality indicators to evaluate school-based anxiety and depression prevention programs. The study also included a systematic and meta-analysis examining the efficacy of school-based depression and anxiety-prevention programs with the finding of a quality review.

LEADER(S): Celal Perihan, Idaho State University, Pocatello

PRESENTER(S): Jenn Gallup, Idaho State University, Pocatello

MULTIPLE PRESENTATIONS

2:15–3:15 PM • SESSION: 30 • ROOM: C125

THE POWER OF THE ARTS TO SUPPORT AND ENHANCE LEARNING

TOPIC: Arts in Special Education

FORMAT: Multi-Presentation Session

MODERATOR: Juliann Dorff, Kent State University, OH

Benefits of Arts in Special Education: Academic, Behavioral, and Communicative Development

This presentation shares the results of a study providing evidence of the benefits of arts education for students with special education needs, and in particular their ability to transfer learning strategies from arts education to the general curriculum. Participants will learn those strategies, as well as how to implement and integrate arts education across the curriculum.

LEADER(S): Jacquelyn Urbani, Mills College, Oakland, CA

Dramatic Inquiry: Supporting Student Imagination and Collaborative Learning in Early Childhood

This presentation shares best practices for incorporating authentic arts-based curricula that incorporate students' interests, academic goals, and individualized education program (IEP) goals to support the implementation of a new teaching practice, dramatic inquiry, by an early childhood special educator that brings collaborative play-based inquiry instruction back into the early childhood classroom.

LEADER(S): Kathleen Farrand, Arizona State University, Tempe

NOTES:

2:15–3:15 PM SESSION: 31 ROOM: D133

Seeing 20/20 in 2020: Lessons Learned Implementing Intensive Interventions in High-Need Schools

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

The implementation of multitiered system of support (MTSS) frameworks varies across states, districts, and schools despite consensus on critical components. Given the variation, 66 scholars participating in an OSEP-funded personnel preparation project created, implemented, and evaluated school change efforts to enhance MTSS within their schools across nine districts including rural, urban and suburban settings.

LEADER(S): Mary Little, University of Central Florida, Orlando

PRESENTER(S): Cynthia Pearl, University of Central Florida, Orlando; Dena Slanda, University of Central Florida, Orlando

2:15–3:15 PM SESSION: 32 ROOM: D135

20 Strategies for Success: From Teacher Candidate to Beginning Teacher

TOPIC: Starting the Teaching Career

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session provides 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. Topics include landing a special education teaching position, time management, maintaining health, avoiding burnout, and collaborating with colleagues and families.

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

2:15–3:15 PM SESSION: 33 ROOM: D136

Technology Trends within Positive Behavior Interventions and Supports

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Panel

Schools implementing positive behavior intervention and support (PBIS) have a unique opportunity to leverage technology to support their work. This panel will highlight technology trends to support behavior (e.g., video, mobile apps, progress monitoring systems), including discussions of research and practice, across Tier 1, Tier 2, and Tier 3.

LEADER(S): Shanna Hirsch, Clemson University, SC

PRESENTER(S): Allison Bruhn, The University of Iowa, Iowa City; Kathleen Conley, University of Oregon, Eugene

2:15–3:15 PM SESSION: 34 ROOM: D137

Acquisition and Generalization of Self-Instructional Behaviors for Students with Intellectual Disability

TOPIC: Research

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

This presentation will include data from two studies that sought to discover if students at multiple age levels could acquire self-instructional behaviors and simultaneously generalize to untrained environments and tasks. By programming with multiple exemplars, results demonstrate a functional relation of generalized behavior change in real time.

LEADER(S): Amy Spriggs, University of Kentucky, Lexington

PRESENTER(S): Meredith Davis, University of Kentucky, Lexington; Kaitlin O'Neill, University of Kentucky, Lexington; Sally Shepley, University of Kentucky, Lexington

2:15–3:15 PM SESSION: 35 ROOM: D138

Effect of Telepractice on Training Teachers to Contrive Motivating Operations

TOPIC: Research

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

This presentation shares the results of a study demonstrating the effectiveness of using telepractice to teach teachers of students with autism spectrum disorder (ASD) how to contrive motivating operations to teach manding. Using a multiple baseline across participants design, four teachers learned to contrive motivating operations through an online module, video models, and direct performance feedback via video-conferencing. Data were analyzed both visually and statistically.

LEADER(S): Smita Mehta, University of North Texas, Denton

PRESENTER(S): Carin Shearer, Lewisville ISD, TX

2:15–3:15 PM SESSION: 36 ROOM: D139

Family-Focused Intervention Strategies for Very Young Children With Cerebral/Cortical Visual Impairment

TOPIC: Visual Impairments

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

This session summarizes a multi-year project aimed at informing practitioners on how very young children with cerebral/cortical visual impairment use their vision, develop early skills, and interact with the environment. Interventions across developmental domains and embedded in daily activities will be detailed through discussion, handouts, and videos.

LEADER(S): Elizabeth Hartmann, Lasell University, Newton, MA

2:15–3:15 PM SESSION: 37 ROOM: E142

Creating the Vision: Building College Expectations for Students With Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

How do you get students interested in going to college? How can educators' expectations affect students seeing college as a choice? This session explores the most important aspect of preparing for college: the expectation that it will happen. Strategies for educators to change their own expectations about students' potential for college are provided, along with tools educators can use to work with families to develop and support college expectations for students with disabilities.

LEADER(S): Meg Grigal, University of Massachusetts, Boston

2:15–3:15 PM SESSION: 38 ROOM: E143

Cultivating an Empowered Transition: An Integrative Approach to College Success

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

In college, young adults need to have advanced self-awareness, self-regulation, and problem-solving skills–and these skills continue to need cultivation, especially for students with disabilities (SWD). The presenters will describe pathways to success that can have a transformative impact on a student's individual success and present research-based ways to build skills that can empower SWD to creatively work through obstacles to reach their academic and personal goals in postsecondary settings.

LEADER(S): Jude Wolf, Kehillah Jewish High School, Palo Alto, CA

PRESENTER(S): Jared Leaderman, Kehillah Jewish High School, Palo Alto, CA

2:15–3:15 PM SESSION: 39 ROOM: E144

Universal Design for Learning: Connecting Teacher Implementation to Student Achievement

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The presenters of this session will share results from a study investigating the impact of teachers' level of universal design for learning (UDL) implementation in mathematics and language arts on students' performance, as measured by the state standardized test. A significant correlation was found between high level of teacher's implementation of UDL and students' achievement on the state test.

LEADER(S): Stephanie Craig, University of Kansas, Lawrence

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

2:15–3:15 PM SESSION: 40 ROOM: E145

High Quality Co-Teaching to Improve Student Engagement

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This engaging session immerses participants in the co-teaching core competency framework, designed to enhance student engagement. As co-teaching teams improve their practice from developing to master-level co-teaching, students' engagement also increases. Participants will learn essential strategies for improving co-teaching practices using the core competencies through simulations and facilitator-supported action planning.

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

PRESENTER(S): Jaime True Daley, University of Delaware, Newark

2:15–3:15 PM SESSION: 43 ROOM: F149

The Special Education Teacher Preparation Pipeline Over Time

TOPIC: Personnel Preparation

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

Most school leaders report shortages of special education teachers. The presenters of this session examined the pipeline of new special education teachers 1990-2015, addressing national trends and trends by state and accounting for the number of students receiving special education services. Participants will learn about policy levers for addressing shortages.

LEADER(S): Justin Harper, Temple University, Philadelphia, PA

PRESENTER(S): Nick Galea, Temple University, Philadelphia, PA

2:15–3:15 PM SESSION: 44 ROOM: F150

Preparing General and Special Educators Through Structured Collaboration: Perceptions of Preservice Teachers

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session presents findings from original research supporting collaboration and inclusive practices used by teacher candidates. Participants will be provided an overview of how teacher candidates in sections of general and special education courses were provided structured collaborative experiences to plan and implement specially designed instruction in inclusive classrooms.

LEADER(S): Matthew Love, San Jose State University, CA

PRESENTER(S): Andrea Golloher, San Jose State University, CA; Lisa Simpson, San Jose State University, CA

2:15–3:15 PM SESSION: 45 ROOM: F151

Grading in Inclusive Settings: Fair and Equitable Grading Practices for All Students

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This session offers participants a review and interactive discussion of fair and equitable grading practices applicable to all students, providing an in-depth look into these grading practices and their effect on students with exceptionalities. This session is designed to review fair and equitable grading practices and their implications for students with disabilities, and equip participants to use these guidelines in their own classrooms.

LEADER(S): Kelly Brooksher, Georgia Southern University, Statesboro

2:15–3:15 PM SESSION: 46 ROOM: F152

A Collaborative Supervision Model for Preservice General Education Elementary Teachers to Work With Students With Disabilities

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session examines a collaborative supervision model for preservice general education elementary teachers designed to improve attitudes, knowledge, and practices toward inclusion. Over a year-long program, preservice teachers received collaborative supervision where a general education faculty member and special education faculty member supported fieldwork learning. This model was compared to a traditional supervision model in which a general education faculty member is the sole supervisor.

LEADER(S): Amber Moran, University of California, Santa Barbara

PRESENTER(S): Emily Evanstein, University of California, Santa Barbara

2:15–3:15 PM SESSION: 47
ROOM: OREGON BALLROOM 201

Early Writing Intervention to Build Literacy Skills for Children With Intensive Needs

TOPIC: Learning Disabilities

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Demonstration

The presenters of this session describe the 'simple view of writing,' a theory of writing development that consists of three components: transcription, text generation, and self-regulation. They will also demonstrate research-based writing interventions that address each of these components. Participants will have an opportunity to practice writing interventions in the session.

LEADER(S): Elizabeth McCollom, University of Missouri, Columbia

PRESENTER(S): Nicole McKevett, University of Minnesota, Minneapolis; Stacey Brandjord, University of Minnesota, Minneapolis

2:15–3:15 PM SESSION: 48
ROOM: OREGON BALLROOM 202

FBA to BIP: Building School Capacity to Provide Behavior Support for Students With Persistent Challenging Behavior

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Demonstration

Many schools struggle to support students with challenging behavior and lack personnel trained to develop and implement effective behavior support plans. This demonstration session will introduce the Basic FBA to BIP e-learning modules, a free training program. The session will present research to support this training and provide guidance for maximizing use of the e-learning modules to support school and district implementation.

LEADER(S): Chris Borgmeier, Portland State University, OR

NOTES:

2:15–3:15 PM **SESSION: 49**
ROOM: PORTLAND BALLROOM 253

The Challenges and Successes of a Student-Centered Community-Based Transition Program

TOPIC: Career Development/Transition
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Demonstration

In this session, presenters will describe how two urban school district community-based transition programs were created to meet the transition needs of students with moderate to severe disabilities and address the gap between high school special education classrooms and post-econdary outcomes. Participants will engage in discussions surrounding community partnerships, evidence-based strategies, supporting culturally diverse families, and promoting systemic and policy changes.

LEADER(S): Benjamin Tillotson, Salt Lake City School District, UT
PRESENTER(S): Carrie Bellante, Salt Lake City School District, UT

3:30–4:30 PM **SESSION: 52** **ROOM: C121**

An Innovative Practice for Promoting Mental Health in Children: The Resilience-Based Interaction Model

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Emotional and Behavioral Disorders
FORMAT: Presentation with Q&A

In this session, participants will learn about RIM (Resilience-based Interaction Model), a research-based and innovative approach designed to promote children's mental health. RIM combines behavioral, relational, and emotion-based theories of development to inform appropriate interactions and conversations with children in the early childhood age range. It features research-based practices, including relationship building, behavior guidance, socialization structures, and body-mind exercises.

LEADER(S): Mojdeh Bayat, DePaul University, Chicago, IL

3:30–4:30 PM **SESSION: 53** **ROOM: C122**

English Learners With Learning Disabilities: Dually Identified Means Dually Served

TOPIC: Cultural and/or Linguistic Diversity
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Presentation with Q&A

English learners (Els) with learning difficulties or disabilities can present a challenge for schools regarding accurate identification, appropriate placement, and designing and delivering instruction that supports their learning needs. In this session, participants will explore common misunderstandings about ELs, how to differentiate between learning behaviors associated with language acquisition and a disability, and redesigning instruction to meet the learning needs of dual-identied students.

LEADER(S): Debra Herburger, WestEd, Sacramento, CA

3:30–4:30 PM **SESSION: 54** **ROOM: C123**

Best Practices in Self-Monitoring Interventions

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

This session shares findings from a recent systematic review of the self-monitoring literature, including a moderator analysis on treatment components and student characteristics. The presenters will discuss recommendations for best practices associated with developing self-monitoring interventions, including setting intervention goals, determining interval lengths, and how to include feedback and reinforcement.

LEADER(S): Allison Bruhn, The University of Iowa, Iowa City
PRESENTER(S): Joseph Wehby, Vanderbilt University, Nashville, TN; Alyssa Van Camp, Vanderbilt University, Nashville, TN; Amanda Sheaffer, Vanderbilt University, Nashville, TN

3:30–4:30 PM **SESSION: 55** **ROOM: C125**

Empowering ELL Students to Improve Writing Skills Through Inquiry-Based Learning

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

This panel session reviews a current case study introducing the application of inquiry-based learning in improving the writing skills of English language learners (ELLs). Four levels of inquiry (confirmation, structured, guided, open) were applied in assessing and assisting a third-grade ELL student with learning disabilities. How to determine which level of inquiry is appropriate and how to generalize this approach to address students of different abilities' writing needs will be addressed.

LEADER(S): Yanhui Pang, Bloomsburg University of Pennsylvania

3:30–4:30 PM **SESSION: 56** **ROOM: D133**

Implementing State Dyslexia Legislation: Evidence-Based Practices for Effective Screening and Instruction

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Assessment
FORMAT: Panel

Many educators are looking for guidance on implementing state laws related to the education of students with dyslexia in a manner supported by research. This session provides practical recommendations on implementing evidence-based screening and intervention practices for students with dyslexia, and showcases available resources for dyslexia screening and intervention.

LEADER(S): Brian Gearin, National Center on Improving Literacy, Eugene, OR
PRESENTER(S): Jessica Turtura, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene; Hank Fien, University of Oregon, Eugene

3:30–4:30 PM SESSION: 57 ROOM: D135

Coaching Teachers: A Model for Training and Implementing Coaching With Fidelity

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

The presenters of this session will describe a model for training coaches to support teachers' implementation of data-based instruction. The model includes workshops, a problem-solving process, and monitoring coaching fidelity. Presenters will describe how the coaching process is monitored to maintain consistency across coaches, and how coaching is differentiated based on teacher needs.

LEADER(S): Nicole McKevett, University of Minnesota, Minneapolis

PRESENTER(S): Elizabeth Tipton, University of Missouri, Columbia; Stacey Brandjord, University of Minnesota, Minneapolis; Britta Bresina, University of Minnesota, Minneapolis; Seyma Birinci, University of Minnesota, Minneapolis

3:30–4:30 PM SESSION: 58 ROOM: D136

Administrator Support for Students With Emotional and Behavioral Disorders in Inclusive School Environments

TOPIC: Administration/Supervision

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Nearly half of all students with emotional and behavioral disorders (EBD) receive the majority of their education in general education classrooms. However, they are among the most marginalized group of students in schools. The presenters of this session will share findings from a recent review and recommendations for administrators and others for implementing evidence-based practices that positively support students with EBD in inclusive school environments.

LEADER(S): Kristine Melloy, University of Northern Colorado, Greeley

PRESENTER(S): Laura Anderson, University of Northern Colorado, Greeley

3:30–4:30 PM SESSION: 59 ROOM: D137

Cultural Competence as a Means to More Accurately Assess and Identify Emotional and Behavioral Disorders Among African American Students

TOPIC: Assessment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

African American students are over-identified with or at risk of emotional and behavioral disorders (EBD). Educators are an integral part of the referral and assessment process from initial referrals through ongoing assessment and progress monitoring in the classroom. Educators must increase their self-awareness of cultural biases that influence these processes, and build cultural competence in order to help these students improve their behavior and academic performance.

LEADER(S): Aaron Campbell, Texas A&M University, College Station

3:30–4:30 PM SESSION: 60 ROOM: D138

Mapping Reading Intervention Elements to Neurocognitive Changes in Developing Readers

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session outlines a National Institutes of Health (NIH)-funded study investigating the neurobiological changes in developing readers' brains as they receive reading instruction in five evidence-based strategies. Participants will learn about the intervention methods and and preliminary results suggesting how these elements map to reading growth and brain change. Participants will gain insights into this emerging science and effective strategies for students with reading disabilities.

LEADER(S): Shannon Kelley, University of Connecticut, Hartford

PRESENTER(S): Cheryl Lyon, University of Connecticut, Storrs; Devin Kearns, University of Connecticut, Storrs

3:30–4:30 PM SESSION: 61 ROOM: D139

Using LCE to Simplify the IEP Process

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Panel

Not only does CEC's online transition curriculum incorporate standards-based learning, universal design principles, college and career readiness standards, and high-leverage practices, but the system also simplifies the IPE design/revision process by tracking learning increases that result.

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

PRESENTER(S): Scott Miller, Maplebrook School, Amenia, NY; Colleen McGhee, Maplebrook School, Amenia, NY

3:30–4:30 PM • SESSION: 62 • ROOM: E142

IT TAKES A VILLAGE TO IMPROVE TRANSITION OUTCOMES

TOPIC: Career Development/Transition

FORMAT: Multi-Presentation Session

MODERATOR: Hunter Matusevich, University of Kansas, Lawrence

Improving Transition Assessment and Practices Through Team-Based Professional Development

This presentation shares results of a mixed-methods study examining outcomes associated with the Transition Coalition Self-Study. The results of this quasi-experimental study indicate the potential for this intervention to improve transition outcomes. Attendees will learn about the structure of the self-study and participate in some of the team learning activities. They will also gain insights into the experiences of professionals participating in self-studies.

LEADER(S): Mary Morningstar, Portland State University, OR

PRESENTER(S): Dana Lattin, University of Kansas, Lawrence

Beyond the School Walls: Transition Collaboration for Educators, Communities, and School Systems

Transition collaboration is both a best practice and a strong predictor of improved postschool outcomes for youth with disabilities and their families. This panel presents research addressing transition collaborations at the teacher, district, and state levels. They also share practical strategies for strengthening the quality and impact of transition collaborations at the local level.

LEADER(S): Jennifer Bumble, Vanderbilt University, Nashville, TN

PRESENTER(S): Michele Schutz, Vanderbilt University, Nashville, TN; Erik Carter, Vanderbilt University, Nashville, TN

3:30–4:30 PM SESSION: 63 ROOM: E143

STEM ECO: Increasing STEM Awareness and Engagement for Students With Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

In this session, high school STEM teams will share strategies they used to help students with disabilities become aware of and engaged in STEM career pathways that do not require a 4-year degree. These strategies help students learn about themselves, STEM opportunities in their school, and their community.

LEADER(S): Charlotte Alverson, University of Oregon, National Post-School Outcomes Center, Eugene

3:30–4:30 PM SESSION: 64 ROOM: E144

Bridging Research and Practice: Scaffolding Rigorous Reading Instruction for Students With LD

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Panel

Students with learning disabilities (LD) require comprehensive, scaffolded reading instruction in order to meet current rigorous reading demands. This interactive panel presentation focuses on two research studies investigating approaches to scaffolding reading instruction for students with LD. Participants will learn to bridge research findings to practice and discuss next steps for advancing instruction.

LEADER(S): Leah Zimmermann, University of Iowa, Iowa Reading Research Center, Iowa City

PRESENTER(S): Deborah Reed, University of Iowa, Iowa Reading Research Center, Iowa City; Elizabeth Swanson, The University of Texas at Austin

3:30–4:30 PM SESSION: 65 ROOM: E145

Providing Students With Choice During Instruction: Does the Type of Choice Matter?

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

Providing students with choices during instruction has been shown to reduce problem behavior and increase academic engagement across a range of students and academic areas. This session shares results from a recent study, presents participant views, and provides materials to guide teachers in implementing instructional choice right away.

LEADER(S): Sarah Wilkinson, University of Connecticut, Storrs

PRESENTER(S): Sara Estrapala, University of Iowa, Iowa City

3:30–4:30 PM SESSION: 66 ROOM: E146

The Wonder of Science: Improving Teaching and Learning for Students With Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: STEM
FORMAT: Presentation with Q&A

Encouraging curiosity in the surrounding world is a role of science education that should be accessible to students with disabilities. A rigorous science education can tap that curiosity and increase students' desire to learn science throughout their lives. Participants will increase their knowledge of science content and strategies to inform instruction.

LEADER(S): Bill Herrera, edCount, LLC, Washington, DC
PRESENTER(S): Charlene Turner, edCount LLC, Laramie, WY

3:30–4:30 PM SESSION: 67 ROOM: E147

Improving Literacy of Students With Intellectual Disability via OSEP Model Demonstration Projects

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Panel

Recent research has advanced understanding of effective literacy instruction for students with intellectual disability (ID). The Office of Special Education Programs (OSEP) recently funded three model demonstration projects designed to translate this research into practice. Initial progress of each project and research-based guidance for practitioners will be shared.

LEADER(S): Christopher Lemons, Vanderbilt University, Nashville, TN
PRESENTER(S): Russell Swinburne Romine, University of Kansas, Lawrence; Shawnee Wakeman, University of North Carolina at Charlotte

3:30–4:30 PM SESSION: 68 ROOM: F149

Systematic and Innovative Solutions for Improving Special Education Teacher Recruitment and Retention

TOPIC: Personnel Preparation
SECONDARY TOPIC: Public Policy
FORMAT: Panel

Whole-system approaches are needed to solve special education teacher shortages. This session's panelists will focus on systematic and innovative ways to strengthen recruitment and retention, drawing on research and examples from education, industry, and technology use. In addition to describing innovative approaches, they will propose a nimble and responsive system for tracking progress.

LEADER(S): Bonnie Billingsley, Virginia Tech, Blacksburg
PRESENTER(S): Marcia Rock, University of North Carolina, Greensboro; Lisa Dieker, University of Central Florida, Orlando; Wendy Murawski, California State University, Northridge; Elizabeth Bettini, Boston University, MA; Timara Davis, University of Central Florida, Orlando

MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 69 • ROOM: F150

INCLUSIVE INSTRUCTION FOR STUDENTS WITH SIGNIFICANT NEEDS

TOPIC: Collaboration and Inclusive Practices
FORMAT: Multi-Presentation Session

Blueprint for Teaching Literacy Skills to Students With Significant Disabilities

In this session, presenters will discuss a systematic approach to teaching literacy skills to students with significant cognitive disabilities. To maximize literacy skills, instruction should include a balance of skill and meaning emphases and all components of reading and writing should be addressed every day. Participants will leave the session with a blueprint for delivering literacy instruction in a diverse classroom and free adapted resources for teaching literacy.

LEADER(S): Ashlyn Hudson, Tobii Dynavox, Pittsburgh, PA
PRESENTER(S): Emily Strom, Tobii Dynavox, Boulder, CO; Amber Dollar, Tobii Dynavox, Arlington, TX

Bringing Curricula Closer to the Standards for Students With Low-Incidence Disabilities

Multidisciplinary teams of special educators at a school in Pennsylvania are preparing curriculum tools and professional development to enable teachers of students with moderate to significant instructional needs to provide engaging, rigorous, and flexible instruction across their years in K-12 education. The goal is to better prepare teachers to develop each student's fullest potential.

LEADER(S): Amanda Helman, Colonial Intermediate Unit 20

3:30–4:30 PM SESSION: 70 ROOM: F151

What Do Teachers Know and Wish Parents Knew About Special Education?

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The presenters of this session share the research methods and results from a survey measuring teachers' perceptions of parent knowledge of special education. Come participate in a robust discussion about how educators support parents by providing information and how these results align with your personal experiences. Participants will gain a better understanding of how other teachers work with parents and share special education information.

LEADER(S): Angelique Aitken, University of Nebraska-Lincoln

PRESENTER(S): Jennifer Farley, University of Nebraska-Lincoln; Daniel Poling, University of Florida, Gainesville

3:30–4:30 PM SESSION: 71 ROOM: F152

More or Less? Understanding and Adjusting Intervention Intensity

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session covers both concepts and the practical significance of intervention intensity for special education professionals. Intervention dose, dose frequency, intervention duration, and cumulative intensity will be explained using practical examples. A process for selecting and modifying intervention intensity will be provided to ensure attendees are capable of modifying intervention intensity for their students.

LEADER(S): Jason Travers, University of Kansas, Lawrence

PRESENTER(S): Leslie Bross, University of Kansas, Lawrence

3:30–4:30 PM SESSION: 72
ROOM: OREGON BALLROOM 201

Teaching Critical Fraction Concepts to Elementary Students

TOPIC: STEM

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Demonstration

Because fraction knowledge predicts later mathematical development and success, it is critical that students develop firm conceptual knowledge of fractions including understanding and identification of fraction magnitude. The presenter will demonstrate fraction interventions that are efficient, effective, and result in conceptual understanding of fractions.

LEADER(S): Margaret Flores, Auburn University, AL

3:30–4:30 PM SESSION: 73
ROOM: PORTLAND BALLROOM 252

Endrew F. v. Douglas County Public School (2017): Three Years After the Ruling, What Has Happened?

TOPIC: Public Policy

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

The U.S. Supreme Court ruling in *Endrew F.* requires school districts to develop and implement special education programs that enable students to make progress in light of their circumstances. The presenters will review the decision, examine how circuit courts have been interpreting the free appropriate public education (FAPE) mandate, describe how the U.S. Department of Education interprets the ruling, and offer implications of the for developing and implementing individualized education programs.

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

PRESENTER(S): David Bateman, Shippensburg University, PA

3:30–4:30 PM SESSION: 74
ROOM: PORTLAND BALLROOM 253

Teaching Writing Through Imitation

TOPIC: Learning Disabilities

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Demonstration

Students with disabilities often struggle with learning to write effectively. Teaching writing through imitation is effective because it eliminates the hurdle of not knowing what to say while guiding students in developing the language skills to know how to say it. This approach is flexible and can be used with elementary through high school students with a variety of disabilities. Session participants will learn procedures for scaffolding students' writing through imitation.

LEADER(S): Tamara Timko, Special School District of St. Louis County

3:30–4:30 PM **SESSION: 75**
ROOM: PORTLAND BALLROOM 254

Assessment-Guided Instructional Support Practices to Prevent Reading Disability Risk in Prekindergarten

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

In this demonstration, participants will learn about a prekindergarten reading disability risk assessment to guide intentional instruction. Participants will use provided screening scores to plan intentional and individualized learning supports, and explore how to monitor and evaluate literacy skills development for diverse children and those with high-priority needs and risks.

LEADER(S): Leilani Saez, University of Oregon, Eugene
PRESENTER(S): Phillip Irvin, Behavioral Research and Teaching, University of Oregon, Eugene

NOTES:

Thursday, February 6

Second General Session
Hall B
8:00–9:00 AM

Sessions (9:45 AM – 4:30 PM) 53–117

Technology Playground, Ginkoberry Concourse
(9:45 AM–5:30 PM)

Second General Session

Thursday, February 6, 2020 | 8:00–9:00 AM

Hall B, Oregon Convention Center

Learning to Love Dealing with Challenging Behavior and Bringing Joy to Your Classroom

Randy Sprick

Randy Sprick: Randy Sprick has worked as a paraprofessional, teacher, and teacher trainer at the elementary and secondary levels. Author of widely read books on behavior and classroom management, Dr. Sprick is Director of Safe & Civil Schools, a consulting company that provides inservice programs throughout the country. He and his trainers work with numerous large and small school districts on longitudinal projects to improve student behavior and motivation. Efficacy of that work is documented in peer-reviewed research, and Safe & Civil Schools materials are listed on the National Registry of Evidence-Based Programs and Practices (NREPP). Dr. Sprick was the recipient of the 2007 Council for Exceptional Children (CEC) Wallin Lifetime Achievement Award.

Thursday Sessions

9:45–11:45 AM SESSION: 78 ROOM: A105

CEC-PD Showcase: Special Education Teachers Speak Out: Study of the State of the Profession

TOPIC: Pioneers/Historical Perspectives

SECONDARY TOPIC: Research

FORMAT: Panel

Nearly 1,500 special educators responded to a survey about teacher conditions and quality, which was published in CEC's TEACHING Exceptional Children (Fall 2019). The report provides perspectives about teaching practices, engagement with families, evaluation concerns, and what they most need to be successful. The authors will provide a brief overview and a panel of experts will address implications for special education within the system of K-20 education.

LEADER(S): Susan Fowler, University of Illinois, Urbana-Champaign

PRESENTER(S): William Bogdan, Education Leadership Consultant, Cincinnati, OH; Mary Ruth Coleman, University of North Carolina, Chapel Hill; Emily Collins, Piedmont College, Demorest, GA

9:45–11:45 AM SESSION: 79 ROOM: A106

Program Chair Featured: Dyslexia 2.0: Moving Beyond the 'Big 5' to Effective Reading Instruction

TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Despite widespread familiarity with the five elements of reading identified by the National Reading Panel, many teachers feel unprepared to meet the needs of struggling readers. In this session, panelists from CEC's Division for Learning Disabilities provide strategies on how to move beyond the 'Big 5' to implement systematic, structured reading instruction.

LEADER(S): Kristin Sayeski, University of Georgia, Athens

PRESENTER(S): Holly Lane, University of Florida, Gainesville; Devin Kearns, University of Connecticut, Storrs; Michael Hebert, University of Nebraska, Lincoln

9:45–11:45 AM SESSION: 80 ROOM: B114

Program Chair Featured: Practical Trauma-Informed Social and Emotional Learning Strategies for the Classroom

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This will build participants' capacity to integrate and infuse trauma-sensitive social and emotional learning (SEL) strategies into the classroom. The presenter will demonstrate strategies for building youth social and emotional learning competencies while maintaining an engaging classroom learning environment, model techniques for ending power struggles and responding effectively to disruptive behavior, and share ways to differentiate classroom behavioral support based on students' needs.

LEADER(S): Gregory Benner, The University of Alabama, Tuscaloosa

NOTES:

MULTIPLE PRESENTATIONS

9:45–11:45 AM • SESSION: 81 • ROOM: D135

DCD SHOWCASE: CURRICULUM FOR DEAF/HH

TOPIC: Communicative Disabilities and Deafness

FORMAT: Multi-Presentation Session

Optimizing Outcomes for Students Who are Deaf or Hard of Hearing

This presentation shares highlights of the third edition of NASDSE's "Optimizing Outcomes for Students who are Deaf or Hard of Hearing: Education Services Guidelines." The presenter will outline the chapters, assessment tool, and the list of resources and will describe activities that states, local school districts, and schools can undertake to implement the guidelines.

LEADER(S): Barbara Raimondo, Conference of Educational Administrators of Schools and Programs for the Deaf, Washington Grove, MD

Structured Teaching Students Who Are Deaf/Hard of Hearing

This presentation will share preliminary findings from a study examining the effect of structured teaching (physical structure, schedules, work systems, routine, and visuals) when used by teachers of the deaf in their classrooms with children with hearing loss and disabilities. Teachers were instructed in the elements of structured teaching through modules and coaching. Learn about the effect of structured teaching on levels of adult prompting and student behavior and level of engagement.

LEADER(S): Christy Borders, Illinois State University, Normal

PRESENTER(S): Jeremy Peterson, Illinois State University, Bloomington; Kristi Probst, National Center on Deaf-Blindness, Sands Point, NY; Anna Tess, Illinois State University, Normal

Utility of Curriculum-Based Measures for Students Who Are Deaf/Hard of Hearing

High-quality instruction to promote student achievement is underpinned by use of appropriate assessment tools. This presentation acknowledges the complexities of assessment with students who are deaf and hard of hearing and explores the utility of curriculum-based measures to inform instructional planning. Implications for English learners will be discussed.

LEADER(S): Elizabeth Lam, University of Minnesota, Minneapolis

9:45–11:45 AM **SESSION: 82**
ROOM: PORTLAND BALLROOM 252

CASE Showcase: 90 tips in 120 minutes

TOPIC: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

This fast-paced session will provide participants with 90 practical tips on all things legal, from A to Z, in the field of special education. Topics covered will include child-find and identification, evaluation, eligibility, individualized education programs (IEPs) and placement, procedural safeguards, discipline, extended school year, and Section 504.

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

9:45–10:45 AM **SESSION: 83** **ROOM: A107**

Practices to Improve Reading and Behavior Outcomes for Students With Behavior Difficulties

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Panel

This panel presentation describes findings from syntheses investigating the effects of reading and/or behavioral interventions on reading and behavioral outcomes for students with behavior difficulties. The presenters also will discuss how to implement peer tutoring with these students, and will moderate a discussion on working with these students in different academic settings.

LEADER(S): Gavin Watts, Texas A&M University-San Antonio

PRESENTER(S): Garrett Roberts, University of Denver, CO; Esther Lindstrom, Lehigh University, Bethlehem, PA; Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin; Jeremy Miciak, Texas Institute for Measurement, Evaluation, and Statistics at University of Houston

9:45–10:45 AM **SESSION: 84** **ROOM: B111**

Are Early Childhood Special Education Teachers Being Effectively Evaluated?

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

This session will discuss results from a Q-sort survey of 50 early childhood special educators on the topic of teacher performance evaluations. Item alignment between observation systems with observable DEC Recommended Practices will be shared. Implications for observation systems as evaluation tools will be discussed.

LEADER(S): Maryssa Mitsch, San Francisco State University, CA

PRESENTER(S): Janelle Rodl, San Francisco State University, CA

9:45–10:45 AM SESSION: 85 ROOM: B112

Beyond Toxic Charity: Creating Long-Term Outcomes for Educational Practice And Social-Economic Sustainability for Inclusion In Haiti

TOPIC: International Programs/Services

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

In 2014, former CEC Teachers of the Year Hannah Ehrli and Don DeVito collaborated with Gertrude Bien Amie, director of Notre Maison Children's Home (Port au Prince), to design one of Haiti's first free-standing inclusive schools. The Haitian Center for Inclusive Education currently serves over 100 children with and without disabilities from preschool to 5th grade, continuing to develop successful pedagogical practice for children with special needs in the Third World.

LEADER(S): Hannah Ehrli, Orange County Public Schools, FL

9:45–10:45 AM SESSION: 86 ROOM: B115

Special Education Teacher Shortage Toolkit

TOPIC: Personnel Preparation

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

States and districts faced with a shortage of special education teachers need just-in-time strategies coupled with long-term, systemic solutions to ensure that every student with a disability has a fully prepared teacher. In this session, representatives of the CEEDAR Center present a toolkit with ready-to-use resources for recruiting, preparing, and retaining special education teachers.

LEADER(S): Lindsey Hayes, American Institutes for Research, Washington, DC

PRESENTER(S): Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC; Nancy Holsapple, Indiana Department of Education, Indianapolis

9:45–10:45 AM SESSION: 87 ROOM: B116

Use of Technology and a Framework to Promote Teacher Candidates' Self-Reflection Skills

TOPIC: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

It's commonly thought that video recording can support preserve teachers' reflection and improve their teaching practices. The presenters of this session tested this theory using a real-time recording and transcribing technology; it was assumed that it would promote deeper reflection, which did not occur. This in turn led to revision of an existing self-reflection framework to systematically teach reflection skills, which resulted in improved teacher candidate reflection on their practice.

LEADER(S): Suzanne Kemp, University of Nebraska-Lincoln

9:45–10:45 AM SESSION: 88 ROOM: B117

ParaImpact: Professional Development for Paraprofessionals of Elementary Students With Moderate-to-Severe Developmental Disabilities

TOPIC: Personnel Preparation

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

The majority of paraeducators assume their role in the classroom without any preparation, acquiring skills by training on the job–while teachers consider themselves ill-equipped to supervise and train paras. ParaImpact is a program of video modules that aims to increase teachers' capacity to supervise and train paras through the implementation of practice-based coaching (PBC).

LEADER(S): Emma Watson, Juniper Gardens Children's Project, University in Kansas, Kansas City

PRESENTER(S): Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City; Jonathan Huffman, Juniper Gardens Children's Project, University in Kansas, Kansas City; Emily Gregori, University of Illinois at Chicago

9:45–10:45 AM SESSION: 89 ROOM: B118

DVIDB Showcase: Social Interactions Among Secondary Students With and Without Visual Impairments

TOPIC: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The presenters of this session share findings from an observational study examining social interactions among students with and without visual impairments in secondary school lunchrooms. They will describe social inclusion in these settings and the factors that shape it, as well as offer recommendations for enhancing peer relationships in middle and high schools.

LEADER(S): Hilary Travers, Vanderbilt University, Nashville, TN

9:45–10:45 AM SESSION: 90 ROOM: C121

Increasing Intersectionality in Special Education: A Conversation

TOPIC: Cultural and/or Linguistic Diversity
SECONDARY TOPIC: Personnel Preparation
FORMAT: Panel

The importance of creating climates of understanding and inclusion is critical in education environments, but school practitioners typically do not know how to cultivate social equity or have the tools to increase awareness. Intersectionality, the study of how multiple identities intersect, has the potential to destabilize historically enforced systems of oppression—but this can only begin when school practitioners engage with intersectional concepts.

LEADER(S): Elizabeth Harkins, William Paterson University, Wayne, NJ
PRESENTER(S): Gloria Niles, University of Hawaii, West Oahu; Ruth Eyres, Easterseals Arkansas, Little Rock; Amrita Chaturvedi, Saint Louis University, MO; Christine Scholma, Trinity Christian College, Palos Heights, IL

9:45–10:45 AM SESSION: 91 ROOM: C123

Students With Math Difficulty in Inclusive Settings: Guidance for Special and General Educators

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

Many students with disabilities receive mathematics instruction in inclusive settings; special educators must be familiar with the pedagogical traditions, district initiatives, and common practices of general education mathematics classrooms. Special educators can support general educators in integrating evidence-based practices into instruction to best serve students with math difficulty (MD). Presenters review trends in mathematics instruction, current challenges, and proven practices.

LEADER(S): Amanda Sheaffer, Vanderbilt University, Nashville, TN
PRESENTER(S): Caitlyn Majeika, University of North Texas, Denton

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 93 • ROOM: C125

SUPPORTING INCLUSIVE PRACTICES AND SUPPORTS FOR CLD STUDENTS WITH DISABILITIES

TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Multi-Presentation Session

Teaching Together: Culturally and Linguistically Responsive Model of Inclusive PreK-Grade 12 Collaboration

The presentation showcases the key components, strategies, and results of the professional development model based on culturally and linguistically responsive pedagogy (CLRP). During training, preservice special education PreK-Grade 12 teacher participants co-planned, implemented, and evaluated CLRP-based collaborative activities. Qualitative and quantitative shifts in participants' CLRP knowledge and skills are discussed.

LEADER(S): Anna Osipova, California State University, Los Angeles
PRESENTER(S): Ya-Chih Chang, California State University, Los Angeles; Rosalinda Larios, California State University, Los Angeles; Michael Oropollo, California State University, Los Angeles

Using Apps and UDL in Early Childhood Settings With Culturally and Linguistically Diverse Learners

This session provides an overview of practical methods to teach young children using universal design for learning (UDL) principles in inclusive environments, with an emphasis on flexible participation, evidence-based practice, and culturally responsive instruction. The presenter will share a process for making decisions about mobile applications that can support targeted standards and learning objectives and connecting apps to evidence-based instructional strategies for young children.

LEADER(S): Craig Blum, Illinois State University, Normal

9:45–10:45 AM SESSION: 94 ROOM: D133

Partnering With General Educators to Use Evidence-Based Behavior Strategies

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Drawing on new, free resources created by Understood, the presenters of this session will model and explain how to partner with general educators to use evidence-based behavior management strategies for students with learning and thinking differences, like dyslexia and ADHD. In addition to understanding how academic challenges and behavior challenges can fuel each other, participants will learn how to uncover what drives student behavior and identify appropriate responses.

LEADER(S): Kate Garcia, Understood, Washington, DC; Trynia Kaufman, Understood, Washington, DC

9:45–10:45 AM SESSION: 95 ROOM: D137

CEDS Showcase: Conducting Assessments With Young Children from Diverse Backgrounds

TOPIC: Assessment

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

This CEDS Showcase addresses how to support early educators in implementing culturally responsive assessment practices. In addition, findings from a study on early educators' current practices, perceived challenges, and professional development needs related to assessing young children from culturally and linguistically diverse (CLD) backgrounds will be shared.

LEADER(S): Jean Kang, University of North Carolina, Greensboro

PRESENTER(S): Audra Classen, The University of Southern Mississippi, Hattiesburg

9:45–10:45 AM SESSION: 96 ROOM: D138

CEC-DR Showcase: Take No One's Word for It: Open Science and Special Education Research

TOPIC: Research

FORMAT: Presentation with Q&A

The motto of the Royal Society, *nullius in verba*, translates as 'take no one's word for it.' To realize this goal, research should be made as transparent and open as possible. In this session, the presenters discuss pros and cons and provide guidelines for applying open science in special education research.

LEADER(S): Bryan Cook, University of Virginia, Charlottesville

PRESENTER(S): Bill Therrien, University of Virginia, Charlottesville; Sara Hart, Florida State University, Tallahassee

9:45–10:45 AM SESSION: 97 ROOM: E142

DCDT Showcase: PIPEline to Career Success for Students with Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Career and technical education (CTE) is a veritable gold mine for students with disabilities. The state of Delaware, in association with the National Alliance for Partnerships in Equity, has implemented a bold initiative to increase student access to and success in CTE with the ultimate goal of expanding career opportunities in middle-skill occupations.

LEADER(S): Dale Matusevich, Delaware Department of Education, Dover

PRESENTER(S): George Tilson, Tilson & Diaz Solutions, Inc., Takoma Park, MD; Hunter Matusevich, The University of Kansas, Lawrence

9:45–10:45 AM SESSION: 98 ROOM: E143

Teacher2Teacher: Harness Technology and Teach Growth Mindset to Improve Student Achievement

TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

Special educators need to be proactive technology infusers. This session shares the results of an active learning center middle-school classroom program where students learn about growth mindset, harness the power of technology to access curriculum, set weekly personalized learning goals, and track their progress. Participants will gain dynamic tools to implement and a philosophical foundation for infusing technology and growth mindset into their special education programs.

LEADER(S): Tara Mason, Western Colorado University, Gunnison

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 99 • ROOM: E144

CURRENT EVENTS: USING PODCASTS FOR INSTRUCTION, AND SUPPORTING STUDENT CIVIC ENGAGEMENT ON SOCIAL MEDIA

TOPIC: Innovations in Special Education Technology
FORMAT: Multi-Presentation Session

Social Media Use by Students With Disabilities: Supporting Effective Civic Engagement

As the ubiquity of social media use in political discourse rapidly expands, special educators and researchers must seriously contemplate how students with disabilities interface with social media. Which sites do students use? How can teachers scaffold instruction to support civic engagement? This presentation reviews research on social media applications and provides guidance for how to effectively support student use of social networking sites.

LEADER(S): Shawn Daley, Michigan State University, East Lansing

PRESENTER(S): Sarah Galvin, Michigan State University, East Lansing

SPEDcasting: Creating and Using Podcasts for Student Engagement and Teacher Preparation

Podcasts are a popular medium for people on the go. Audio-recorded discussions between experts and a host provide topical access and insight. The medium's format easily adapts to a classroom for instruction and assessment and incorporates elements of universal design for learning. In this demonstration, participants learn how to create and use podcasts in their K-12 classroom or teacher preparation program. Participants are encouraged to bring their own mobile devices.

LEADER(S): Benjamin Seipel, California State University, Chico

PRESENTER(S): Jamie Gunderson, California State University, Chico; Tal Slemrod, California State University, Chico

9:45–10:45 AM SESSION: 100 ROOM: E145

Intensifying Mathematics Word Problem-Solving Interventions for Students With Mathematics Difficulties

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: STEM
FORMAT: Presentation with Q&A

This presentation describes the unique features of three research-validated mathematics instructional interventions to improve the word problem-solving performance of students with mathematics difficulties, including those with learning disabilities. The presenters will discuss roadblocks to effective problem-solving instruction and present solutions for helping teachers support student learning.

LEADER(S): Jennifer Krawec, University of Miami, Coral Gables, FL

PRESENTER(S): Asha Jitendra, University of California, Riverside

9:45–10:45 AM SESSION: 101 ROOM: E147

Teaching Fractions to Struggling Fifth Graders: Findings From a Study of a Tier 2 Intervention

TOPIC: STEM
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Presentation with Q&A

The presenters of this session share the results of a study on the effectiveness of a fractions intervention for fifth-grade struggling students. Key features of the intervention included use of the number line, concrete-semiconcrete-abstract (CSA) sequence for representing fractions, and structured opportunities for providing explanations for mathematical solutions.

LEADER(S): Robin Schumacher, Instructional Research Group, Nashville, TN

PRESENTER(S): Russell Gersten, Instructional Research Group, Los Alamitos, CA; Madhavi Jayanthi, Instructional Research Group, Los Alamitos, CA

9:45–10:45 AM SESSION: 102 ROOM: F149

The RESET Special Education Teacher Observation System: Improving Teacher Use of EBPs and Student Outcomes

TOPIC: Measuring Special Education Teacher Effectiveness
SECONDARY TOPIC: Administration/Supervision
FORMAT: Presentation with Q&A

This session presents an in-depth look at the Recognizing Effective Special Education Teachers (RESET) observation system, designed to evaluate teachers' ability to implement evidence-based practices (EBPs). The presenters employed an evidence-centered design framework, articulated the claims and inferences to be made with RESET, and collected evidence to evaluate the validity argument, including examining the relationship of a teacher's performance on RESET with student outcomes.

LEADER(S): Evelyn Johnson, Boise State University, ID

9:45–10:45 AM SESSION: 103 ROOM: F151

Parent Involvement in the Education of Secondary School English Learners With Disabilities

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This secondary analysis of data from the National Longitudinal Transition Study 2012 indicates that involvement of parents of high school English learners with disabilities differed significantly from that of other parents, including being less likely to report several types of involvement. Learning outcomes include tools for engaging parents of this growing population, in an effort to provide equitable education opportunities.

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

PRESENTER(S): Audrey Trainor, New York University, New York City

9:45–10:45 AM SESSION: 104 ROOM: F152

TAG Showcase: Addressing the Needs of Gifted Learners: It Takes a Village

TOPIC: Gifted and Talented

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Although research confirms the needs of gifted and advanced learners, myths surrounding those needs may influence the availability of rigorous coursework and systems of support. This panel discussion features the perspectives of a parent, administrators, and a policy maker regarding the relationship between theory and practice to support gifted learners, strategies, and best practices.

LEADER(S): An Almquist, The Association for the Gifted (TAG)

PRESENTER(S): Wendy Behrens, Minnesota Department of Education, St. Paul; Lynette Breedlove, Western Kentucky University, Bowling Green; Tracy Inman, The Center for Gifted Studies/Western Kentucky University, Bowling Green; Jennifer Robins, Center for Gifted Education and Talent Development, Baylor University, Waco

9:45–10:45 AM SESSION: 105
ROOM: OREGON BALLROOM 201

UDL and SIOP: A Combined Approach to Support All Learners

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Demonstration

Universal design for learning (UDL) and the sheltered instruction observation protocol (SIOP) are evidence-based frameworks designed to promote positive outcomes for diverse learners in general education settings. This session outlines the shared components of the two approaches, introduces a combined approach, and provides practice opportunities for practitioners and teacher educators.

LEADER(S): McKenzie Meline, University of Oregon, Eugene

PRESENTER(S): Kyle Reardon, University of Oregon, Eugene; Tasia Brafford, University of Oregon, Eugene; Beth Harn, University of Oregon, Eugene

9:45–10:45 AM SESSION: 106
ROOM: OREGON BALLROOM 202

Social-Interaction Peer Support for Students With ASD or Other Developmental Disabilities Throughout the School Day

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Demonstration

Peer support arrangements and peer networks are evidence-based practices for supporting the successful inclusion of individuals with autism spectrum disorder (ASD) and intellectual disability (ID). This presentation will prepare participants to implement peer supports with their own students. After briefly reviewing the evidence-base for peer-mediated interventions, presenters will guide audience members step by step through drafting individualized peer support plans across the school day.

LEADER(S): John Schaefer, Cleveland State University, OH

NOTES:

9:45–10:45 AM **SESSION: 107**
ROOM: PORTLAND BALLROOM 253

Accessibility of Assessments: A Review of Online Modules

TOPIC: Accountability Systems for Students with Disabilities
SECONDARY TOPIC: Assessment
FORMAT: Demonstration

A recent paradigm shift has changed how states ensure the accessibility of their assessments for all students. This session will show participants how to make decisions about accessibility features and accommodations for diverse students through the demonstration of online modules and discussion of case studies.

LEADER(S): Yi-Chen Wu, Univeristy of Minneosta, Minneapolis
PRESENTER(S): Darrell Peterson, University of Minnesota, Minneapolis; Erik Larson, University of Minnesota, Minneapolis

9:45–10:45 AM **SESSION: 108**
ROOM: PORTLAND BALLROOM 254

High-Quality IEPs: Everything You Need To Know

TOPIC: Public Policy
SECONDARY TOPIC: Accountability Systems for Students with Disabilities
FORMAT: Demonstration

The Endrew F Supreme Court case clarified the standard for determining whether students' individualized education programs (IEPs) are reasonably calculated to enable them to make progress. But how should educators develop and implement high-quality IEPs, and what are school administrators' responsibilities? Join representatives from the IRIS Center and the U.S. Department of Education for a discussion of these crucial issues, and take a look at two of the center's newest interactive modules.

LEADER(S): Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University, Nashville, TN
PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC; David Bateman, Shippensburg University, PA; Mitchell Yell, University of South Carolina, Columbia

9:45–10:45 AM **SESSION: 109** **ROOM: B113**

DADD Showcase: Critical Conversations Around Best Practice for Students with Autism and Developmental Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability
FORMAT: Panel

In this session, panelists discuss the training, selection, and adoption of education practices for students with autism spectrum disorder (ASD) and intellectual disability. They will offer guidance on how to distinguish best practices from those unestablished or potentially harmful.

LEADER(S): Robert Pennington, University of North Carolina at Charlotte
PRESENTER(S): Kevin Ayres, University of Georgia, Athens; Teresa Doughty, University of Texas at Arlington; Janet Enriquez, Education Service Center Region 20, San Antonio, TX; Leah Wood, Cal Poly State University, San Luis Obispo

9:45–10:45 AM **SESSION: T100** **ROOM: G129**

Research-to-Practice Connections: Giving Students a VOISS – Virtual Reality for Social Skills Development

FORMAT: Technology Playground

LEADER(S): Sean Smith, University of Kansas, Lawrence; Amber Rowland, University of Kansas, Lawrence; Adam Carreon, University of Kansas, Lawrence; Margaret Mosher, Cure of Ars Catholic School, Leawood, KS

9:45–10:45 AM **SESSION: T101** **ROOM: G130**

Educator Experience: PBIS – Technology Across the Tiers

FORMAT: Technology Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

Table 1: Allison Bruhn, Table 2: Shanna Hirsch, Table 3: Katie Conley

LEADER(S): Allison Bruhn, The University of Iowa, Iowa City; Shanna Hirsch, Clemson University, SC; Kathleen Conley, University of Oregon, Eugene

9:45–10:45 AM **ROOM: D140**

Exhibitor Showcase: The Use of Evidence Based Practice (EBP)

FORMAT: Exhibitor Showcase Session

Using proven EBP to increase meaningful skill acquisition.

LEADER(S): Ann Meyer, Attainment Company, Inc., Verona, WI

9:45–10:45 AM **ROOM: C120**

Exhibitor Showcase: Comprehensive Evidence-Based Programs for Students with Autism and Other Developmental Disabilities

FORMAT: Exhibitor Showcase Session

Join us to learn about practical evidence-based strategies to support primary and secondary students with ASD and DD. Our wraparound program includes curriculum-based assessments that lead to appropriate lessons and student goals. Additional data-based decision processes include the collection of student outcomes and teacher fidelity.

LEADER(S): Kara Magee-Arick, Director of Professional Development, STAR Autism Support, Portland, OR

9:45–10:45 AM **ROOM: B119**

Exhibitor Showcase: Empower Classroom Management and Self-Regulation with Positivity!

FORMAT: Exhibitor Showcase Session

Join Megan Moore, n2y's Director of Positivity, to learn how to unlock the power of Social Emotional Learning and pro-social behavior using Positivity®, an online solution that supports classroom management and self-regulation alongside academic instruction. During this session proactive, evidence-based strategies will be integrated into daily routines which enhance classroom learning and regulation. Positivity® allows educators time to focus on enhancing individual & classroom learning outcomes.

LEADER(S): Megan Moore, n2y

9:45–10:45 AM **ROOM: B110**

Exhibitor Showcase: Teach, Train, Thrive

FORMAT: Exhibitor Showcase Session

Get confident with student behavior. It's time to thrive.

LEADER(S): Lani Lawson, Love Your Classroom LLC, Crystal Lake, IL

9:45–10:30 AM **SESSION: 111**
ROOM: POSTER 1, HALL E

Issues Regarding English Learner Disability Diagnosis and Eligibility

TOPIC: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presentation explores how disability diagnosis and eligibility determinations regarding English learners have been investigated in the literature, sharing relevant peer-reviewed articles in the last 5 years to identify and code the issues. This session will provide attendees with insight into how to approach disability diagnosis and eligibility of English learners.

LEADER(S): Eunhye Choi, University of Nevada, Las Vegas

PRESENTER(S): Haerin Park, Boston College, Chestnut Hill, MA

9:45–10:30 AM **SESSION: 112**
ROOM: POSTER 2, HALL E

Examining Bias in Preservice Special Education Teachers

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Culturally and linguistically diverse (CLD) students have historically been disproportionately identified for special education services. How can teacher preparation programs improve candidates' cultural competence? The presenters of this poster use items from the Multicultural Awareness Knowledge Skills Survey (MAKSS) and the Double-Check Assessment to highlight changes in bias among special education teacher candidates at two points across their program.

LEADER(S): Kathy Seifert, University of Minnesota, Minneapolis

PRESENTER(S): Amy Kunkel, University of Minnesota, Minneapolis; Kristen Maxam, University of Minnesota, Minneapolis

9:45–10:30 AM **SESSION: 113**
ROOM: POSTER 3, HALL E

Pairing Coaching With PD for Teachers of Dually Classified Students

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This poster session shares the findings from a specialized team of researchers on the effects of instructional coaching paired with professional development. The emphasis of this presentation is on dually classified learners (those identified as English language learners and having special needs). Implications for practice will be discussed.

LEADER(S): Wendy Farr, Arizona State University, Tempe

9:45–10:30 AM **SESSION: 114**
ROOM: POSTER 4, HALL E

What Every Teacher Needs to Know About Dyslexia and Special Education Policy

TOPIC: Learning Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

Pervasive misunderstandings associated with dyslexia and education policy may be one cause of the persistent underachievement of children with dyslexia and other reading difficulties. This poster presentation provides teachers with essential information about the cause and characteristics of dyslexia and clarifies special education policies related to the identification of learning disabilities.

LEADER(S): Sunshine Moss, University of Florida, Gainesville

9:45–10:30 AM **SESSION: 115**
ROOM: POSTER 5, HALL E

Implementing Drama Strategies: Email Coaching to Support Improved Teaching and Learning

TOPIC: Arts in Special Education

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

Online coaching strategies are applicable for all educators and can be adapted to support teachers in PK-12. This poster session will present best practices for providing email coaching to support educators in implementing a new arts-based teaching strategy, dramatic inquiry. Attendees will learn strategies for providing daily coaching targeted at teacher and student goals to support improved outcomes, drama strategies, and integrating curriculum with dramatic inquiry.

LEADER(S): Kathleen Farrand, Arizona State University, Tempe

9:45–10:30 AM **SESSION: 116**
ROOM: POSTER 6, HALL E

Collaboration Among District and Community Partners Within a Multitiered System of Supports Framework

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

This poster session presents the results of a study exploring the collaborative relationships of a regional network of school districts and their community partners as they worked to move from the education silo into a better aligned and more integrated multitiered system of supports (MTSS). Perceptions of those involved in these collaborative networks was gathered via qualitative interviews, and the structural characteristics of the networks using social network analysis.

LEADER(S): Megan Garton, Binghamton University, NY

PRESENTER(S): Candace Mulcahy, Binghamton University, NY

9:45–10:30 AM **SESSION: 117**
ROOM: POSTER 7, HALL E

Sustainability of a Secondary Schoolwide Literacy Model: Voices From the Field

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

The presenters of this poster session developed a schoolwide literacy model to support schools in implementing and sustaining such programs. They will present factors that influenced sustainability of the models. Knowledge of these factors will assist school leaders in supporting sustainability of schoolwide literacy models.

LEADER(S): Leigh Ann Kurz, Susquehanna University, Selinsgrove, PA

PRESENTER(S): Elizabeth Swanson, The University of Texas at Austin

9:45–10:30 AM **SESSION: 118**
ROOM: POSTER 8, HALL E

Elementary School Teachers' Strategies to Address Bullying

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation shares the results of a study examining strategies general education teachers use to address bullying between students without disabilities and students with disabilities. Students with individualized education programs (IEPs) are educated in the general education classroom for part or the whole day. Learners will be able to identify strategies used in inclusive environments.

LEADER(S): Jenny Chiappe, California State University, Los Angeles/ University of California, Los Angeles

9:45–10:30 AM **SESSION: 119**
ROOM: POSTER 9, HALL E

The Effects of Pre-Session and Interspersed Attention on Disruptive Behaviors

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

For classroom teachers, students exhibiting disruptive or off-task behaviors can impede learning opportunities and create challenges. A pre-session and interspersed attention intervention provides students with attention in order to decrease attention-seeking or off-task behaviors. This poster presents the rationale for this intervention along with information on delivering it.

LEADER(S): Kerry Kisinger, Eastern Washington University, Cheney

PRESENTER(S): Charles Wood, University of North Carolina at Charlotte

9:45–10:30 AM **SESSION: 120**
ROOM: POSTER 10, HALL E

Family-Friendly Communication Via Authentic Assessment for Early Childhood Intervention Programs

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

CEC's Division for Early Childhood (DEC) has identified 11 recommended practices for assessment, including that results should be 'understandable and useful to families.' Understanding a family's cultural beliefs, values, communication needs, and priorities is vital to best serving each child. This session examines high-impact practices for meaningful and understandable assessment reports that facilitate goal planning and creating individualized interventions for children and their families.

LEADER(S): Steve Bagnato, University of Pittsburgh, PA

PRESENTER(S): Krisztina Weiszhaupt, University of Central Florida, Orlando

9:45–10:30 AM **SESSION: 121**
ROOM: POSTER 11, HALL E

Is There INjustice in the Justice System for Individuals With Intellectual Disability? An Examination of the Death Penalty in the United States

TOPIC: Public Policy

SECONDARY TOPIC: Maltreatment

FORMAT: Poster Session

When capital punishment is on the line, is it harder to prove an individual has intellectual disability (ID) in one state over another? The presenters of this poster synthesize data through a historical lens, demonstrating how ID definitions and burdens of proof outlined in state policies affect sentencing.

LEADER(S): Alyssa Barnes, University of North Georgia, Dahlonega

PRESENTER(S): Amy Williams, University of North Georgia, Dahlonega

9:45–10:30 AM **SESSION: 122**
ROOM: POSTER 12, HALL E

Roles and Training Needs of Paraprofessionals

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

This poster shares the results of a survey study obtaining information about the roles and training needs of paraprofessionals in P-12 settings in the upper midwestern US. Results showed that half of the participants were likely to enroll in online para-to-teacher programs in the next 5 years for a teaching license, associate's, or bachelor's degree. Financial support would increase the likelihood of enrollment.

LEADER(S): Wenjing Zheng, Minot State University, ND

PRESENTER(S): Roanna Parker, Minot State University, ND

9:45–10:30 AM **SESSION: 123**
ROOM: POSTER 13, HALL E

The Relationship Between Reading and Computer Science Programming for Elementary Students With and Without Disabilities

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster shares findings of a correlational study examining the relationship between reading and computer science coding. Although preliminary research has demonstrated that performance on state reading tests is predictive of coding skills, to date, no studies have investigated the relationship between specific reading skills and coding. This study replicates the earlier study, and extends it by examining the relationship of sight word and nonsense word reading to coding.

LEADER(S): Cathy Thomas, Texas State University, San Marcos

9:45–10:30 AM **SESSION: 124**
ROOM: POSTER 14, HALL E

Closing the Research-to-Practice Gap for Early Literacy

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Many early childhood teachers are not adequately trained in recommended practices for assistive technology (AT). Step Up AT for Early Literacy, a professional development resource, aims to close this research-to-practice gap using targeted coaching methods to improve learning outcomes for children with disabilities. Pilot results demonstrate a promising practice.

LEADER(S): Christina Sudduth, Mailman Center for Child Development, Miami, FL

9:45–10:30 AM **SESSION: 126**
ROOM: POSTER 16, HALL E

Free Appropriate Public Education: Employing a Modified Endrew Educational Benefit Standard

TOPIC: Public Policy

SECONDARY TOPIC: Accountability Systems for Students with Disabilities

FORMAT: Poster Session

The Individuals With Disabilities Education Act (IDEA) has been critical in ensuring a free appropriate public education (FAPE) to qualified students with disabilities. Three decades after the Rowley standard was established to guide courts to make decisions regarding FAPE, the Supreme Court decision in Endrew F. v. Douglas County School District (2017) further clarified the parameters of FAPE. This poster highlights case law employing the Endrew's ruling and provides implications for practice.

LEADER(S): Friggita Johnson, Clemson University, SC

9:45–10:30 AM **SESSION: 127**
ROOM: POSTER 17, HALL E

Advocacy For All! Parent Advocacy and the Needs of Culturally and Linguistically Diverse Families

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster reviews the research on parent advocacy in special education. A primary focus will be on how culturally and linguistically diverse families can learn to effectively advocate on behalf of their children with disabilities, which may help to increase student outcomes and decrease educational disparities.

LEADER(S): Catrina Dorsey, The University of Illinois at Chicago

9:45–10:30 AM **SESSION: 129**
ROOM: POSTER 19, HALL E

Trauma-Informed Teaching Strategies

TOPIC: Maltreatment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Students who experience trauma need educators who understand how to care for their emotional needs in the classroom. This poster presentation focuses on how to build trusting relationships and create a welcoming and inviting space, as well as how to help students manage stress and anxiety influenced by trauma.

LEADER(S): Alissa Robinson, Southern Utah University, Cedar City

PRESENTER(S): Nichole Wangsgard, Utah Valley University, Orem; Lena Ekman, Southern Utah University, Cedar City

9:45–10:30 AM **SESSION: 130**
ROOM: POSTER 20, HALL E

Treatment Integrity of Primary Prevention Efforts in Tiered Models: A Review of the Literature

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Poster Session

The presenters of this poster share the results of a systematic literature review on treatment integrity of primary (Tier 1) prevention efforts implemented within the context of tiered models of prevention. They will illustrate how these data are collected and used to support adoption and sustained implementation of complex interventions in schools.

LEADER(S): Mark Buckman, University of Kansas, Lawrence

PRESENTER(S): Eric Common, University of Michigan-Flint; David Royer, University of Hawai'i at Mānoa, Honolulu; Kathleen Lynne Lane, University of Kansas, Lawrence; Nelson Brunsting, Wake Forest University, Winston-Salem, NC

9:45–10:30 AM **SESSION: 131**
ROOM: POSTER 21, HALL E

Dyslexia Screening and Intervention in Multitiered Systems of Support: Problems and Possibilities

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

This poster highlights the obstacles and opportunities related to school-based dyslexia screening and intervention within a multitiered system of support (MTSS). Participants will learn why effective dyslexia screening and intervention practices are essential to MTSS and receive helpful school-based dyslexia screening and intervention resources.

LEADER(S): Jessica Turtura, University of Oregon, Eugene

PRESENTER(S): Brian Gearin, National Center on Improving Literacy, Eugene, OR

9:45–10:30 AM **SESSION: 132**
ROOM: POSTER 22, HALL E

Do Early STEM Activities Affect Science Scores of Children With Disabilities?

TOPIC: STEM

SECONDARY TOPIC: Research

FORMAT: Poster Session

Although STEM areas provide a high rate of job employment, students with disabilities are not always fully ready for STEM education. This poster shares the results of a study examining the relationship between early home-based STEM activities and science scores of children with disabilities across gender, race, parents' income, and education.

LEADER(S): Yeji Kim, The University of Texas at Austin

PRESENTER(S): Jiyeon Park, The University of Texas at Austin

9:45–10:30 AM **SESSION: 133**
ROOM: POSTER 23, HALL E

Are Virtual Manipulatives More Effective thanPhysical Manipulatives in Increasing Math Fact Fluency for Students With LD?

TOPIC: STEM

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

Physical math manipulatives have been used for many years by educators as a best-practice intervention; teachers have started using virtual manipulatives in hopes to better engage and help struggling learners. This poster compares the effectiveness of using physical vs. virtual manipulatives on math fact fluency in students with learning disabilities. One take-away: Choosing the type of manipulatives should be determined based on each student's cognitive and academic characteristics.

LEADER(S): Paul J. Riccomini, Penn State University, University Park

9:45–10:30 AM **SESSION: 134**
ROOM: POSTER 24, HALL E

Making K-12 and Postsecondary Online Learning Accessible Using Universal Design for Learning

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster summarizes education laws that relate to online education (both K-12 and postsecondary) and techniques for incorporating universal design for learning principles in an online environment. This includes easy-to-implement accommodations for online courses within a learning management system (i.e., Blackboard).

LEADER(S): Tina Herring, Metropolitan State University of Denver

11:00 AM–12:00 PM **SESSION: 136** **ROOM: A107**

Educator and Parent Perspectives of Instructional Strategies for Students with ADHD/EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This presentation describes the results and implications of a survey in which parents (n=103) and teachers (n=142) reported expectations for students with attention deficit hyperactivity disorder (ADHD) and emotional and behavioral disorders (EBD), perceived student ability to meet those expectations, and acceptability and feasibility of frequently used accommodations and evidence-based interventions to increase school performance.

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

PRESENTER(S): Jeanette Joyce, Marzano Research, Centennial, CO

11:00 AM–12:00 PM **SESSION: 137** **ROOM: B111**

Literacy Practices for Young CLD Children at Risk for Emotional and Behavioral Disorders and Reading Disabilities

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

Young children from low socioeconomic status families at risk for emotional and behavioral disorders (EBD) and comorbid reading disabilities (RD) often require early literacy intervention. One challenge is that additional environmental supports are required to intervene effectively. This presentation provides recommendations for three evidence-based literacy strategies for students with or at risk of EBD and RD: adult-child shared reading storybooks, dialogic literacy-enriched play intervention.

LEADER(S): Eun Hye Ko, Texas A&M University, College Station

NOTES:

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 138 • ROOM: B112

BEST PRACTICES FOR SUPPORTING STUDENTS WITH SIGNIFICANT DISABILITIES

TOPIC: Physical/Health/Multiple Disabilities
FORMAT: Multi-Presentation Session

Curriculum and Instruction for Secondary-Age Students With Severe Disabilities and Intensive Nursing Supports at School

This presentation describes practitioner strategies for addressing curriculum and instruction for secondary-age students with severe disabilities and intensive nursing supports at school. Presented strategies are based on a literature review and four completed qualitative studies authored by the presenter. Questions and discussion by attendees is encouraged.

LEADER(S): Sarah Ballard, Illinois State University, Normal

Explicit Instruction in Content Areas for Students With Moderate to Severe Disabilities

Explicit instruction has been identified as a high-leverage practice to support the learning of students with moderate to severe disabilities (Archer & Hughes, 2010; O'Connor, 2016). This session gives participants hands-on experience with the 16 key elements of explicit instruction and provides specific steps and tips to use in daily content instruction, as well as when teaching behavior and daily living skills. Presenter will provide handouts and links to web resources as well as video models.

LEADER(S): Laura Clarke, Northern Kentucky Cooperative for Educational Services, Cold Spring

PRESENTER(S): Dusty Columbia Embury, Wright State University, Dayton, OH

Meaningful Participation in Inclusive Classrooms: A New Conceptual Framework

Students with significant disabilities are often included in general education, but many do not experience meaningful participation. This session presents a qualitative case study exploring how students with significant disabilities participate in an inclusive education context. Presenter will identify key factors that facilitate and restrict participation in an inclusive classroom, and discuss implications for inclusion of students with significant disabilities in general education settings.

LEADER(S): Sarah Skinner, University of British Columbia, Vancouver, Canada

11:00 AM–12:00 PM SESSION: 139 ROOM: B113

Evidence-Based Practices for ASD: An Online Interactive Professional Development Model for Paraprofessionals

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Personnel Preparation
FORMAT: Panel

This session will describe a professional developmental model to support paraprofessionals who are working with learners with autism spectrum disorder (ASD). The presenters will provide an overview of the model, including demonstrations of interactive online modules, tips for supporting paraprofessionals in the classroom, and feedback from educators in a pilot study.

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; Samuel Odom, University of North Carolina, Chapel Hill

11:00 AM–12:00 PM SESSION: 140 ROOM: B115

Teacher2Teacher: Techniques for Developing Classroom Management Plans With Lasting Results

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

The key to successful classroom management is developing a plan ahead of time; anticipating future needs and problems and planning procedures and interventions means less time spent redirecting and making decisions on the spur of the moment. The presenter will share techniques for both elementary and middle school classrooms which build on the foundation of a good classroom positive behavior support plan that guides day-to-day decisions, along with detailed daily lesson plans.

LEADER(S): Clare Larkins, California State University, Los Angeles

11:00 AM–12:00 PM SESSION: 141 ROOM: B116

TED Showcase: Elections Have Consequences: What's at Stake for Special Educators

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

The 2020 elections are around the corner. What education issues are on the table? What difference will it make if the Senate flips and is controlled by Democrats? What might a Democratic President prioritize in education? What would a Trump second term bring for education? How can special educators advocate to make their voices heard? Come, listen, discuss, and flex your advocacy muscles!

LEADER(S): Jane West, Jane West Consulting, Washington, DC

11:00 AM–12:00 PM SESSION: 142 ROOM: B117

Sensory and Motor Interventions for Children With ASD: State of the Science, 1990-2017

TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

This session is based on a systematic review of behaviol intervention research with learners with autism spectrum disorder (ASD) published from 1990-2017. The presenters will summarize the articles in this review that found positive effects on sensory and motor outcomes, including handwriting, fine motor, sensory, and motor coordination outcomes. They will also discuss evidence-based practices for addressing sensory and motor outcomes in learners with ASD.

LEADER(S): Susan Szendrey, University of North Carolina, Chapel Hill

11:00 AM–12:00 PM SESSION: 143 ROOM: B118

Graphics Out Loud: Insights into Strategy Use by Students With Visual Impairments

TOPIC: Visual Impairments

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

This presentation shares the results of a study examining students' exploration of print and tactile graphics. The think-aloud methodology was used to gain access to students' thought processes as they gathered and analyzed data. Think-aloud transcripts were coded for strategy use, self-talk, and metacognition. Results are discussed in the context of students' varying levels of graphicacy.

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

PRESENTER(S): Adam Wilton, University of British Columbia, Vancouver, Canada

11:00 AM–12:00 PM SESSION: 144 ROOM: C121

Field-Based Experience: Culturally Responsive Lessons for Diverse Learners With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This presentation shares how faculty trained preservice teachers on a culturally responsive (CR) framework to improve instruction with culturally and linguistically diverse (CLD) learners. The presenters measured students' use of the framework using video tagging software, and reflections. Video tags and reflections were analyzed to determine the level of implementation during instruction. Recommendations will be discussed.

LEADER(S): Krystal Lewis-Pratl, Illinois State University, Normal

PRESENTER(S): Yojanna Cuenca-Carlino, Illinois State University, Normal

11:00 AM–12:00 PM SESSION: 145 ROOM: C122

Visual Arts Learning and Spatial Thinking Skills: A Comparison of Disciplinary Classroom Contexts

TOPIC: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

The presenter of this session will share findings from artifact analysis demonstrating spatial thinking skills, and share the results of a study examining the relationships between visual arts activities and types of spatial thinking skills. Results revealed significant associations between spatial thinking types and disciplinary content areas, with visual arts being most frequently represented. Instructional and research implications are presented.

LEADER(S): Alida Anderson, American University, Washington, DC

11:00 AM–12:00 PM SESSION: 146 ROOM: C123

Postsecondary Academic Inclusion for Students With Intellectual Disability: Perspectives and Strategies

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

The presenters of this session will describe outcomes associated with universally designed supports for students with intellectual disability (ID) and faculty engaged in fully inclusive postsecondary education programs. They will share strategies for planning and using universally designed adaptations to academic coursework. Results from a qualitative study of perspectives of students with ID and their faculty will be shared, as will national data on progress with academic inclusion.

LEADER(S): Dana Lattin, University of Kansas, Lawrence

PRESENTER(S): Mary Morningstar, Portland State University, OR; Meg Grigal, University of Massachusetts, Boston

11:00 AM–12:00 PM SESSION: 147 ROOM: C124

Synchronous SDI Instruction in the Virtual School Environment

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

Experienced special educators from two virtual schools in Oregon will present best practices and practical experiences in delivering specially designed instruction (SDI) to students in virtual charter schools. Their presentation includes a rationale for the importance of teaching synchronously and the possible shortfalls of the asynchronous SDI model.

LEADER(S): Aaron Cooke, Southern Oregon ESD

11:00 AM–12:00 PM SESSION: 148 ROOM: C125

Inclusive Teaching: Making an (Open) Marriage Work

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Based on findings from a mixed-methods study of early career inclusion teachers, this session will contextualize the challenges of early career special education teachers in high-need placements, describe 10 themes related to effectively implementing inclusive education, and, for each, identify practical strategies special and general education teachers, administrators, and teacher training programs can take to better prepare for and support inclusive education.

LEADER(S): Amy Toson, Carroll University, Waukesha, WI

11:00 AM–12:00 PM SESSION: 149 ROOM: D138

Establishing Evidence-Based Practices in Single-Case Research Via the Use of Meta-Analysis

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Panel

Meta-analyses are useful in identifying evidence-based practices in special education. However, practitioners and novice researchers may have difficulty interpreting and applying them to the evidence base. This panel includes experts with experience conducting and developing tools for analyzing literature related to services for individuals with disabilities. Participants will gain a better understanding of the usefulness of these tools in individualizing education for their students.

LEADER(S): Jennifer Ganz, Texas A&M University, College Station

PRESENTER(S): Kimberly Vannest, University of Vermont, Burlington; Daniel Maggin, The University of Illinois at Chicago; Wendy Machalicek, University of Oregon, Eugene; Eunkyeng Baek, Texas A&M University, College Station

11:00 AM–12:00 PM SESSION: 150 ROOM: D139

Pilot Study of an Online Self-Care Program for K-12 Teachers and Paraeducators

TOPIC: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This presentation describes results from an experimental study exploring the preliminary outcomes of Self-Care on the Regular (SCoRe), an online stress intervention for school personnel. The SCoRe program presents scientifically supported individual coping strategies and addresses ways to build supportive relationships with others in the school workplace. SCoRe participants demonstrated significant decreases in burnout, increases in teacher efficacy and greater use of coping strategies.

LEADER(S): Brandis Ansley, Central Michigan University, Mount Pleasant

PRESENTER(S): David Houchins, Georgia State University, Atlanta

11:00 AM–12:00 PM SESSION: 151 ROOM: E142

How Does Your School Measure Up? The Secondary Transition Fidelity Assessment

TOPIC: Career Development/Transition

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

The Secondary Transition Fidelity Assessment (STFA) is a self-assessment measure high school leadership teams can use to evaluate whether their programs and practices lead to meaningful effects on college and career readiness (CCR) for all students. The presentation focuses on the importance of measuring fidelity in secondary transition, CCR measures, critical elements of the STFA, opportunities to participate in STFA field testing, and initial research questions and preliminary findings.

LEADER(S): Valerie Mazzotti, University of North Carolina at Charlotte

PRESENTER(S): Allison Lombardi, University of Connecticut, Storrs; Sheida Raley, University of Kansas, Lawrence; Kyle Reardon, University of Oregon, Eugene

11:00 AM–12:00 PM SESSION: 152 ROOM: E143

Work-Based Learning Through Partnerships

TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This presentation focuses on three different work-based learning opportunities available to youth in Oregon and funded by Vocational Rehabilitation: Camp LEAD, SWIFT, and the Summer Work Program. These work-based learning opportunities place students in jobs that will further develop their occupational goals. Students who have participated in these programs will talk about what they learned and how these experiences helped them with future endeavors.

LEADER(S): Terry Falkenstern, University of Oregon, Eugene

PRESENTER(S): Lisa Catherwood, Vocational Rehabilitation, Salem, OR; Amy Johnson, Sisters School District, OR

11:00 AM–12:00 PM SESSION: 153 ROOM: E144

ISET Showcase: It's a Tech Playground! Implementing Innovations in Special Education Technologies

TOPIC: Innovations in Special Education Technology

FORMAT: Panel

This session offers participants an overview of a new interactive experience hosted by CEC's Innovations in Special Education Technology diviison at the Convention: the Tech Playground! Learn about how to join technology vendors, educators, K-12 students, and researchers sharing innovations and efforts to implement these tools to improve the lives of students with disabilities. The Tech Playground will be open Thursday-Saturday outside the Exhibit Hall.

LEADER(S): Cheryl Temple, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Sam Choo, University of Oregon, Eugene; Sara Heintzelman, Centennial School of Lehigh University, Bethlehem, PA; Anya Evmenova, George Mason University, Fairfax, VA; Marci Kinas Jerome, George Mason University, Fairfax, VA; Sean Smith, University of Kansas, Lawrence

11:00 AM–12:00 PM SESSION: 154 ROOM: E145

Professional Development Approaches for Educators and Parents of English Learners in MTSS

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Panelists from three U.S. Department of Education (OSEP) Model Demonstration Projects for multitiered systems of support for culturally and linguistically responsive teaching for English learners (Els) at risk for or with disabilities will share research-based professional development approaches for educators and parents of ELs. Approaches will focus on supporting the language and literacy needs of ELs.

LEADER(S): Linda Cavazos, American Institutes for Research, Austin, TX

PRESENTER(S): Alba Ortiz, University of Texas, Austin; Leticia Grimaldo, Meadows Center for Preventing Educational Risk at UT, Austin; Amanda Sanford, Portland State University, OR

11:00 AM–12:00 PM SESSION: 155 ROOM: E146

Teacher2Teacher: Increase Social-Emotional Skills and Improve Behavior Through Direct Reinforcement

TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Teachers often manage student behavior in the moment, but to truly address student deficits need to implicitly teach social-emotional skills. This session provides an introduction to using direct reinforcement in the social domain. Attendees will participate in a real-time example of direct reinforcement and watch video of a preschool social communication program utilizing the procedure. Additional examples of activities applied in preschool and lower elementary grades will be provided.

LEADER(S): Heidi Polewaczyk, Roseville City School District, CA

PRESENTER(S): Sally Cleveland, Roseville City School District, CA

NOTES:

11:00 AM–12:00 PM SESSION: 156 ROOM: E147

Effects of an Explicit Instruction and Video Modeling Intervention With Augmented Reality on the Mathematics Outcomes of Students with Disabilities

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session shares the results of a study examining the effects of using explicit instruction, point-of-view video modeling, and augmented reality technology to teach fractions to students with learning disabilities. Using visual analysis including trend, level, and variability, a functional relation was determined to exist between intervention and the students' performance on fractions skills. Maintenance and generalization were measured with variable findings.

LEADER(S): Jared Morris, Brigham Young University

PRESENTER(S): Elizabeth Hughes, Penn State University, State College; Michele Davidson, Penn State University, State College

11:00 AM–12:00 PM SESSION: 157 ROOM: F149

Assessing and Addressing Trauma and Resiliency in Low-Incidence Special Education Populations

TOPIC: Maltreatment

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

In light of an increased need for a focus on mental wellness for all students and intervention based on traum- informed practices, the presenters of this session provide a model for a global assessment of mental wellness, information about altering assessments for students with disabilities, strategies and practices for supporting resiliency, and resources to develop and integrate trauma-informed approaches in special education classrooms.

LEADER(S): Laura Sharp, Lincoln Intermediate Unit #12, New Oxford, PA

PRESENTER(S): Robin Hamme, Lincoln Intermediate Unit #12, Seven Valleys, PA

11:00 AM–12:00 PM SESSION: 158 ROOM: F151

UDL Policy, Research, Practice, and Innovation: 2020 Onward

TOPIC: Public Policy

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session will provide an overview of the current universal design for learning (UDL) policy environment including UDL's presence in ESSA, Perkins V, the National Educational Technology Plan, federal open-textbook initiatives, state adoptions, and private-sector solutions. Attendees will gain a picture of both current and future implications of these policy shifts for the field of UDL research, innovation, and implementation.

LEADER(S): Sherri Wilcauskas, CAST Inc., Wakefield, MA

PRESENTER(S): James Basham, University of Kansas, Lawrence

NOTES:

11:00 AM–12:00 PM • SESSION: 159 • ROOM: F152

GIFTED AND TALENTED EDUCATION: HOW CAN WE MEET THE NEEDS OF DIVERSE LEARNERS?

TOPIC: Gifted and Talented
FORMAT: Multi-Presentation Session

Professional Learning Strategies for Educators Working With Gifted and Diverse Learners

What does the research say about best practices related to professional learning? How is professional learning different from professional development? This presentation explores a variety of professional learning strategies, including the use of case studies, which can enhance the understanding of gifted and diverse learners and ways to differentiate their instructional needs in the classroom.

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

What's Culture Got to Do With It?

This presentation explores culturally responsive teaching practices and activities that encourage cultural competence in the gifted classroom. Participants will receive curriculum ideas, activities, and online resources such as national/international virtual pen pals to promote inclusive learning communities in gifted classrooms.

LEADER(S): Rachelle Miller, University of Central Arkansas, Conway

11:00 AM–12:00 PM **SESSION: 160**
ROOM: OREGON BALLROOM 201

Divas, Disrespect, and Discipline: Reducing School Suspensions Among African American Girls

TOPIC: Cultural and/or Linguistic Diversity
SECONDARY TOPIC: Research
FORMAT: Demonstration

The interactive session shares trends and themes from the literature and a recent study of 25 African American girls with multiple school suspensions. Participants will gain insights into the school suspension phenomenon and will be informed by themes from the study. Participants will deconstruct inequitable discipline outcomes and develop customized action plans with culturally responsive teaching strategies for middle-high school African American girls and other disenfranchised student groups.

LEADER(S): Brenda Townsend Walker, University of South Florida, Tampa
PRESENTER(S): Gwendolyn Webb, Texas A&M University, College Station

11:00 AM–12:00 PM **SESSION: 161**
ROOM: OREGON BALLROOM 203

Vocabulary and Reading Comprehension Instruction in Social Studies Content for Adolescents

TOPIC: Learning Disabilities
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Demonstration

This demonstration provides secondary teachers with research-based methods to improve vocabulary, text comprehension, and social studies content knowledge. Participants will be provided specific examples of vocabulary and critical reading activities within a social studies context.

LEADER(S): Elizabeth Rider, Vanderbilt University, Nashville, TN
PRESENTER(S): Katherine Sargent, Vanderbilt University, Nashville, TN

NOTES:

11:00 AM–12:00 PM **SESSION: 162**
ROOM: PORTLAND BALLROOM 253

Using Solved Problems to Support the Development of Algebraic Reasoning for Students with Disabilities

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

The presenters of this session describe and explain how to implement instructional strategies involving solved problems designed to support the development of algebraic reasoning for students with disabilities. Attendees will learn about one solved problem strategy for use during whole-group discussion, one for small-group work, and one for use during independent practice.

LEADER(S): Stephanie Morano, University of Virginia, Charlottesville

PRESENTER(S): Paul Riccomini, Penn State University, University Park

11:00 AM–12:00 PM **SESSION: 163**
ROOM: PORTLAND BALLROOM 255

Program Chair Featured: Does the Future of IDEA include Learning Disabilities?

TOPIC: Public Policy

FORMAT: Panel

The construct of specific learning disability (SLD) is once again under attack. This session will bring together members of the executive boards of DLD, CLD, and LDA. Panelists will share common elements across the missions of each organization, newly released joint principles in a national conversation surrounding SLD, and justify why SLD should continue to be part of the future of IDEA legislation.

LEADER(S): Michael Faggella-Luby, Texas Christian University, Fort Worth

PRESENTER(S): Jo Anna Barnes, Learning Disabilities of America, Shannon, PA; Lindy Crawford, Texas Christian University, Fort Worth; Monica McHale-Small, Temple University, Philadelphia, PA; Joseph Morgan, University of Nevada, Las Vegas; Bill Therrien, University of Virginia, Charlottesville

11:00 AM–12:00 PM SESSION: T102 **ROOM: G129**

Research-to-Practice Connections: Assistive Technology for Early Literacy

FORMAT: Tech Playground

LEADER(S): Christina Sudduth, Mailman Center for Child Development, Miami, FL; Michelle Schladant, Mailman Center for Child Development, Miami, FL

11:00 AM–12:00 PM SESSION: T103 **ROOM: G130**

Educator Experience: Content Acquisition Podcasts for Professional Development

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

Table 1: Content Acquisition Podcasts for Students (Victoria VanUitert), Table 2: Content Acquisition Podcasts for Teachers (John Romig), Table 3: Classroom Teaching Scan (Michael Kennedy)

LEADER(S): Victoria VanUitert, University of Virginia, Charlottesville; John Romig, University of Texas at Arlington; Michael Kennedy, University of Virginia, Charlottesville

11:00 AM–12:00 PM **ROOM: B110**

Exhibitor Showcase: Helping Teens Master Social and Emotional Skills

FORMAT: Exhibitor Showcase Session

Many teens today report feeling isolated and disconnected from sources of support. This session focuses on accessible social emotional learning resources that can be incorporated into the classroom setting to positively support emotional health and promote the development of social skills for secondary and adult learners.

LEADER(S): Jill Haney, Saddleback Educational Inc., Costa Mesa, CA

11:00 AM–12:00 PM **ROOM: B119**

Exhibitor Showcase: Digital Speech-Language Therapy

FORMAT: Exhibitor Showcase Session

AmplioSpeech is providing data-driven, evidence-based digital therapy for K-12 students.

LEADER(S): Steve Ruder, AmplioSpeech, Inc., Rockville, MD

11:00 AM–12:00 PM **ROOM: C120**

Exhibitor Showcase: Adolescent Reading Intervention – The Third Quest

FORMAT: Exhibitor Showcase Session

Join author Marilyn Sprick to learn how The Third Quest addresses poor adolescent reading. The program is compelling. Teachers, students, parents, and data attest to its effectiveness. Students are actively engaged and motivated in lessons that include explicit vocabulary instruction, word study, comprehension strategies, content knowledge, fluency, and study skills.

LEADER(S): Marilyn Sprick, Ancora Publishing, Eugene, OR

11:00–11:45 AM **SESSION: 166**
ROOM: POSTER 1, HALL E

Let's Talk About Sex! What Do We Know About Educating Young Adults with Developmental Disabilities?

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

It's not always easy to talk about sex. Although linked to improved self-awareness and self-advocacy in sexual relationships, sex education is often overlooked for students with disabilities. This poster presentation shares the results of a systematic review of the literature on sex education for adolescents and young adults with intellectual and developmental disabilities, including current best practices and outcomes.

LEADER(S): Kathleen Cook, Augustana University, Sioux Falls, SD

PRESENTER(S): Rayna Yaeger, Augustana University, Sioux Falls, SD

11:00–11:45 AM **SESSION: 167**
ROOM: POSTER 2, HALL E

Audio and Video Prompting to Promote Vocational Independence of Students With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

This poster presentation offers information and guidance on the implementation of audio and video prompting, two evidence-based interventions that can be used to teach vocational skills to students with autism spectrum disorder (ASD). The unique format allows students to have portable, individualized instruction, with minimal one-on-one guidance from an educator.

LEADER(S): Briella Baer Chen, University of Maryland, College Park

PRESENTER(S): Gulnoza Yakubova, University of Maryland, College Park

11:00–11:45 AM **SESSION: 168**
ROOM: POSTER 3, HALL E

Peer-Assisted College Support: Increasing Access for Individuals With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This poster presentation details program enhancements of the peer-assisted college support program (PACS) for students with high-functioning autism spectrum disorder (ASD). Program outcomes, sustainable resources, timeline protocols, collaborative university and district partnerships, and evaluative measures will be shared for replication across universities.

LEADER(S): Debra Cote, California State University, Fullerton

PRESENTER(S): Shannon Sparks, California State University, San Bernardino; Malia Kasai, California State University, Fullerton

11:00–11:45 AM **SESSION: 169**
ROOM: POSTER 4, HALL E

Using Technology to Self-Monitor: The I-Connect App

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

This poster session presents an overview of I-Connect, a self-monitoring mobile application that educators can use to increase on-task engagement in students with autism spectrum disorder (ASD), attention deficit hyperactivity disorder (ADHD), and other learning differences. The poster includes a summary of I-Connect research studies and outcomes of the intervention. Attendees will have the opportunity to interact with the I-Connect app and ask questions.

LEADER(S): Kajsa Mullenix-Mohammed, Juniper Gardens Children's Project, University of Kansas, Kansas City

PRESENTER(S): Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City; Emma Watson, Juniper Gardens Children's Project, University in Kansas, Kansas City; Jonathan Huffman, Juniper Gardens Children's Project, University in Kansas, Kansas City

11:00–11:45 AM **SESSION: 170**
ROOM: POSTER 5, HALL E

Educating Diverse Refugee Children: A Call to Action

TOPIC: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

Turkey hosts the world's largest population of refugees. Some 50% of refugee children may have a disability. Turkey's experience educating refugee children can inform others; this poster shares a review of the literature examining Turkey's responses to related challenges in attempting to educate all children and ties this to Western educational practice.

LEADER(S): Robert Williamson, Simon Fraser University, Burnaby, BC, Canada

11:00–11:45 AM **SESSION: 171**
ROOM: POSTER 6, HALL E

Person-Centered IEP Meetings: Enhancing the Participation of Students With Intellectual Disability

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Student participation in the IEP process results in increased confidence, self-determination, awareness, and ownership of goals and progress. High school students with intellectual disability (ID), however, are less likely to be involved in the IEP process, which in turn plays a role in poor postschool outcomes, compared to their peers without disabilities. This poster session shares strategies for modifying person-centered planning tools with visual support to enhance student involvement.

LEADER(S): Maureen Howard, George Mason University, Fairfax, VA

11:00–11:45 AM **SESSION: 172**
ROOM: POSTER 7, HALL E

Abandoning Stereotypes: Early Literacy Learning for Students With Visual Impairments

TOPIC: Visual Impairments

FORMAT: Poster Session

Teacher candidates will present ways to develop the academic and functional literacy skills of students with visual impairments. Methods used to teach students with low vision and blindness will be coupled with demonstration, simulation, and face-to-face conversation in this interactive poster session.

LEADER(S): Deborah Bracke, Augustana College, Rock Island, IL

PRESENTER(S): Katrena Pienkowski, Augustana College, Rock Island, IL; Macy Hancock, Augustana College, Rock Island, IL; Amanda Tannhauser, Augustana College, Rock Island, IL

11:00–11:45 AM **SESSION: 173**
ROOM: POSTER 8, HALL E

Culturally Responsive Pedagogy: Experiences of Preservice Early Childhood Special Education Teachers in Inclusive Classroom Settings

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

Culturally responsive pedagogy (CRP) studies have mostly centered around K-12 practices, with limited research in early childhood special education (ECSE). This poster presentation provides an overview of a CRP model in an ECSE setting. Attendees will learn key components of the CRP model that can be implemented in ECSE settings.

LEADER(S): Ya-Chih Chang, California State University, Los Angeles

PRESENTER(S): Anna Osipova, California State University, Los Angeles; Rosalinda Larios, California State University, Los Angeles; Michael Oropollo, California State University, Los Angeles

11:00–11:45 AM **SESSION: 174**
ROOM: POSTER 9, HALL E

The Social Construction of Difference: Preservice Teachers' Reflections on Equity, Racism, and the Teacher's Role

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster session presents the results of a mixed-methods examination of candidates' (n=53) changes in definitions of equity and awareness of systemic racism during a university course. The presenters will discuss themes and candidates' positionality in their reflections of color evasion that changed based on discussions and building awareness of the social construction of difference.

LEADER(S): Jody Siker, University of Wisconsin-Parkside, Kenosha

11:00–11:45 AM **SESSION: 175**
ROOM: POSTER 10, HALL E

Associations Between Rapid Naming, Inattention, and Word-Reading Fluency

TOPIC: Learning Disabilities

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Children who are not able to easily recognize or retrieve words (sight word fluency, SWF) have difficulty with reading texts and with high levels of comprehension. Understanding the predictors of successful SWF may help classroom and resource teachers target children to better build their SWF. Two predictors examined in this poster are rapid naming skills and inattentive/hyperactive behaviors, specifically whether rapid naming predicts sight word fluency.

LEADER(S): Sarah Pedonti, University of North Carolina, Chapel Hill

PRESENTER(S): Cheryl Varghese, University of North Carolina, Chapel Hill; Mary Bratsch-Hines, University of North Carolina, Chapel Hill; Lynne Vernon-Feagans, University of North Carolina, Chapel Hill

11:00–11:45 AM **SESSION: 176**
ROOM: POSTER 11, HALL E

Differentiated Instruction Practices for Writing

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Poster Session

As many as 75% of students in public schools struggle with writing. These students' challenges are often similar to those with disabilities, who have writing goals and objectives in their individualized education programs (IEPs). This poster presentation session offers classroom practices and strategy ideas for teachers, students, and parents to help manage writing instruction.

LEADER(S): Michael Dunn, Washington State University, Vancouver

PRESENTER(S): Faisal Aldawsari, Washington State University, Pullman; Amira Albagshi, Washington State University, Pullman

11:00–11:45 AM **SESSION: 177**
ROOM: POSTER 12, HALL E

Am I Doing This Right? Preservice Teachers' Efficacy in Co-Teaching

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Co-teaching is a widely recommend strategy, although little is known about preservice teachers' understanding and perceptions of various co-teaching models. This poster session presents findings from a survey of 20 preservice teachers about their efficacy related to co-teaching. Implications for future research and practice will also be discussed.

LEADER(S): Elizabeth Michael, The University of Alabama, Tuscaloosa

PRESENTER(S): Lauren Rollins, The University of Alabama, Tuscaloosa

11:00–11:45 AM **SESSION: 178**
ROOM: POSTER 13, HALL E

Successful Consultative Practices in Deaf Education

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

Despite the growing presence of collaboration and consultation in public schools, the research base on consultant effectiveness is surprisingly limited. This poster session shares results from a qualitative study of five successful dyads of classroom teachers and specialists. Special education teachers, general education teachers, and service providers will receive concrete strategies for collaborating with colleagues.

LEADER(S): Brittany Dorn, University of Northern Colorado, Greeley

NOTES:

11:00–11:45 AM **SESSION: 179**
ROOM: POSTER 14, HALL E

A Second Chance: Changing the Reading Trajectory for High School Students with Behavioral Challenges

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Reading difficulties correlate with negative outcomes such as higher school dropouts and incarceration, but secondary learners who struggle with reading (particularly students with emotional disturbances who exhibit challenging behaviors) rarely receive explicit intervention. This poster presents the results of a study on the effects of the REWARDS curriculum on the reading achievement for students in an alternative school placement. All students made gains and reported improved self-confidence.

LEADER(S): Alana Telesman, The Ohio State University, Columbus

PRESENTER(S): Caitlin Criss, The Ohio State University, Columbus; Moira Konrad, The Ohio State University, Columbus; Angie Bell, The Ohio State University, Columbus

11:00–11:45 AM **SESSION: 180**
ROOM: POSTER 15, HALL E

Preparing Preservice Teachers for Collaboration With Families of Students With Disabilities and English Language Learners

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presents a collaboration of two courses, designed to examine (a) the effect of interview projects on special and general teacher candidates' self-efficacy when collaborating with families of students with disabilities (SWDs) and English language learners (ELLs) and (b) effective collaboration strategies recommended by families of SWDs and ELLs.

LEADER(S): Jun Wang, Carthage College, Kenosha, WI

PRESENTER(S): Lara Christoun, Carthage College, Kenosha, WI

11:00–11:45 AM **SESSION: 181**
ROOM: POSTER 16, HALL E

Parental Perceptions of Literacy: Children With Intellectual Disability

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

In in this poster session, the presenters will describe the results of a survey designed to capture parents' perceptions related to their children's current levels of literacy functioning, their own expectations related to their child's literacy outcomes, and the types of instructional practices to which their children have been exposed in their education settings.

LEADER(S): Brett Cerrato, University of North Carolina at Charlotte

PRESENTER(S): Shawnee Wakeman, University of North Carolina at Charlotte; Alicia Saunders, University of North Carolina at Charlotte

11:00–11:45 AM **SESSION: 182**
ROOM: POSTER 17, HALL E

Perspectives on School Readiness and School Adjustment: Parents, Preschool Teachers, and Professionals

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

Family-school connection has been identified as the key relationship contributing to children's successful transition, resulting in the positive impacts on school readiness. This poster presents the perspectives of parents and professionals on school readiness of Taiwanese young children with special education needs to attend regular elementary schools.

LEADER(S): Szu-Yin Chu, National Tsing Hua University, Taiwan

PRESENTER(S): Chiung-Ying Huang, National Taiwan University Hospital, Hsinchu City

11:00–11:45 AM **SESSION: 183**
ROOM: POSTER 18, HALL E

Tier 2 Interventions for Mathematics in Middle School

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presents research regarding the efficacy of a math lab (i.e., double dose of math) as a Tier 2 intervention for mathematics in two middle schools, comparing the achievement of students enrolled in just Tier 1 and students enrolled in Tier 1 and Tier 2.

LEADER(S): Emily Bouck, Michigan State University, East Lansing

PRESENTER(S): Jiyoon Park, Michigan State University, East Lansing

11:00–11:45 AM **SESSION: 184**
ROOM: POSTER 19, HALL E

Assessment Data and Instructional Implementation for Primary Tier 2 Writing Interventions

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This poster shares how to use early literacy continuum (ELC) data to plan and implement writing interventions utilizing curriculum-based evaluation. A case study will be presented where data and instructional procedures are illustrated. Information regarding the administration and scoring of the ELC will be presented. Primary teachers are encouraged to attend.

LEADER(S): Kylie Woodrum, Western Washington University, Bellingham

PRESENTER(S): Olivia Russell, Western Washington University, Bellingham

11:00–11:45 AM **SESSION: 185**
ROOM: POSTER 20, HALL E

Exploring the Number Line Assessment as an Early Numeracy Screener

TOPIC: STEM

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

This poster shares the results of two studies investigating the number line estimation task as a screener for students in kindergarten and first grade, along with a new number line screening measure in development. Discussion will center on critical mathematics screening content, resource allocation in school screening systems, and linkage of screeners to interventions.

LEADER(S): Marah Sutherland, University of Oregon, Eugene

PRESENTER(S): Ben Clarke, University of Oregon, Eugene; Mari Strand Cary, University of Oregon, Eugene; Lina Shanley, University of Oregon, Eugene; David Furjanic, University of Oregon, Eugene; Nicole Heller, University of Oregon, Eugene

11:00–11:45 AM **SESSION: 186**
ROOM: POSTER 21, HALL E

Teacher Think-Aloud Scripts: Intersection of Explicit Instruction and CCSS for Mathematical Practice

TOPIC: STEM

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Integrating explicit instruction with mathematics instruction aligned with the Common Core State Standards for Mathematical Practice can be challenging for both experienced and novice special educators. The presenters of this poster suggest using teacher think-aloud scripts and show how this can be integrated in teacher education or professional development programs. Participants will have access to hands-on activities, including revising exemplar scripts and creating new ones.

LEADER(S): Jemma Kwon, California State University, Sacramento

PRESENTER(S): Cynthia Griffin, University of Florida, Gainesville

11:00–11:45 AM **SESSION: 187**
ROOM: POSTER 22, HALL E

Knowledge and Use of Evidence-Based Practices in Special Education: A Literature Review

TOPIC: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

How well do professionals know and use evidence-based practices (EBPs)? More than 50 studies were identified that investigate and report on EBPs, but about half directly measure the knowledge of and use in special education. This poster presents the results and implications of a systematic literature review. An overview of the methods and measures used by researchers will also be provided.

LEADER(S): Mary Rose Sallese, Texas A&M University, College Station

NOTES:

11:00–11:45 AM **SESSION: 188**
ROOM: POSTER 23, HALL E

Know Thyself: The Crucial Role of Self-Advocacy in Effective Transition Planning for Students With Intellectual Disability

TOPIC: Career Development/Transition
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Poster Session

This poster will explore the role of self-advocacy in order to best prepare students with intellectual disability for post secondary success. A successful transition using self-advocacy includes four crucial components: knowledge of self, knowledge of rights, communication, and leadership. Practitioners, family members, and self-advocates can glean practical and effective tools to promote self-advocacy in transition planning.

LEADER(S): Matthew Wood, University of Northern Colorado, Greeley
PRESENTER(S): Madelyn Smith, University of Northern Colorado, Greeley

1:00–3:00 PM **SESSION: 189**
ROOM: PORTLAND BALLROOM 254

Program Chair Featured: Charter Schools: An Update

TOPIC: Public Policy
FORMAT: Presentation with Q&A

This session will highlight updates for charter schools and provide opportunities for questions and sharing concerns.

LEADER(S): Azure Angelov, ADS Education, Speedway, IN
PRESENTER(S): Tommy Reddicks, Paramount Schools of Excellence, Indianapolis, IN; Lauren Rhim, National Center for Special Education in Charter Schools, NY; David Bateman, Shippensburg University, PA

1:00–2:00 PM **SESSION: 190** **ROOM: A105**

Performance Differences on Mathematics Vocabulary for English Learners and Non-English Learners

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

To learn math, children must understand math vocabulary. The presenters of this session measured the math vocabulary performance of third graders. English learners (EL) with math difficulty (MD) experience lower performance than non-ELs with and without MD. They will demonstrate how to assess math vocabulary knowledge and discuss implications for instruction.

LEADER(S): Katherine A. Berry, The University of Texas at Austin
PRESENTER(S): Sarah Powell, The University of Texas at Austin

1:00–2:00 PM **SESSION: 191** **ROOM: A106**

Drill and Practice Strategies to Develop Fluency With Basic Number Combinations

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

This session provides participants with evidence-based drill and practice strategies interspersing known and unknown items to help students with mathematics difficulties develop fluency with basic number combinations. Fluency in this area helps to reduce the cognitive demand on working memory, allowing allocation of cognitive resources for more complex tasks. Modeling, increasing opportunity to respond, corrective feedback, and interspersing known and unknown items are effective practices.

LEADER(S): Friggita Johnson, Clemson University, SC

1:00–2:00 PM **SESSION: 192** **ROOM: A107**

Systematic Screening for Emotional and Behavioral Disorders in K-3 Settings

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Presentation with Q&A

Barriers such as limited awareness and system-level support hinder uptake and implementation of schoolwide emotional and behavioral screening. In this session, the presenters will discuss the use of emotional and behavioral screening in K-3 settings and present recent validity evidence for use of the Systematic Screening for Behavior Disorders (SSBD).

LEADER(S): Jason Small, Oregon Research Institute, Eugene
PRESENTER(S): Tara Korfhage, University of Louisville, KY; Andy Frey, University of Louisville, KY; Edward Feil, Oregon Research Institute, Eugene; Jon Lee, Northern Arizona University, Flagstaff

1:00–2:00 PM **SESSION: 193** **ROOM: B111**

Stakeholder Engagement Among State Special Education Agencies in Results-Driven Accountability Processes

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

This poster session presents research results relating to 50 state education agencies' (SEA) implementation of the 'stakeholder engagement' policy tool as a response to the federal expectation of improving results for students with disabilities through state systemic improvement plans (SSIPs). The presentation focuses on five themes and a state leadership model for engaging stakeholders.

LEADER(S): Anne Louise Thompson, WestEd, Machiasport, ME
PRESENTER(S): Mary Lynn Boscardin, University of Massachusetts, Amherst

1:00–2:00 PM SESSION: 194 ROOM: B112

Latino Families Speak Up: Realities and Expectations of Raising a Child With a Disability

TOPIC: International Programs/Services

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Oftentimes countries may not have the support systems that families of children with disabilities are looking for. This session presents the findings of a study that looked at the perceptions and experiences of Latino families raising children with disabilities and the effects of a lack of support.

LEADER(S): Marie Tejero Hughes, The University of Illinois at Chicago

PRESENTER(S): Wendy Gonzales, The University of Illinois at Chicago

1:00–2:00 PM SESSION: 195 ROOM: B113

Developing Crisis Plans to Support Students With Disabilities

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Although educators use research-based strategies to support the development and success of students with disabilities, this same detailed planning is not always carried through to support students during school crises. Students with disabilities need research-based strategies in order to survive. Presenters address the specific needs of students with disabilities pertaining to staying safe in school crises and the importance of documents such as individual emergency and lockdown plans (IELPs).

LEADER(S): Dusty Columbia Embury, Wright State University, Dayton, OH

PRESENTER(S): Laura Clarke, Northern Kentucky Cooperative for Educational Services, Cold Spring; Kim Puckett, Model Laboratory School, Eastern Kentucky University, Richmond; Jennifer Blakeman, Model Laboratory School, Eastern Kentucky University, Richmond

1:00–2:00 PM SESSION: 196 ROOM: B114

Bridging the Gap: Mental Health Services for Individuals With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Panel

Although individuals with autism spectrum disorder (ASD) suffer a higher rate of anxiety, stress, depression, and suicide than the general population, these conditions often go undiagnosed and untreated. This panel represents interdisciplinary perspectives (a special educator, a school counselor, a community counselor) and will focus on the characteristics, needs, and challenges of individuals with ASD and present effective intervention strategies.

LEADER(S): Kathleen Arban, Salisbury University

PRESENTER(S): Patricia Arter, Winthrop University, Rock Hill, SC

1:00–2:00 PM SESSION: 197 ROOM: B115

Embedded Coaching: Improving the Use of Evidence based Practices for Children With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session provides an overview of a professional development model for improving teachers' use of evidence-based practices for elementary students with autism spectrum disorder. The professional development model includes embedded coaching, online resources, goal development, and student progress monitoring. Videos and case examples will be shared.

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

PRESENTER(S): Samuel Odom, University of North Carolina, Chapel Hill; Yolanda Perkins, University of North Carolina, Chapel Hill; Mary White, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

1:00–2:00 PM SESSION: 198 ROOM: B116

How Can We Help? Practical Strategies for Improving Co-Teaching Teams

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This engaging session teaches a process to help K-12 teacher leaders, coaches, and administrators identify the most critical core competencies, enable peer support and reflection, address resistance to co-teaching, and use the CTIME model for more effective co-teaching. Participants will focus on specific domains when observing, supervising, and supporting co-teachers.

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

1:00–2:00 PM SESSION: 199 ROOM: B117

Training Preservice General Education Teachers to Collect Accurate ABC Data

TOPIC: Personnel Preparation

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

General educators may be involved in the functional behavior assessment (FBA) process via indirect or descriptive assessments, such as collecting antecedent-behavior-consequence (ABC) data. Providing instruction on this skill during preservice years can be beneficial to promote their involvement in the FBA process. This presentation shares results from a study evaluating the effects of training on preservice teachers' ability to collect ABC data.

LEADER(S): Mark Samudre, University of South Carolina, Columbia

PRESENTER(S): Kera Ackerman, University of Kentucky, Lexington

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 200 • ROOM: B118

STRATEGIES TO SERVE STUDENTS WHO ARE DEAFBLIND

TOPIC: Visual Impairments
FORMAT: Multi-Presentation Session

Determining a Tactile Threshold For Learners With Deafblindness: Teachers' Communication Modality Choices

When working with learners with deafblindness, teachers must not only consider a students' receptive modality, but also be modeling potential expressive modalities that can be used by the student in the future. Classroom videos will illustrate variations in teacher decision making and how they relate to students' levels of dual sensory loss, communication, and mobility.

LEADER(S): Loretta Brady, Hunter College, CUNY

TDB or Not TDB, That is the Question: Evaluating the Teacher of Students With DeafBlindness Pilot at the Texas DeafBlind Project

The Texas DeafBlind project launched a pilot program to train teachers of students who are DeafBlind (TDB) in their local districts. The goal of this pilot was to improve students' academic and social growth and teachers' instructional delivery, and develop district capacity for implementing the TDB model of service delivery for students who are deafblind. The study employs a mixed-methods evaluation research approach to examine the third cohort of the TDB pilot program.

LEADER(S): Adam Graves, Texas School for the Blind and Visually, Austin

Teaching Children With Deafblindness Symbol Use With the System of Least Prompts

This presentation shares the results of a study evaluating the effectiveness of the system of least prompts in teaching symbols for communicative purposes to children with deafblindness and multiple disabilities. This study extends the literature on the effectiveness of the system of least prompts to include individuals with dual sensory impairments.

LEADER(S): Chevonne Sutter, University of Nevada, Reno
PRESENTER(S): MaryAnn Demchak, University of Nevada, Reno

1:00–2:00 PM SESSION: 201 ROOM: C121

Reducing Disproportionality in Special Education and Exclusionary Discipline

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

Disproportionate representation of students of color in exclusionary discipline and in special education is a significant issue facing schools in the United States. Members of this panel will discuss research-based approaches for reducing disproportionality, including policy, intervention, and training at the pre- and in-service levels.

LEADER(S): Kristine Larson, Notre Dame of Maryland University
PRESENTER(S): Catherine Bradshaw, University of Virginia, Charlottesville; Cathy Kea, North Carolina A&T State University, Greensboro; Amanda Sullivan, University of Minnesota, Minneapolis

NOTES:

1:00–2:00 PM • SESSION: 202 • ROOM: C122

DEVELOPING SOCIAL SKILLS THROUGH MUSIC AND DANCE

TOPIC: Arts in Special Education

FORMAT: Multi-Presentation Session

MODERATOR: Alice Hammel, James Madison University, Harrisonburg, VA

Music Interventions to Support Social Development in Early-Childhood Inclusive Classrooms

During this session, participants will learn how to design music interventions for the early-childhood inclusive classroom to support the development of social skills for all students. Skills include joint attention, turn taking, greetings, and responses. Participants will be introduced to relevant social development theories, research, and music-based resources.

PRESENTER(S): Kayla Hughes, Music Together Worldwide, Hopewell, NJ

Will You Please Be My Partner? Developing Social Skills and Positive Behaviors Through Folk Dancing

Folk dance is an arts-based and meaningful activity to practice positive social skills and behaviors. Through this activity, students also practice eye contact, joint attention, theory of mind, and reciprocation, working together as a group to create the overall experience. Folk-dance clubs provide lifelong social and movement experiences for those with and without disabilities. Participants will be dancing and learning the techniques during this active and fun presentation.

LEADER(S): Alice Hammel, James Madison University, Harrisonburg, VA

PRESENTER(S): Susan Harvey, Midwestern State University, Wichita Falls, TX

1:00–2:00 PM SESSION: 203 ROOM: C123

General Education Mathematics Teachers' Rationales for Instruction Decisions for Students with Disabilities

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

This session presents the results of a mixed-methods study investigating the relation between students' demographic characteristics (e.g., disability status) and teachers' rationales for instruction decisions. Future directions for research will be shared and participants will discuss implications for practice.

LEADER(S): Erica Mason, University of Missouri, Columbia

1:00–2:00 PM SESSION: 204 ROOM: C124

Principals in Inclusive Schools: How School Leaders Make the Difference

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Principals receive very limited professional development about special education and how to lead schools that serve students with disabilities. Despite this lack of formal training, many leaders effectively use best practices for inclusive education and prioritize the needs of students with disabilities in the inclusive classroom. This session will explore what makes the difference in leaders who work to understand and implement best inclusive practices, as well as implications for practice.

LEADER(S): Megan McMillan, University of North Florida, Jacksonville

PRESENTER(S): David Hoppey, University of North Florida, Jacksonville

1:00–2:00 PM SESSION: 205 ROOM: C125

Implementing Video Modeling to Improve Student Transitions Across Inclusive Settings

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This presentation will share results from a study investigating the effects of video modeling (VM) and the system of least prompts (SLP) on completion of transitional routines by a student with extensive support needs (ESNs) across inclusive settings. The research team will present how to support transition needs using technology.

LEADER(S): Elizabeth Reyes, University of North Carolina, Charlotte

PRESENTER(S): Charles Wood, University of North Carolina at Charlotte; Amanda Vestal, University of North Carolina, Charlotte

1:00–2:00 PM SESSION: 206 ROOM: D133

How to Write for EC and TEC

TOPIC: Professional Development

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

In this session, the editors of CEC's Exceptional Children and TEACHING Exceptional Children will provide an overview of the journals and guidance for prospective authors. Participants will learn about the aim and scope of the journals and receive specific recommendations on how to prepare manuscripts for submission. In addition, information related to circulation, number of annual submissions, impact factor, and author experience will be presented. The session will include Q&A with the editors.

LEADER(S): John Wills Lloyd, University of Virginia, Charlottesville; Bill Therrien, University of Virginia, Charlottesville; Dawn Rowe, National Technical Assistance Center on Transition/East Tennessee State University

1:00–2:00 PM SESSION: 207 ROOM: D137

Teacher Retention Matters: Supporting Preservice and Early Career Teachers' Implementation of Positive Classroom Management Practices

TOPIC: Research

FORMAT: Presentation with Q&A

This session is designed for teacher educators, school administrators, coaches, and early career teachers who wish to improve implementation of positive and preventative classroom management practices, support the transition from preservice to early career, and improve teacher retention rates. The presenter will provide an overview of an experimental, single-subject research design research study, along with implications for supporting preservice teachers and the transition to early career.

LEADER(S): Janet VanLone, Bucknell University, Lewisburg, PA

1:00–2:00 PM SESSION: 208 ROOM: D138

Does KinderTEK iPad Math Help Kindergartners With Different Levels of Math Difficulties?

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

The KinderTEK iPad math program provides differentiated instruction to students learning, practicing, or struggling with early math concepts. The presenters will share KinderTEK's evidence-based instructional design and customization features that support student engagement and learning, along with results from initial cohorts of a randomized control efficacy trial. Attendees will learn key features to look for in educational apps for the classroom and best practices for implementing technology.

LEADER(S): Mari Strand Cary, University of Oregon, Eugene

1:00–2:00 PM SESSION: 209 ROOM: D139

Literacy Professional Development and Elementary Student Reading: Collaborative Efforts in Research, Policy, and Practice

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Panel

Most attempts to improve grade-level reading often narrowly focus on reading instruction and outcomes during third grade, although a larger focus is needed, especially for children reading below grade level. Individual school districts often use professional development (PD) in reading instruction for teachers. This panel presents findings from two evidence-based PD programs; represent research, policy, and practice perspectives; and discuss how collaborative efforts can improve student reading.

LEADER(S): Mary Bratsch-Hines, University of North Carolina, Chapel Hill

PRESENTER(S): Lynne Vernon-Feagans, University of North Carolina, Chapel Hill; Paige Pullen, University of Florida, Gainesville

1:00–2:00 PM SESSION: 210 ROOM: E142

DCDT's National Certification in Transition Education: Preparing Transition Professionals

TOPIC: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

CEC's Division of Career Development and Transition's transition standards for educating professionals in the field of transition 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): Stacie Dojonovic, University of Kansas, Lawrence

PRESENTER(S): Jane Razeghi, Division on Career Development & Transition, Centreville, VA; Kendra Williams-Diehm, University of Oklahoma, Norman; Darlene Unger, Kent State University, School of Lifespan Development and Educational Services, OH; Mary Morningstar, Portland State University, OR

1:00–2:00 PM SESSION: 211 ROOM: E143

UPGRADE Your Performance: Effective Soft-Skill Instruction for Students With Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This presentation provides results from three studies investigating the effects of UPGRADE Your Performance on the employment soft skills of students with disabilities across school and community job sites. Presenters will discuss implications for practitioners, including programming for generalization, utilizing technology for practitioner and student data collection, and access to curriculum resources to support implementation of UPGRADE Your Performance.

LEADER(S): Moira Konrad, The Ohio State University, Columbus

PRESENTER(S): Janet Estervig, Attainment Company, Verona, WI; Kelly Clark, Cornell University, Ithaca, NY

1:00–2:00 PM SESSION: 212 ROOM: E145

Implementing and Evaluating a Statewide MTSS K-3 Reading Initiative

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session presents the findings and explains the methodological approach used to evaluate a multiyear statewide multitiered system of support (MTSS) K-3 reading initiative designed to support students with reading disabilities and those at risk for reading difficulties.

LEADER(S): Ashley Oldham, University of St. Joseph, West Hartford, CT

PRESENTER(S): Michael Coyne, University of Connecticut, Storrs; Nicholas Gage, University of Florida, Gainesville; Darci Burns, HILL for Literacy, Woburn, MA; Cindy McGurl, HILL for Literacy, Woburn, MA

1:00–2:00 PM SESSION: 213 ROOM: E146

Explicit Instruction Plus Multimedia Delivery: Improving Adolescent Students' Vocabulary Performance

TOPIC: STEM

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

In this session, learners will gain familiarity with content acquisition podcasts (CAPs), a multimedia tool called. CAPs are easy to create and marry explicit instruction with multimedia design principles to teach key terms and concepts within content area courses. Samples and production steps will be provided.

LEADER(S): Victoria VanUitert, University of Virginia, Charlottesville

PRESENTER(S): Michael Kennedy, University of Virginia, Charlottesville; John Romig, University of Texas at Arlington

1:00–2:00 PM SESSION: 214 ROOM: E147

Use Data based Individualization to Improve High School Students' Computation and Problem-Solving Performance

TOPIC: STEM

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This session shares the results of a study examining the effects of intensifying math intervention through data-based individualization (DBI) on the computation and problem-solving performance of high school students with disabilities. Results showed student computation and problem-solving performance, as measured by the dependent measures, improved significantly for all three participants.

LEADER(S): Minyi Dennis, Lehigh University, Bethlehem, PA

PRESENTER(S): Emma Gratton-Fisher, Lehigh University, Bethlehem, PA

NOTES:

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 215 • ROOM: F150

GIFTED STUDENT PROGRAMMING AND SERVICES

TOPIC: Gifted and Talented
FORMAT: Multi-Presentation Session

Keys to Understanding Giftedness

Gifted students differ from their same-age peers in four significant ways. The presenters will share the keys to understanding giftedness, which provide the foundation for how (and why it is important) for schools to differentiate for gifted and talented students. The discussion will focus on four key attributes and how they relate to strategiesthat meet gifted students' needs.

LEADER(S): Lynette Breedlove, Western Kentucky University, Bowling Green

Acceleration: Who, What, When, Where, and How?

Acceleration is an intervention that moves students through the curriculum at a faster rate than typical. Though supported by extension research, many myths about acceleration exist and it remains an under-utilized instructional strategy. For students with exceptional cognitive ability, demonstrated high performance, and motivation, acceleration can ensure access to rigorous curriculum and appropriate levels of challenge.

LEADER(S): Wendy Behrens, Minnesota Department of Education, St. Paul

Leadership for Gifted Programs: Development, Implementation, and Enhancement

This presentation focuses on enhancing the knowledge, skills, and abilities of participants with leadership responsibilities or who are interested in gifted program leadership. Participants in this presentation will be able to enhance or develop strategies to establish, implement, and enhance gifted program services.

LEADER(S): Ken Dickson, Education Support & Consulting Network, Upper Marlboro, MD

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 216 • ROOM: F151

HARMONIZING FAMILY, STUDENT, AND TEACHER ADVOCACY

TOPIC: Parent/Family/School Partnerships
FORMAT: Multi-Presentation Session

A Working Triad: Teacher, Parent, Student, Together as 1-In It to Win It

Positive student outcomes in academic achievement and social-emotional behavior can be attributed to successful teacher-family-school partnerships. Although all voices should have equal input in this collaborative effort, most times the student does not have a voice. In this session, hear varying perspectives (teacher, parent, student) on this working triad partnership: personal struggles and victories, tips for advocacy, and strategies for working with students with exceptionalities.

LEADER(S): Courtney Cruz, Youngstown State University, OH

Connections Between Family, Teacher, and Student Advocacy: A Universally Designed General Education Classroom

Over 60% of students with disabilities spend 80% of the day in general education classrooms. General education teachers support students in becoming fluid with accommodations, design flexible curriculum, and collaborate with families to increase learning. The presenters will provide solutions from a parent center, an accessibility center, and a teacher to implement supports.

LEADER(S): Daniel McNulty, PATINS, Indianapolis, IN

PRESENTER(S): Kelly Grillo, Flagler County Schools, FL

1:00–2:00 PM SESSION: 217 ROOM: F152

Preventing Job-Related Stress: Extinguishing the Burnout Cascade

TOPIC: Starting the Teaching Career

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Occupational stress for education professionals is a documented problem and affects the quality of services they provide for students. The presentation provides an overview of the components and predictors of the burnout process; participants will learn about strategies to prevent and ameliorate the influence of occupation-related stress on teaching performance.

LEADER(S): Christen Knowles, University of Oregon, Eugene

PRESENTER(S): James Sinclair, University of Oregon, Eugene; David Lahna, Oregon Health & Sciences University, Portland

1:00–2:00 PM SESSION: 218
ROOM: OREGON BALLROOM 201

Self-Monitoring the Effects of Behavior Interventions in the Classroom

TOPIC: Personnel Preparation

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Demonstration

Although special educators identify professional development related to behavior management as a high-priority need, high-quality PD is often time- and resource-intensive. Self-monitoring (SM) is an alternative to traditional professional development models: educators record their behavior, during ongoing instructional routines. This demonstrate teaches educators how to use SM to improve their use of evidence-based behavior interventions.

LEADER(S): Emily Gregori, University of Illinois at Chicago

PRESENTER(S): Christine Drew, University of Oregon, Eugene

1:00–2:00 PM SESSION: 219
ROOM: OREGON BALLROOM 202

Online Professional Learning to Support Students Who Struggle With Writing: Technology + Writing Strategies + Progress Monitoring

TOPIC: Learning Disabilities

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

Join this session and explore a free, online, research-based, auto-scored progress monitoring tool as well as a professional learning suite that supports the teachers of students who score below grade level in writing. Supporting better utilization of one-to-one technology and evidence-based writing strategies, participants will learn from field-based educators. Participants will be able to practice with the progress monitoring tool and explore the professional learning website and lessons.

LEADER(S): Amber Rowland, University of Kansas, Lawrence

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

1:00–2:00 PM SESSION: 220
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Special Education as Specially Designed Instruction: In Recognition and Honor of Zig Engelmann

TOPIC: Pioneers/Historical Perspectives

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Panel

This session will honor Siegfried 'Zig' Engelmann and his contribution to the concept of 'specially designed instruction,' as PL 94-142 defines special education. Presenters will discuss Zig's contributions to the architecture of instruction applied to the full range of academic learning, social behavior and across the full continuum of disabilities.

LEADER(S): Edward Kame'enui, Center On Teaching and Learning, University of Oregon, Eugene

PRESENTER(S): Anita Archer, Educational Consultant, Portland, OR; Douglas Carnine, University of Oregon, Eugene; Geoff Colvin, Educational Consultant, Eugene, OR; Kurt Engelmann, National Institute for Direct Instruction, Eugene, OR

NOTES:

1:00–2:00 PM **SESSION: 221**
ROOM: PORTLAND BALLROOM 253

Make Collaborative Data Collection Easier with Google Forms

TOPIC: Assessment

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

The job of an intervention specialist can be overwhelming, especially for those new to the field. In addition to a multitude of other duties, intervention specialists monitor student progress toward individualized education program (IEP) goals, which means data collection and analysis is a vital part of their job. Using Google Forms help can ease the process. This interactive session will ensure you have the basic technology tools necessary to create your own collaborative data collection forms.

LEADER(S): Michele Nobel, Ohio Wesleyan University, Delaware

1:00–2:00 PM **SESSION: 222**
ROOM: PORTLAND BALLROOM 255

Program Chair Featured: Improving Algebra Readiness in Middle School

TOPIC: STEM

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

This session focuses on projects to improve algebra readiness for middle school students with mathematics disabilities and difficulties. Panelists will discuss issues and constraints, different types of job-embedded professional development, and lessons learned during the first year of implementation.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Russell Gersten, Instructional Research Group, Los Alamitos, CA; Erica Lembke, University of Missouri, Columbia; Kathleen Pfannenstiel, American Institutes for Research, Austin, TX

1:00–2:00 PM **SESSION: 223**
ROOM: OREGON BALLROOM 203

Avoiding Due Process: Converting IDEA Complaints into IDEA Compliance

TOPIC: Administration/Supervision

SECONDARY TOPIC: Public Policy

FORMAT: Demonstration

Educators of students with disabilities are constantly bombarded with challenging situations requiring split-second decisions, which all too often result in a due process hearing. This interactive demonstration shares 10 tips for avoiding due process complaints; attendees will review and respond to common dilemmas that have led to due process hearings and identify alternative, successful approaches for resolving issues.

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

PRESENTER(S): Mary Murray, Bowling Green State University, OH

1:00–2:00 PM **SESSION: T104** **ROOM: G129**

Research-to-Practice Connections: Using Technology and Toys to Monitor Infant and Toddler Growth

FORMAT: Tech Playground

LEADER(S): Jay Buzhardt, Dale Walker, Charles Greenwood, Judith Carta, and Susan Higgins, Juniper Gardens Children's Project, University of Kansas, Kansas City

1:00–2:00 PM **SESSION: T105** **ROOM: G130**

Educator Experience: Video Modeling Using Augmented Reality

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

Table 1: Min Wook Ok, Table 2: Natalie Haggerty, Table 3: Adam Carreon

LEADER(S): Min Wook Ok, Daegu University, South Korea; Natalie Haggerty, University of Hawaii at Manoa, Honolulu; Adam Carreon, University of Kansas, Lawrence

NOTES:

1:00–2:00 PM **ROOM: C120**

Exhibitor Showcase: Creating an Infrastructure to Ensure Students with Significant Cognitive Disabilities Are Included in General Education

FORMAT: Exhibitor Showcase Session

Regardless of disabilities, all students should be afforded the opportunity to be educated alongside their typically developing peers to the greatest extent possible. Join us to learn how your educational community can provide meaningful opportunities for students with significant cognitive disabilities and/or autism spectrum disorder (ASD) to participate in inclusive settings.

LEADER(S): Darby Lasley, Lead Trainer and OrPATS Project Coordinator, Portland, STAR Autism Support, OR

1:00–2:00 PM **ROOM: B110**

Exhibitor Showcase: Increasing Accessibility and Fostering Inclusive Classrooms With Free Tools From Microsoft Education

FORMAT: Exhibitor Showcase Session

Students with learning disabilities are often at a disadvantage from their peers when it comes to accessing curriculum and engaging in classroom content. Microsot's new broad set of assistive technology capabilities ensure that students of all abilities can engage, personalize learning and demonstrate cognitive abilities to effectively participate in their learning community. This session will discuss what inclusive classrooms and employing accessibility look like from the standpoint of reading, writing, math, and communication. The presenter will be sharing examples from Microsoft Education's free accessibility suite of tools.

LEADER(S): Rachel Berger, Microsoft Educational, Redmond, WA

1:00–1:45 PM **SESSION: 225**
ROOM: POSTER 1, HALL E

Effective Use of Language Prompts During Shared Book Reading

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Early Childhood and Early Intervention
FORMAT: Poster Session

This poster presents the results of a study focusing on how tutors' use of language prompts during shared book reading relates to language and emergent literacy skills for children with autism spectrum disorder (ASD). The frequency of tutors' use of completion prompts, a type of contextualized language prompt, used during book reading task was uniquely related to outcomes in phonological awareness. Results have implications for the types of support that tutors provide.

LEADER(S): Colin Gasamis, University of Washington, Seattle

1:00–1:45 PM **SESSION: 226**
ROOM: POSTER 2, HALL E

A Meta-Analysis of Video Prompting to Teach Daily Living Skills

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Innovations in Special Education Technology
FORMAT: Poster Session

This poster session presents an overview of the use of video prompting via mobile technology to teach daily living skills to individuals with intellectual disability. Results of the meta-analysis support the effectiveness of video prompting to teach personal, domestic, and community living skills to individuals with mild, moderate and severe intellectual disability.

LEADER(S): Sharon Walters, Clemson University, SC
PRESENTER(S): Jordan Stierle, Clemson University, SC

1:00–1:45 PM **SESSION: 227**
ROOM: POSTER 3, HALL E

Current Profiles of Students With Emotional and Behavioral Disorders

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

Detailed information about the academic and behavioral needs of students with emotional and behavioral disorders (EBD) is necessary to design effective interventions. This poster shares student profiles, based on teacher- and parent-reported measures and demographic variables, for a sample of middle school youth with EBD. Implications for educators will be discussed.

LEADER(S): Jennifer Farley, University of Nebraska-Lincoln
PRESENTER(S): Angelique Aitken, University of Nebraska-Lincoln; Daniel Poling, University of Florida, Gainesville

1:00–1:45 PM **SESSION: 228**
ROOM: POSTER 4, HALL E

Screening and Progress Monitoring Self-Regulation Skills

TOPIC: Assessment
SECONDARY TOPIC: Research
FORMAT: Poster Session

This poster session presents initial research efforts to create reliable and valid screening and progress monitoring tools that assess a student's risk for poor self-regulation. These measures are based on a research-based definition of self-regulation: A self-regulated learner is connected, self-aware, self-determined, strategic, and resilient. Because self-regulation is a multicomponent and dynamic construct, tools are designed for daily use and are specific to the learning context.

LEADER(S): Evelyn Johnson, Boise State University, ID

1:00–1:45 PM **SESSION: 229**
ROOM: POSTER 5, HALL E

Guardianship Alternatives and Supported Decision Making: Helping People Lead Independent Lives

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Individuals with disabilities may need support from others when making complex, well-informed decisions. This poster session presents alternatives to guardianship (including supported decision making) and tools (release forms, agreements, power of attorney, special needs trusts, partial guardianship) that help individuals with disabilities have more control over their lives. This session highlights information from CEC-DADD's Prism 11 book.

LEADER(S): L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN

PRESENTER(S): Shannon Sparks, California State University, San Bernardino; Bonnie Henning, University of St. Thomas, Minneapolis, MN; Debra Cote, California State University, Fullerton; Erin Farrell, University of St. Thomas, Minneapolis, MN

1:00–1:45 PM **SESSION: 230**
ROOM: POSTER 6, HALL E

Self-Determination of Students With Disabilities During Their First Year at College

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Poster Session

Students with disabilities are attending college at increased rates. Little data has been collected on students who self-identify as having a disability and their intentions for seeking disability support services. This poster session reviews CIRP Freshmen Survey data through the lens of a conceptual framework of self-determination, providing insight into the prevalence of disability at college, students' intentions for seeking help across campus, and their feelings during classes.

LEADER(S): Bridget Green, Duquesne University, Pittsburgh, PA

PRESENTER(S): Judith Imperatore, J. Lynn Enterprises, Tolland, CT

1:00–1:45 PM **SESSION: 231**
ROOM: POSTER 7, HALL E

Evaluating Special Education Teacher Candidates' Growth on Cultural Identity and Competency

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster presentation outlines a case study examining how specific assignments and personalized intercultural competence coaching, goal-setting discussions, and year-long residency in an urban setting led to growth in cross-cultural competence as measured by the intercultural development inventory (IDI) and other qualitative measures.

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

1:00–1:45 PM **SESSION: 232**
ROOM: POSTER 8, HALL E

Teacher Preparation Matters: What Do Teachers Believe About Dyslexia and Special Education Policy?

TOPIC: Learning Disabilities

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Myths about dyslexia are pervasive in the education community and may be one cause of persistent academic failure of students with learning disabilities. This poster presents findings from the Teacher Knowledge of Dyslexia Survey, which contains questions about cause and characteristics, assessment and intervention, and education policy. Participants will be able to explore and make suggestions for the improvement of the survey instrument.

LEADER(S): Sunshine Moss, University of Florida, Gainesville

1:00–1:45 PM **SESSION: 233**
ROOM: POSTER 9, HALL E

Supporting Individuals Who Are Deafblind: Interpreters, Interveners, and Support Service Providers

TOPIC: Visual Impairments

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

Individuals who are deafblind interact with their environment in unique ways. To provide access to the environment and encourage empowerment, there is a need for trained professionals to meet the needs of individuals who are deafblind with varying life experiences. Each of these roles is unique, and collectively fulfill the unique communication, social, learning, and relational needs of deafblind people. This poster examines the roles of interpreters, interveners, and support service providers.

LEADER(S): Kristi Probst, National Center on Deaf-Blindness, Sands Point, NY

1:00–1:45 PM **SESSION: 234**
ROOM: POSTER 10, HALL E

Understanding High-Leverage Practices: Exploring Bridges and Barriers to Implementation

TOPIC: Measuring Special Education Teacher Effectiveness
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

This poster describes a seven-part webinar series implemented statewide (with the support of the local department of education and the CEEDAR Center) which provided an overview of high-leverage practices and shared strategies and resources for implementation by stakeholders. Upon completing the web series, the team disseminated a survey to assist in assessing the efficacy of the webinars. Participant responses may inform future initiatives to scale up and support HLP implementation.

LEADER(S): DaShaunda Patterson, Georgia State University, Atlanta
PRESENTER(S): Melissa Driver, Kennesaw State University, GA; Kate Zimmer, Kennesaw State University, GA

1:00–1:45 PM **SESSION: 235**
ROOM: POSTER 11, HALL E

A Physics Teacher and a Preschool Special Educator Walk Into a Bar … The Value of Cross-Disciplinary PD for Reaching Diverse Learners

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Poster Session

All jokes aside, Delaware's Department of Education and State Education Association are co-sponsoring two popular courses on getting to know and effectively serve diverse learners, including those with disabilities. Teachers, paraprofessionals, and school counselors who work with students at all ages, and across all content areas, are responding enthusiastically.

LEADER(S): George Tilson, Tilson & Diaz Solutions, Inc., Takoma Park, MD
PRESENTER(S): Dale Matusevich, Delaware Department of Education, Dover

1:00–1:45 PM **SESSION: 236**
ROOM: POSTER 12, HALL E

Collaboration With BCBAs: Implementing Recommendations in the Classroom

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Emotional and Behavioral Disorders
FORMAT: Poster Session

In this poster session, teachers will learn about strategies for collaborating with board-certified behavioral analysts (BCBAs. Effective strategies for understanding and integrating BCBA recommendations into functional classroom use will be reviewed. Communication, data collection, and instructional strategies will be presented. Teachers and BCBAs who work with students who have complex behavioral challenges are encouraged to attend.

LEADER(S): Jamie Stoothoff, University of Massachusetts, Amherst
PRESENTER(S): Bridget Kelley, Western Washington University, Bellingham

1:00–1:45 PM **SESSION: 237**
ROOM: POSTER 13, HALL E

Understanding the Wraparound Process for Youth With Emotional and Behavioral Disorders

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Poster Session

This poster shares the results of a study evaluating the effectiveness of the wraparound process for students with challenging behaviors. The study focused on students with emotional and behavioral disorders in elementary, middle, and high school. The presentation will include results, limitations, and directions for future research.

LEADER(S): Mandy Lusk, Clayton State University, Morrow, GA

1:00–1:45 PM **SESSION: 238**
ROOM: POSTER 14, HALL E

Snack Talk: Increasing Social Engagement During Mealtimes for Young Children With ASD

TOPIC: Early Childhood and Early Intervention
FORMAT: Poster Session

In education settings, the arrangement of children seated around tables in close proximity to one another during mealtimes provides a natural structure for social communication. However, children with autism spectrum disorder (ASD) often have difficulty accessing and participating in these conversations. This poster presentation outlines an intervention designed to increase the social engagement and communication of children with ASD during mealtimes, using social communication supports.

LEADER(S): Katherine Bateman, University of Virginia, Charlottesville
PRESENTER(S): Sarah Emily Wilson, University of Virginia, Charlottesville; Bill Therrien, University of Virginia, Charlottesville

1:00–1:45 PM **SESSION: 239**
ROOM: POSTER 15, HALL E

Video Reflection and Analysis: Building Proficiency With Explicit Instruction Methods in Preservice Teachers

TOPIC: Personnel Preparation

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Preservice teachers seeking dual certification in general and special education participated a series of lesson demonstrations focused on building explicit instruction teaching methods. All lessons were video taped with students performing a number of analysis procedures and reflective activities. This poster presents two semesters of data demonstrating quantitative growth in number and type of opportunities to respond, as well as specific feedback statements. Qualitative data are provided.

LEADER(S): Courtney Dexter, Lycoming College, Williamsport, PA

1:00–1:45 PM **SESSION: 240**
ROOM: POSTER 16, HALL E

Social-Emotional Learning Strategy Perceptions in Juvenile Facilities

TOPIC: Personnel Preparation

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

The presenters of this poster surveyed and interviewed staff from juvenile justice facilities to learn about experiences, perceptions, and preparedness to implement social-emotional learning (SEL) strategies. They found several common barriers presented by staff related to SEL implementation and buy-in. Resources to improve both are provided.

LEADER(S): Skip Kumm, The University of Alabama, Tuscaloosa

PRESENTER(S): Sara Sanders, The University of Alabama, Tuscaloosa; Kristine Jolivette, The University of Alabama, Tuscaloosa; Brandis Ansley, Central Michigan University, Mount Pleasant

1:00–1:45 PM **SESSION: 241**
ROOM: POSTER 17, HALL E

You Can Lead a Teacher to Velcro But How Do You Make it Stick?

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Cincinnati Public Schools created a Curriculum Access Team to support teachers' understanding, utilization, and confidence with resources to increase access to curriculum for students with disabilities. This poster highlights the journey beginning with the district need through implementation and focuses on procedures, logistical tips, and working in teams.

LEADER(S): Joelle McConnell, Cincinnati Public Schools, OH

PRESENTER(S): Sara Vank, Cincinnati Public Schools, OH; Julie Bassett, Cincinnati Public Schools, OH; Cheryl McBee, Cincinnati Public Schools, OH

1:00–1:45 PM **SESSION: 242**
ROOM: POSTER 18, HALL E

eMentoring: Supporting the Retention of Novice Early Childhood Special Educators

TOPIC: Administration/Supervision

FORMAT: Poster Session

This poster session presents an electronic mentoring model used with novice and veteran early childhood and special educators. Alumni were partnered with recent program graduates to engage in an informal e-mentoring relationship requiring both synchronous and asynchronous meetings. The perceived benefits of an e-mentoring relationship, the participants' continued employment in high-need positions, teacher preparation pedagogy, and workforce development were examined and will be discussed.

LEADER(S): Lisa Burke, Elmhurst College, IL

PRESENTER(S): Linda Dauksas, Elmhurst College, IL

NOTES:

1:00–1:45 PM **SESSION: 243**
ROOM: POSTER 19, HALL E

Looking for Exceptional Educational Opportunities? Try International Student Teaching!

TOPIC: International Programs/Services

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Looking to provide special and general education teacher candidates with practicum experiences that broaden their professional knowledge and providing multicultural activities? The idea of creating a 'worldly teacher' through a more globally focused university education pathway is a component driving an increasingly popular and valuable movement. Every semester, the College of Education at Bridgewater State places over 10% of its student teachers in diverse international settings.

LEADER(S): Robert MacMillan, Bridgewater State University, MA

1:00–1:45 PM **SESSION: 244**
ROOM: POSTER 20, HALL E

Using Technology-Assisted Instruction to Improve Phonological Skills for K-2 Students With Developmental Delays

TOPIC: Research

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

This poster shares the results of two applied research studies conducted by interning teachers in which teacher-created, technology-based activities were used to improve phonological skills for K-2 students with developmental delays. The presenters will discuss implications for classroom instruction and future research.

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

PRESENTER(S): T. Luke Saunders, University of Tennessee, Knoxvile

1:00–1:45 PM **SESSION: 245**
ROOM: POSTER 21, HALL E

AAC Apps for Students With Complex Communication Needs … Which is the Best?

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

Choosing the most effective alternative and augmentative communication (AAC) mobile app for a student with complex communication needs can be challenging, given the variety of available apps. This poster presentation shares results from an evaluation of apps from three categories: (1) communication skills, (2) simple communication, and (3) full communication systems.

LEADER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

PRESENTER(S): Miriam Boesch, University of North Texas, Denton

1:00–1:45 PM **SESSION: 246**
ROOM: POSTER 22, HALL E

Exploring the Subculture of Students Who Are Deaf and Hard of Hearing in an Inclusive School

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster session shares the results of a study exploring the shared subculture of students who are deaf and hard of hearing (DHH) and educated in a mainstream school. Questions regarding the culture of DHH teenagers in mainstream schools contributes to any understanding of 'full inclusion.' Analyzing the perspectives and interactions of these adolescents reveals themes and insight into the cultural characteristics of DHH students in inclusive settings, a minimally explored topic.

LEADER(S): Carrie Woods, University of Central Florida, Orlando

1:00–1:45 PM **SESSION: 247**
ROOM: POSTER 23, HALL E

Mental Health of Teacher Candidates: Are Preservice Teachers Getting the Resources They Need to be Successful?

TOPIC: Starting the Teaching Career

SECONDARY TOPIC: Research

FORMAT: Poster Session

Teacher candidates need to be prepared in their classes for their future careers and the stresses associated with the job. It is important that preservice teachers learn to take care of themselves; researchers are starting to examine the mental health of current teachers and how the profession has affected them.

LEADER(S): Lauren Meyer, University of Wisconsin La Crosse

PRESENTER(S): Hannah Guyette, University of Wisconsin La Crosse; Ashley Zehner, University of Wisconsin La Crosse;

1:00–1:45 PM **SESSION: 248**
ROOM: POSTER 24, HALL E

Facilitating Teachers' Implementation Fidelity of Culturally Responsive Social Skill Instruction

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presents the results of a quantitative experimental single-subject, multiple probe across teacher-student dyads design study that examined the effects of a multitiered coaching model on teacher implementation fidelity of culturally responsive social skill instruction and the rule violations of students across three different schoolwide core values.

LEADER(S): Deondra Gladney, University of North Carolina at Charlotte

PRESENTER(S): Holly Johnson, University of North Carolina at Charlotte

2:15–3:15 PM SESSION: 251 ROOM: A105

Teaching History and Social Studies to Struggling Learners and Students With LD

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Panel

The Common Core State Standards call for literacy to be a shared enterprise across all academic subjects. The National Council for Social Studies' C3 framework envisions students as critical readers who are able to write cogent arguments. How can struggling learners reach ambitious social studies goals? This panel provides some answers, drawing on reading and writing research.

LEADER(S): Susan De La Paz, University of Maryland, College Park

PRESENTER(S): Stephen Ciullo, Texas State University, San Marcos

2:15–3:15 PM SESSION: 252 ROOM: A106

Structured Literacy for Students With Dyslexia and Related Language-Learning Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Structured literacy (SL) addresses the learning needs of children with dyslexia, enriching all students' knowledge in a way that is explicit, powerful, and engaging. In this session, professional learning instructors demonstrate the application of SL for general and special education teachers who differentiate instruction to reach and support all learners.

LEADER(S): Alicia Roberts Frank, Educational Service District 113, Tumwater, WA

2:15–3:15 PM SESSION: 253 ROOM: A107

Increasing Motivation Among Students Who Demonstrate Challenging Behavior: Strategies to Increase Student Engagement

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Students with emotional and behavioral disorders (EBD) often have academic deficits and display challenging behavior in the classroom. Although these behaviors might seem to indicate students lack motivation, their behavior may be a response to aversive stimuli (ineffective academic instruction or academic tasks perceived as being too challenging). The presenters of this session will review relevant research regarding motivation among students with EBD and share practical strategies.

LEADER(S): Staci Zolkoski, University of Texas, Tyler

PRESENTER(S): Mandy Lusk, Clayton State University, Morrow, GA; Calli Lewis-Chiu, California State University, Fullerton

2:15–3:15 PM SESSION: 254 ROOM: B111

Application of the Condition-Learner-Behavior-Criteria Format to IFSP Outcomes: Suggestions for Practitioners and Families

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Accountability Systems for Students with Disabilities

FORMAT: Presentation with Q&A

Early interventionists and families share the responsibility for collecting present level of development (PLOD) data and writing outcomes for individualized family service plans (IFSPs). However, these statements often are written in ways that make them difficult to interpret and measure. The presenters of this session will introduce the condition-learner-behavior-criteria (CLBC) and highlight three key questions to guide professionals as they write IFSP outcome statements aligned to PLOD data.

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

PRESENTER(S): Stephanie DeSpain, Northern Illinois University, DeKalb

2:15–3:15 PM SESSION: 255 ROOM: B112

Four Unique Approaches to Innovative Technologies and Teacher Preparation

TOPIC: Personnel Preparation

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Panel

This panel will review current trends in embedding technology into special education teacher preparation, and provide specific examples of research on technology-enhanced preparation activities from four researchers with differing approaches and methodologies.

LEADER(S): Sarah Nagro, George Mason University, Fairfax, VA

PRESENTER(S): Maya Israel, University of Florida, Creative Technology Research Lab, Gainesville; Michael Kennedy, University of Virginia, Charlottesville

2:15–3:15 PM SESSION: 256 ROOM: C123

What Students Really Need in Co-Taught Classes: Specially Designed Instruction

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Specially designed instruction (SDI) is required for students with disabilities, but too often is missing in co-taught classes. This fact-paced session clarifies SDI, sketches its implementation in co-taught classes, and provides specific examples from elementary, middle, and high school co-taught classes throughout the U.S. Have questions about SDI? Come to learn answers!

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

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

2:15–3:15 PM SESSION: 257 ROOM: B114

Using the Interview Informed Synthesized Contingency Analysis (IISCA) to Address Challenging Behavior

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

This presentation shares the results of a study investigating how the Interview Informed Synthesized Contingency Analysis (IISCA) influences treatments for challenging behavior in adolescents and adults with autism spectrum disorder (ASD). Results suggest that the IISCA is a promising way to decrease challenging behavior and increase the social engagement of this population.

LEADER(S): Kate Sadler, University of Virginia, Charlottesville
PRESENTER(S): Bill Therrien, University of Virginia, Charlottesville; Sarah Emily Wilson, University of Virginia, Charlottesville

2:15–3:15 PM SESSION: 258 ROOM: B115

Intersecting Instructional Design, Special Education, and Online Pedagogy: Supporting Learners With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Presentation with Q&A

Increasing numbers of students with autism spectrum disorder (ASD) are participating in online learning. This session focuses on the challenges students with ASD may face as online learners. Participants will learn best practices for collaborative learner support strategies that intersect instructional design, online pedagogy, and inclusive education.

LEADER(S): Gloria Niles, University of Hawaii, West Oahu

2:15–3:15 PM SESSION: 259 ROOM: B116

Developing Special Education Teacher Leaders: Practical Methods for Administrators and Teachers

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

Special education teacher leadership is essential for the development and implementation of systemic policies and practices to support students with disabilities. Drawing from a recent large-scale research project, this presentation provides special educators and administrators with methods for developing special education teacher leaders to inform schoolwide special education programming.

LEADER(S): Marie Tejero Hughes, The University of Illinois at Chicago
PRESENTER(S): Daniel Maggin, The University of Illinois at Chicago; Amanda Passmore, University of Illinois at Chicago; Skip Kumm, The University of Alabama, Tuscaloosa

2:15–3:15 PM SESSION: 260 ROOM: B117

Applying the UDL Framework Using Low-Tech Strategies

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

The universal design for learning (UDL) framework meets the diverse needs of students and can be used in all subjects and grades, and with any level of technology. In this session attendees will be presented with low-tech strategies they can use in their classrooms for inexpensive, effective implementation.

LEADER(S): Ruby Owiny, Trinity International University, Deerfield, IL
PRESENTER(S): Kathleen Boothe, Southeastern Oklahoma State University, Durant

2:15–3:15 PM SESSION: 261 ROOM: B118

Using Email as Performance Feedback: Teaching Education Professionals to Implement Interventions for Students With Visual Impairments

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

Education professionals need support in successfully implementing interventions with their students. A dissertation study evaluated the effectiveness of using performance feedback delivered by email to increase paraprofessionals' implementation of constant time delay to teach braille words. The use of email feedback was very successful. This presentation offers both evidence and practical details on how to use email feedback as a support tool.

LEADER(S): Carlie Rhoads, Western Oregon University

2:15–3:15 PM SESSION: 262 ROOM: C121

Bifocal Teacher Preparation: Special Education for Culturally and Linguistically Diverse Learners and a Critical, Historical Policy Perspective

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

The presenters of this session centered their teaching of a teacher education course with foci on critical historical, policy, and educational outcomes for students with disabilities from culturally and linguistically diverse backgrounds, and teacher positionalities. This was articulated through classroom discourse, student assignments and work products, and individualized conversations with teacher candidates (TCs) to illustrate connections between federal policies and school-level practice.

LEADER(S): Sarah Salinas, Arizona State University, Tempe
PRESENTER(S): Mildred Boveda, Arizona State University, Tempe

2:15–3:15 PM SESSION: 263 ROOM: C122

Tip for Navigating the Ivory Tower for Early-Career Scholars

TOPIC: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Doctoral students and early-career faculty are invited to participate in topical roundtable discussions on grant procurement, publishing, teaching and work/life balance. Special attention will be placed on issues pertinent to scholars of color and those whose scholarship centers on students of culturally and linguistically diverse backgrounds.

LEADER(S): Cathy Kea, North Carolina A&T State University, Greensboro

PRESENTER(S): Endia Lindo, Texas Christian University, Fort Worth; Evette Simmons-Reed, Ball State University, Muncie, IN

2:15–3:15 PM SESSION: 264 ROOM: B113

A Neuro-Education Model: 21st-Century Efficacy in Special Education

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

The synthesis of literature and research from a multidisciplinary neuro-education model provides a new level of efficacy in special education. This model integrates knowledge from neuroscience (brain), cognitive psychology (mind), and language function (semantics, pragmatics, and semiotics). The presenters will provide a description of the model along with practitioner methods and results of case studies and research data from inclusive classrooms.

LEADER(S): Ellyn Arwood, University of Portland, OR

PRESENTER(S): Chris Merideth, University of Portland, OR

MULTIPLE PRESENTATIONS

2:15–3:15 PM • SESSION: 265 •ROOM: C124

SYSTEMIC COLLABORATION: PARTNERING WITH AGENCIES FOR STUDENT SUCCESS

TOPIC: Collaboration and Inclusive Practices

FORMAT: Multi-Presentation Session

MODERATOR: Kathleen Puckett, Arizona State University, Mesa

Building Collaboration and Capacity at the Local Level to Improve Outcomes for Students With Disabilities

Collaboration between schools, vocational rehabilitation, and other partners has long been viewed as important in improving outcomes for students with disabilities. This multi-presentation session will highlight the key components of partnership development, provide tools and resources that facilitate local collaboration, and share examples of successful local interagency collaboration efforts.

LEADER(S): Caroline MaGee, University of Oregon, Eugene

PRESENTER(S): Ruth Allison, NTACT/TransCen, Inc., Rockville, MD; Jacque Hyatt, TransCen, Inc., Rockville, MD

Interagency Collaboration With Vocational Rehabilitation and Schools: Can It Really Be Done?

Explore how interagency collaboration with vocational rehabilitation (VR) can lead to great successes. Learn how Oregon has worked to include VR at multiple levels, and participate in a Q&A with a former VR counselor turned researcher. Participants will leave with "Monday-morning strategies" on how to foster collaboration with VR.

LEADER(S): Jesse Berkey, University of Oregon, Eugene

PRESENTER(S): Gerrit Wiebe, University of Oregon, Eugene

NOTES:

2:15–3:15 PM SESSION: 266 ROOM: C125

Teacher2Teacher: Inclusion Strategies for Students With Intellectual Disability

TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Looking to improve inclusion of students with intellectual disability at your school? The presenters of this session will discuss academic and social emotional aspects of inclusion: actionable strategies for developing a collaborative relationship between general and special education, effectively using peer mentors, and modifications and accommodations resources for students with diverse learning profiles. Attendees will gain concrete ideas for creating a more inclusive school environment.

LEADER(S): Mary Desmarais, Bishop O'Connell High School, Arlington, VA

2:15–3:15 PM SESSION: 268 ROOM: D138

The National MTSS Research Network: Integrating Academic and Behavior Supports

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Panel

The Institute of Education Sciences' national MTSS Research Network comprises research teams funded to examine the effects of integrating academic and behavior support within multitiered systems of support (MTSS). Panelists will describe MTSS network research, highlight opportunities for the field, and discuss what we do and do not know about integrated MTSS.

LEADER(S): Michael Coyne, University of Connecticut, Storrs; Brandi Simonsen, University of Connecticut, Storrs; Amy Sussman, National Center for Special Education Research, U.S. Department of Education, Washington, DC

PRESENTER(S): Nathan Clemens, The University of Texas at Austin; Allison Gandhi, American Institutes for Research, Washington, DC; Kathleen Lynne Lane, University of Kansas, Lawrence

2:15–3:15 PM SESSION: 269 ROOM: D139

Fostering Student Executive Functioning: Classroom Environment, Teacher-Student Interactions, and Peer Relationships

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Executive functioning (EF) is key to students' school and lifelong success; fostering EF is especially critical for students with attention- and behavior- related disabilities. The presenters of this session conducted a systematic review of the literature and will share findings and implications related to how classroom environment, teacher-student interactions, and peer relationships play a crucial role in cultivating student EF across age groups.

LEADER(S): Michelle Cumming, Florida International University, Miami

PRESENTER(S): Andy Pham, Florida International University, Miami; Elizabeth Bettini, Boston University, MA

2:15–3:15 PM SESSION: 270 ROOM: E142

Using SDLMI in Inclusive Secondary Classrooms: The Effect of Implementation Supports

TOPIC: Career Development/Transition

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

This presentation reviews the findings of a study comparing the efficacy of varying intensities of implementation supports for teachers (inservice + online supports; inservice + online supports + coaching) using the self-determined learning model of instruction (SDLMI) in inclusive secondary general education core content classes. Findings regarding student self-determination, academic goal attainment, and access to general education will be presented and future directions described.

LEADER(S): Karrie Shogren, University of Kansas, Lawrence

PRESENTER(S): Sheida Raley, University of Kansas, Lawrence; Steven Smith, Maryland Coalition for Inclusive Education, Elkridge

NOTES:

2:15–3:15 PM SESSION: 271 ROOM: E143

Education of Students Who Are DHH: Ethics, Policy, Practice, and Advocacy

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Public Policy

FORMAT: Panel

The field of education of students who are DHH (deaf/hard of hearing) currently faces several challenges, including instruction effectiveness, teacher preparation, and research-based practices. In this session, a panel will continue the conversation from previous DCD-CEC Convention presentations addressing challenges and future directions for the field, and will include breakout groups to discuss topics of specific interest to attendees.

LEADER(S): Becca Jackson, Minnesota Department of Education, St. Paul

PRESENTER(S): Suzanne Raschke, Saginaw Valley State University, MI; Kevin Miller, Concordia University, Seward, NE; Caron Mellblom-Nishioka, California State University, Dominguez Hills; Debra Lively, Saginaw Valley State University, University Center, MI

2:15–3:15 PM SESSION: 272 ROOM: E144

The Key to Providing Quality Assistive Technology Services? Leadership

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Effective administration from building principals and assistive technology (AT) leaders is critical to providing AT services that efficiently and effectively meet the needs of students with disabilities. This session highlights the critical components of leadership, management, supervision, program development, and advocacy, reviewing research about their importance and its practical applications. A self-assessment tool will be provided.

LEADER(S): Penny Reed, Ph.D., Penny Reed Consulting, Roseburg, OR

PRESENTER(S): Gayl Bowser, Assistive Technology Collaborations, Roseburg, OR

2:15–3:15 PM SESSION: 273 ROOM: E145

Making the Grade: An Overview of Daily Behavior Report Cards

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

With an increasing need for tiered behavioral supports, daily behavior report cards (DBRC) are an effective and feasible intervention for students with challenging behavior. The presenters will share findings from a meta-analysis of the DBRC literature, with a specific focus on strategies to improve the use of DBRC in the classroom.

LEADER(S): Eleanor Hancock, Vanderbilt University, Nashville, TN

PRESENTER(S): Joseph Wehby, Vanderbilt University, Nashville, TN; Alyssa Van Camp, Vanderbilt University, Nashville, TN

2:15–3:15 PM SESSION: 274 ROOM: E146

TAGG-A: Developing a Transition Assessment for Students With Significant Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disabilities

FORMAT: Presentation with Q&A

Transition assessment is a critical component of the transition planning process. The TAGG-Alternate (TAGG-A) is an adaptation of the Transition Assessment & Goal Generator, designed for students with significant cognitive disabilities whose education is aligned with alternate achievement standards. This presentation presents the current status of TAGG-A constructs and questions and reviews preliminary validity for the new assessment measure.

LEADER(S): Kendra Williams-Diehm, University of Oklahoma, Norman

PRESENTER(S): Christopher Sanford, SRI International, Menlo Park, CA; Tracy Sinclair, University of Oklahoma, Norman

NOTES:

2:15–3:15 PM SESSION: 275 ROOM: E147

Why Aren't They Talking? Math Discussions in MS–It Can Happen!

TOPIC: STEM

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Mathematics is about much more than computation. To deepen understanding, mathematics teachers need to incorporate discussion. How can this happen in middle schools, though, where teacher talk represents 70% of instruction time? The presenters of this session provide instructional practices to increase student talk and change the teacher's role from lecturer to mathematics mentor.

LEADER(S): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX

PRESENTER(S): Pakethia Harris, American Institutes for Research, Washington, DC; Sarah Benz, American Institutes for Research, Austin, TX

2:15–3:15 PM SESSION: 276 ROOM: F149

Support for Teachers Assisting Students Who Have Been Bullied

TOPIC: Maltreatment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Bullying is a major problem for children and young adults. There are well-defined risk factors for bullying that are individual and social. The presenters of this session will discuss the emotional, mental, and physical consequences of bullying and identify ways teachers can support students who have been bullied.

LEADER(S): Tina Herring, Metropolitan State University of Denver

PRESENTER(S): Tami Urbanek, Universal Education Foundation, Monument, CO

MULTIPLE PRESENTATIONS

2:15–3:15 PM • SESSION: 277 • ROOM: F151

BALANCING THE POWER: HELPING PARENTS PARTICIPATE EFFECTIVELY IN IEP MEETINGS

TOPIC: Parent/Family/School Partnerships

FORMAT: Multi-Presentation Session

Improving Parent Satisfaction at IEP Meetings

A nationwide survey on parent perceptions of individualized education program (IEP) team member dynamics revealed that a majority of parents perceive some level of power imbalance. Follow-up qualitative interviews reveal the complexity of IEP team relationships and effects on parent perceptions of power. Presenters will share suggestions to improve parent-school relationships.

LEADER(S): Bekis Choiseul-Praslin, University of Oklahoma, Norman

Rethinking Parent Participation in IEP Meetings

Parents often report high levels of dissatisfaction with individualized education program (IEP) meetings. Do you go beyond the IEP form when inviting active parent participation? At this session, attendees will learn how the structure of IEP meetings might hinder parent participation and ways to maximize parent involvement on education teams. Presenters will review potential pitfalls in the IEP process, and proactive strategies to capitalize on parents' knowledge of their children.

LEADER(S): Dana Kan, Vanderbilt University, Nashville, TN

NOTES:

2:15–3:15 PM **SESSION: 278**
ROOM: OREGON BALLROOM 201

Integrating HLPs Within a Residency Special Education Preparation Program and District Teacher Evaluation System

TOPIC: Personnel Preparation
SECONDARY TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Demonstration

This presentation will share a model of district and university partnership to implement and evaluate a special education teacher residency program using CEC's high-leverage practices (HLPs) and district teacher evaluation tools. The presenters will discuss different HLPs, share activities to teach and practice the HLPs in special education coursework, describe how to sequence the HLPs across a year-long residency while incorporating district priorities, and identify ways to evaluate candidates.

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

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

2:15–3:15 PM **SESSION: 279**
ROOM: OREGON BALLROOM 202

The Secret to Selecting Academic Vocabulary

TOPIC: Learning Disabilities
FORMAT: Demonstration

In this session, participants will learn and practice a research-based procedure for effectively and efficiently selecting vocabulary from content-area textbooks.

LEADER(S): Joseph Dimino, Instructional Research Group, Los Alamitos, CA
PRESENTER(S): Mary Jo Taylor, Instructional Research Group, Los Alamitos, CA

2:15–3:15 PM **SESSION: 281**
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Special Education Research and the Division of Innovation and Development (DID): In Recognition and Memory of Marty Kaufman … 'One Good Idea'

TOPIC: Pioneers/Historical Perspectives
SECONDARY TOPIC: Public Policy
FORMAT: Panel

This session will honor Martin (Marty) J. Kaufman and his contribution to the foundational development of the research portfolio for the field of special education in his role as Director of the Division of Innovation and Development in the Office of Special Education Programs (OSEP) of OSERS.

LEADER(S): Edward Kame'enui, Center On Teaching and Learning, University of Oregon, Eugene
PRESENTER(S): Patricia Bourexis, The Study Group Inc., Kill Devil Hills, NC; Martha Coutinho, Blountville, TN

2:15–3:15 PM **SESSION: 282**
ROOM: PORTLAND BALLROOM 253

A Family Guide to Understanding IEP Team Members' Responsibilities (An NTACT Resource)

TOPIC: Career Development/Transition
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Demonstration

Families are essential members of the individualized education program (IEP) team, but many need additional support to engage in the transition process. In this session, the presenters will share a new resource from the National Technical Assistance Center on Transition (NTACT) and explain how it can support families with understanding transition IEP team members' roles and responsibilities.

LEADER(S): Stephen Kwiatek, National Technical Assistance Center on Transition, UNC at Charlotte
PRESENTER(S): Dawn Rowe, National Technical Assistance Center on Transition/East Tennessee State University

NOTES:

2:15–3:15 PM **SESSION: 283**
ROOM: PORTLAND BALLROOM 255

Program Chair Featured: Free OSEP Resources for Teachers and Administrators

TOPIC: Personnel Preparation
SECONDARY TOPIC: Administration/Supervision
FORMAT: Panel

Don't miss this session resource-packed demonstration of the tools, training modules, and resources from OSEP-supported projects! All are available online, instant access, and FREE. The session is designed for practitioners and leaders at the school and district level and those involved in teacher training and professional development. These resources have been used to improve classroom and district practice and the quality of teacher training and professional development programs.

LEADER(S): Renee Bradley, OSEP, U.S. Department of Education, Washington, DC
PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

2:15–3:15 PM **SESSION: 284**
ROOM: OREGON BALLROOM 204

Effective Advocacy To Break Through the Noise

TOPIC: Public Policy
FORMAT: Presentation with Q&A

Advocating for effective policies for special education at the local, state and federal levels requires skills that are easy to learn but essential, including effectively using social media. With a goal of every attendee leaving prepared to schedule a meeting in 2020 with at least one policy maker, this session will engage CEC members in learning the basics of planning, meeting, and communicating with legislators, including how to use social media in effective advocacy.

LEADER(S): Kuna Tavalin, Council for Exceptional Children, Arlington, VA

2:15–3:15 PM **SESSION: T106** **ROOM: G129**

Research-to-Practice Connections: Using I-Connect to Improve Educational Outcomes with Self-Monitoring

FORMAT: Tech Playground
LEADER(S): Gretchen Scheibel, Gretchen Scheibel Consulting Services, Portland, OR; Kajsa Mullenix-Mohammed, Juniper Gardens Children's Project, University of Kansas, Kansas City; Howard Wills, Juniper Gardens Children's Project, University of Kansas, Kansas City

2:15–3:15 PM **SESSION: T107** **ROOM: G130**

Educator Experience: Podcasting and Assistive Technology

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

Table 1: Benjamin Seipel, Table 2: Tal Slemrod, Table 3: Jamie Gunderson

LEADER(S): Benjamin Seipel, California State University, Chico; Tal Slemrod, California State University, Chico; Jamie Gunderson, California State University, Chico

2:15–3:15 PM **ROOM: C120**

Exhibitor Showcase: Behavioral Support 101: Measure What Matters

FORMAT: Exhibitor Showcase Session

This session will focus on helping special education practitioners distinguish between incidental, junk, and patterned behaviors. By understanding the basics of behavior and reinforcement, practitioners will learn ways in which they can avoid increasing incidental and junk behavior by better defining and measuring desired student behavior outcomes.

LEADER(S): Erik Ryan, Catapult Learning, Camden, NJ

2:15–3:15 PM **ROOM: B110**

Exhibitor Showcase: Reading Comprehension Strategies for ALL Learners

FORMAT: Exhibitor Showcase Session

Many students with disabilities struggle with comprehension. This session focuses on evidence-based, hands-on strategies that can be taught explicitly to help students of all levels who are learning to read. Participants will practice activities to use before, and after reading. Activities for fiction and nonfiction are included.

LEADER(S): Jill Haney, Saddleback Educational Inc., Costa Mesa, CA

2:15-3:15 PM **ROOM: B119**

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): Kristi Vincent, Ready Naturally, Inc., St. Paul, MN

2:15–3:00 PM **SESSION: 286**
ROOM: POSTER 1, HALL E

Breaking Down Classroom Barriers for Students With ASD in College

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Career Development/Transition
FORMAT: Poster Session

Individuals with autism spectrum disorder (ASD) seeking postsecondary opportunities present challenges for universities: How does this affect curriculum planning and classroom structures? What types of instructional supports should be provided? The social skills supports that students with ASD require are generally not included in supports routinely offered by university disability service offices. This poster presents guidelines for evidence-based practices for university personnel.

LEADER(S): Deborah Rooks-Ellis, University of Maine, Orono
PRESENTER(S): Sarah Howorth, University of Maine, Orono

2:15–3:00 PM **SESSION: 287**
ROOM: POSTER 2, HALL E

Inventing, Designing, and Engineering on the Autism Spectrum (IDEAS): A Maker Program for Inclusive Middle Schools

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: STEM
FORMAT: Poster Session

Inventing, Designing, and Engineering on the Autism Spectrum (IDEAS) is a maker program that was designed by researchers, program developers, and educators with expertise in supporting students with autism spectrum disorder (ASD). IDEAS helps youth with ASD develop social and executive-function abilities, engaging with peers around maker projects based on their interests. Presenters will engage attendees in small-group discussions about how to integrate making into diverse inclusive settings.

LEADER(S): Ariana Riccio, Education Development Center, Inc., New York, NY

2:15–3:00 PM **SESSION: 288**
ROOM: POSTER 3, HALL E

Implementing Tier 2 Supports to Meet First-Grade Common Core State Standards

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

This poster shares how to implement Tier 2 math interventions in the general education setting utilizing curriculum-based evaluation to bring low-performing students up to standard. A case study will be presented illustrating the data and instructional procedures. Information regarding the administration and data recording process will be presented. Primary teachers are encouraged to attend.

LEADER(S): Olivia Russell, Western Washington University, Bellingham
PRESENTER(S): Kylie Woodrum, Western Washington University, Bellingham

2:15–3:00 PM **SESSION: 289**
ROOM: POSTER 4, HALL E

IEP Goal Quality for Students with Autism Spectrum Disorder

TOPIC: Assessment
SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability
FORMAT: Poster Session

This poster presentation summarizes an analysis of the quality of 1,442 individualized education program (IEP) goals written for students with autism spectrum disorder from 60 high schools across four domains. Only 25% of the total goals met criteria for high quality, with the most for academic (30%), and the least addressing social (18%) competence.

LEADER(S): Laura Hall, San Diego State University, CA
PRESENTER(S): Kristi Morin, Frank Porter Graham Child Development Institute, UNC, Chapel Hill, NC; Bonnie Kraemer, San Diego State University, CA; Brianne Tomaszewski, University of North Carolina, Chapel Hill

2:15–3:00 PM **SESSION: 290**
ROOM: POSTER 5, HALL E

From Norway to the Midwest: Comparing Inclusive Special Education Practices

TOPIC: International Programs/Services

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Do you ever wonder how students with disabilities are served in other countries? This poster session presents the results of qualitative research comparing inclusion practices between schools in Norway and the Midwestern United States. Attendees will learn about the common and divergent themes that were uncovered from interviews of school administrators in the two countries.

LEADER(S): Elizabeth Hansen, Augustana University, Sioux Falls, SD

PRESENTER(S): Kathleen Cook, Augustana University, Sioux Falls, SD

2:15–3:00 PM **SESSION: 291**
ROOM: POSTER 6, HALL E

Campus Connect: Dual Enrollment Postsecondary Education for Students With ASD and ID

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Campus Connect is a dual-enrollment program at Madison Area Technical College (WI) for students with intellectual disability (ID) and autism spectrum disorder (ASD). The program, which enrolls 40 students, is a fully inclusive college program for students seeking both non-degree certificates and 2-year certificates. This poster session shares the development of the school district and college partnership and program, and provides information on increasing similar college opportunities.

LEADER(S): Eric Hartz, Madison Metropolitan School District, WI

PRESENTER(S): Jessika Schultz, Madison Metropolitan School District, WI

2:15–3:00 PM **SESSION: 292**
ROOM: POSTER 7, HALL E

Function-Based Reinforcement and Self-Regulated Strategy Development for Students With EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

One evidence-based strategy for students with emotional and behavioral disorders (EBD) is self-regulated strategy development (SRSD). Research recommends further examination for effective strategies to improve academic and behavioral outcomes simultaneously. This poster presents the results of an investigation incorporating function-based reinforcement into the SRSD framework. Results will be discussed along with implications for future research and practice.

LEADER(S): Lauren Rollins, The University of Alabama, Tuscaloosa

2:15–3:00 PM **SESSION: 293**
ROOM: POSTER 8, HALL E

Promoting Equity-Literate Practices Among Preservice Special Educators

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster session presents the results of a qualitative action research project exploring the effects of an equity literacy intervention on preservice special educators' culturally responsive practices. Participants had few prior experiences outside homogeneous communities. Participants engaged in a multisite intervention which combined theoretical foundations, self-assessment, and field-based environmental analysis and construction in order to increase cultural responsiveness.

LEADER(S): Sarah Jones, Indiana Wesleyan University, Marion

PRESENTER(S): Talandra Neff, Indiana Wesleyan University, Marion

NOTES:

2:15–3:00 PM **SESSION: 294**
ROOM: POSTER 9, HALL E

Investigating Teachers' Spatial Thinking Skills in K12 Classroom Settings

TOPIC: STEM

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This poster presents findings from a spatial thinking professional development intervention. Teachers completed a 4-week unit, with pre/post measures, in comparison to a control group. Artifact analysis of teacher exemplars by content areas revealed significant associations between spatial thinking types and disciplinary content areas. Instructional and research implications are presented.

LEADER(S): Alida Anderson, American University, Washington, DC

2:15–3:00 PM **SESSION: 295**
ROOM: POSTER 10, HALL E

Using Meta-Analysis to Quantify the Effectiveness of Prompting Procedures for Students With Visual Impairment and Blindness

TOPIC: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Poster Session

The presenters of this poster share findings from a systematic review and meta-analysis addressing response prompting procedures for students with visual impairment, which builds upon previous work by including grey literature, evaluated studies using the most up-to-date CEC standards, and applying appropriate statistical metrics to determine effect sizes.

LEADER(S): Michael Tuttle, Vanderbilt University, Nashville, TN

PRESENTER(S): Hilary Travers, Vanderbilt University, Nashville, TN

2:15–3:00 PM **SESSION: 296**
ROOM: POSTER 11, HALL E

Exploring Equity: UDL in Cross-Disciplinary Online Graduate Programs

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster presentation shares the results of a study exploring the principles of universal design for learning (UDL) in online asynchronous courses, across three disciplinary content areas–special education, literacy, and educational leadership–as a way to both model for and empower practicing teachers and administrators to create responsive learning environments.

LEADER(S): Abby Cameron-Standerford, Northern Michigan University, Marquette

PRESENTER(S): Christi Edge, Northern Michigan University, Marquette

2:15–3:00 PM **SESSION: 297**
ROOM: POSTER 12, HALL E

Providing Every Single Student Access: Lessons from Teachers and Principals in Comprehensive Public High Schools

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Poster Session

Reversing the statistic for non-completion of high school by students with high-incidence disabilities should be a paramount concern for administrators and general educators. With the rate being twice that of the general population, measures and mindsets need to change to address this holistically. This poster reviews the results of a qualitative study examining how Portland-area high schools leveraged new thinking around a rigorous curriculum to reset teacher mindsets toward accessibility.

LEADER(S): Shawn Daley, Michigan State University, East Lansing

2:15–3:00 PM **SESSION: 298**
ROOM: POSTER 13, HALL E

Supporting Rural Preservice Teachers' edTPA Success Online

TOPIC: Administration/Supervision

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This poster session provides attendees with information on how to prepare graduates seeking initial license online in rural settings. These students are required to complete the edTPA portfolio, which can present particular challenges. The session presents a guided structure for autonomous and independent performance work of teacher candidates to fulfill the performance-based assessments required of edTPA (e.g., coursework, field and practicum experiences, mentorship, supervision).

LEADER(S): Charmion Rush, Western Carolina University, Cullowhee, NC

2:15–3:00 PM **SESSION: 299**
ROOM: POSTER 14, HALL E

I-CARE Menu of Tiered Self-Care Strategies

TOPIC: **Administration/Supervision**

SECONDARY TOPIC: **Collaboration and Inclusive Practices**

FORMAT: **Poster Session**

Education and human services personnel (EHSP) experience occupational stress due to job demands. Effectively fulfilling their job responsibilities requires physical, mental, and emotional stamina. Daily exposure to stress places EHSPs at risk of burnout. To prevent burnout and promote self-efficacy in job performance, EHSPs may benefit from worksite-based self-care supports. This poster session describes how to apply I-CARE, a tiered framework to address EHSP self-care needs.

LEADER(S): Brandis Ansley, Central Michigan University, Mount Pleasant

PRESENTER(S): Sara Sanders, The University of Alabama, Tuscaloosa; Kristine Jolivette, The University of Alabama, Tuscaloosa

2:15–3:00 PM **SESSION: 300**
ROOM: POSTER 15, HALL E

Early Interventionists' Perspectives on Family Centered-Practices

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation shares the results of a study exploring the perspectives of early interventionists on the family-centered practices in their daily work schedule. Content analysis of professionals' discourse revealed the benefits of family-centered practices implementation and challenges that professionals experience with procedural requirements.

LEADER(S): Ling Tsao, University of Idaho, Moscow

2:15–3:00 PM **SESSION: 301**
ROOM: POSTER 16, HALL E

A Roadmap for Educator Preparation Program Reform

TOPIC: Personnel Preparation

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

This poster shares the CEEDAR Center's framework and an online tool to guide educator preparation programs through a systemic reform and continuous improvement process to integrate evidence-based and high-leverage practices for students with disabilities into general education and special education preparation programs.

LEADER(S): Lois Kimmel, American Institutes for Research, Washington, DC

PRESENTER(S): Lindsey Hayes, American Institutes for Research, Washington, DC; Stacie Whinnery, University of West Florida, Pensacola

2:15–3:00 PM **SESSION: 302**
ROOM: POSTER 17, HALL E

Preparing Teachers With a Framework for Selecting Young Adult Literature

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Special education and English language arts teachers need a system to guide selection of young adult (YA) literature in their courses to maximize understanding of the subject. The presenters of this poster share a set of guidelines and sample chart that are meant to do just that, guide teachers through the selection process of YA literature so that their students will leave middle school with the most comprehensive understanding of YA literature possible.

LEADER(S): Karen Voytecki, East Carolina University, Greenville, NC

PRESENTER(S): Jamin Carson, East Carolina University, Greenville, NC

NOTES:

2:15–3:00 PM **SESSION: 304**
ROOM: POSTER 19, HALL E

Prevalence of Generalization Effects Within Single-Case Research: A Review of the Literature

TOPIC: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This poster shares the results of a multi-stage literature review extensively exploring how generalization is programmed for and experimentally assessed within single-case research designs (SCRD). This poster demonstrates the prevalence of generalization outcomes within single-case literature from the last 40 years (i.e., 1977-2017).

LEADER(S): Amy Spriggs, University of Kentucky, Lexington

PRESENTER(S): Kaitlin O'Neill, University of Kentucky, Lexington; Collin Shepley, University of Kentucky, Lexington; Sally Shepley, University of Kentucky, Lexington

2:15–3:00 PM **SESSION: 305**
ROOM: POSTER 20, HALL E

Examining the Effect of Interventions on Math Achievement for Students With ADHD: A Meta-Analysis

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Poster Session

Although teachers are tasked with delivering high-quality mathematics instruction for students with attention deficit hyperactivity disorder (ADHD), evidence-based practices in this area are underinvestigated. This poster shares the results of a meta-analysis to determine which interventions improve mathematics achievement for elementary students with ADHD.

LEADER(S): Leslie Mathews, University of Oklahoma, Norman

PRESENTER(S): Corey Peltier, University of Oklahoma, Norman

2:15–3:00 PM **SESSION: 306**
ROOM: POSTER 21, HALL E

Math Achievement and Brain Development for Students Who Receive Math Intervention

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Poster Session

This poster presents findings from a study identifying patterns of performance on math constructs, resting state functional magnetic resonance imaging (fMRI), and achievement outcomes for Grade 1 students within the context of a randomized control trial of a research-validated math intervention. Insight into academic and neurological math development and the learning needs of students at risk for math difficulties can help refine and expand the tools, materials, and services educators utilize.

LEADER(S): Lina Shanley, University of Oregon, Eugene

PRESENTER(S): Ben Clarke, University of Oregon, Eugene; Nicole Heller, University of Oregon, Eugene; Taylor Lesner, University of Oregon, Eugene

3:30–4:30 PM **SESSION: 309** **ROOM: A105**

Word Reading Interventions for Struggling Readers in the Upper Elementary Grades

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Although early intervention has proven to be effective for most children who struggle to read in early elementary grades, how can teachers best support students in Grades 3-5 who still struggle with word reading? Highlighting findings from a recent research synthesis, the presenters of this session discuss the features of effective word reading interventions and their efficacy and provide examples of evidence-based practices pertaining to word reading instruction for struggling readers.

LEADER(S): Alexis Boucher, The University of Texas at Austin

PRESENTER(S): Jessica Toste, The University of Texas at Austin; Nathan Clemens, The University of Texas at Austin

NOTES:

3:30–4:30 PM SESSION: 310 ROOM: A106

The Critical Role of Advanced Phonemic Awareness and Orthographic Mapping for Adolescents

TOPIC: Learning Disabilities

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

This session focuses on how advanced phonemic awareness instruction, combined with phonics instruction, develops automaticity in reading for adolescent readers. Participants will learn how to assess phonemic awareness with their students, as well as gain explicit, systematic strategies to implement advanced phonemic awareness instruction in their classrooms.

LEADER(S): Beth Gilchrist, North Carolina Department of Public Instruction, Raleigh

PRESENTER(S): Bridget Bilbro, North Carolina Department of Public Instruction, Raleigh

3:30–4:30 PM SESSION: 311 ROOM: A107

Understanding and Using De-escalation Strategies to Support Individual Student Needs

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Understanding components, implementation, and strategies associated with the de-escalation of student academic and behavior frustration is a complex task often overlooked in classroom environments. The presenters of this session describe components of the escalation cycle and corresponding effective de-escalation strategies, data from a survey of practitioner understanding and implementation of de-escalation, and provide recommendations for professional development and training.

LEADER(S): Reesha Adamson, Missouri State University, Springfield

PRESENTER(S): Jessica Nelson, Missouri State University, Springfield; Felicity Post, Peru State College, NE

3:30–4:30 PM SESSION: 312 ROOM: B111

Cross-Disciplinary Collaboration: Perspectives of Preservice Candidates

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This presentation shares the results of a study examining general and special education preservice candidates' perceptions of inclusion and their preparedness to teach students with disabilities in inclusive classrooms before and after cross-disciplinary activities. GE candidates held high views of inclusion but low perceptions of their preparedness to teach in inclusive settings. SE candidates held more favorable views of cross-disciplinary activities than GE candidates.

LEADER(S): Lisa Simpson, San Jose State University, CA

PRESENTER(S): Andrea Golloher, San Jose State University, CA; Matthew Love, San Jose State University, CA

3:30–4:30 PM SESSION: 313 ROOM: B112

Establishing Teacher Pathways in SPED and TESOL

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This presentation will engage educators in (re)imagining a decolonized approach to teacher recruitment and retention. Combined with group discussion, the presenters incorporate an example of a newly enacted teacher licensure program providing four large, increasingly diverse school districts with teachers working in teaching English as a second language (TESOL) and special education settings.

LEADER(S): Kathleen Bennett, Kennesaw State University, GA

3:30–4:30 PM SESSION: 314 ROOM: B113

Learning From the Past: Lessons for Today From the History of Special Education Teacher Preparation

TOPIC: Pioneers/Historical Perspectives

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session reviews the historical path of special education teacher preparation as a lens to illuminate issues in the field of teacher preparation today. Drawing from numerous papers covering different facets of special education, the session aims to integrate historical perspectives in order to understand the field more fully and conceive of future plans that avoid past pitfalls.

LEADER(S): Emily Evanstein, University of California, Santa Barbara

PRESENTER(S): Amber Moran, University of California, Santa Barbara

3:30–4:30 PM SESSION: 315 ROOM: B114

What About the Peers? Examining the Effect of Peer-Mediated Interventions on Students Without Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The presenters of this session will share findings from a literature review addressing the ways in which middle and high school peers are affected by formal experiences involving students with intellectual disability or autism spectrum disorder. This includes how peers participate in and benefit from involvement in both academic- and social- focused peer-mediated interventions or programs.

LEADER(S): Hilary Travers, Vanderbilt University, Nashville, TN

PRESENTER(S): Erik Carter, Vanderbilt University, Nashville, TN

3:30–4:30 PM SESSION: 316 ROOM: B115

Technological Innovations in ASD Intervention: Integrating Evidence-Based Practices and Social Robotics

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Panel

Implementing conventional evidence-based interventions in combination with facially expressive humanoid robot technology offers exciting new opportunities for research and clinical practice. Studies show promise for improving social-emotional understanding, social communication, and emotional regulation in school-age children with autism spectrum disorder.

LEADER(S): Michelle McFarlin, MS, CCC/SLP, Social Communication Connection, Robots4Autism, Dallas, TX

PRESENTER(S): Elena Ghionis, Converse College, Spartanburg, SC

3:30–4:30 PM SESSION: 317 ROOM: B116

Leading in an Era of Change: Leadership Fundamentals in Early Childhood and Early Childhood Special Education

TOPIC: Administration/Supervision

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

This session will present fundamental concepts of leadership in early childhood/early childhood special education (EC/ECSE) and leadership models that are recommended for EC/ECSE settings. The presentation will also include a set of recommended practices in leadership that can be used by EC/ECSE leaders and professionals in quality service provision.

LEADER(S): Sara Movahedazarhouligh, University of Northern Colorado, Greeley

3:30–4:30 PM SESSION: 318 ROOM: B117

Increasing Special Education Teacher Leadership Using Data-Based Individualization

TOPIC: Administration/Supervision

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This presentation guides administrators to use the strengths of their special education teachers in order to promote schoolwide growth using data-based individualization (DBI). Presenters will review current best practices of DBI and how to promote the expertise of special education teachers as schoolwide leaders.

LEADER(S): Kary Zarate, University of Illinois at Chicago

PRESENTER(S): Geraldo Tobon, The University of Illinois at Chicago

NOTES:

3:30–4:30 PM • SESSION: 319 • ROOM: B118

READING INTERVENTIONS FOR CHILDREN WITH SENSORY LOSS

TOPIC: Visual Impairments
FORMAT: Multi-Presentation Session

Shared Reading for Children With Visual Impairments

This presentation shares the results of a survey of home literacy experiences of children with visual impairments, and highlights successful parent/child dyad shared reading practices identified through observations. Identifying and implementing successful shared practices for children with visual impairments has the potential to improve reading and language outcomes for these children. Participants will learn about these practices and share ideas for educating and engaging parents.

LEADER(S): Nicholas Trotter, Florida State University, Tallahassee

PRESENTER(S): Sandra Lewis, Florida State University, Tallahassee

Using Constant Time Delay to Teach Sight Word Reading and Spelling to Students With Vision and Hearing Impairments

This presentation shares the results of an intervention to teach a second-grade student with both vision and hearing impairments to read sight words. Results demonstrated a dramatic and immediate increase in reading sight words. Additionally, spelling feedback provided when words were read correctly contributed to increased spelling performance. Social validity data will also to be provided.

LEADER(S): MaryAnn Demchak, University of Nevada, Reno

PRESENTER(S): Chevonne Sutter, University of Nevada, Reno

3:30–4:30 PM SESSION: 320 ROOM: C121

Readying Tomorrow's Teachers for Today's Diverse Classrooms: UDL-CRT and Educator Preparation

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

Acknowledging the fast-growing number of culturally and linguistically diverse (CLD) students, several frameworks have attempted to address CLD in classrooms. This presentation will analyze one in particular, universal design for learning and culturally responsive teaching (UDL-CRT), while also discussing the results of a qualitative study of teacher educators on preparing new teachers for CLD students.

LEADER(S): Ying Hu, Michigan State University, East Lansing
PRESENTER(S): Shawn Daley, Michigan State University, East Lansing

3:30–4:30 PM SESSION: 321 ROOM: C122

Black Children and the Carceral State of Special Education

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

The term 'carceral state of education' describes how schools perpetuate prison life through the implementation of racially disproportionate school disciplinary policies, the criminalizing of Black students, and dehumanizing curricula and teaching. This multi-study panel presents adolescents' experiences and responses to the inequity in schools and proposes solutions to these problems.

LEADER(S): Erica McCray, University of Florida, Gainesville
PRESENTER(S): Larry Bryant, University of North Texas, Dallas; Mildred Boveda, Arizona State University, Tempe; Endia Lindo, Texas Christian University, Fort Worth

3:30–4:30 PM SESSION: 322 ROOM: C123

How to Navigate High School: Advice From Recent Graduates With LD

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

Including voices of students with disabilities in providing school-based services is critical to providing valid and acceptable supports. Interviews with eight recent graduates with learning disabilities (LD) detail their lived experiences in high school. Theme analysis identifies advice and usable supports for navigating high school, including self-advocacy and roles for educators, parents, and peers.

LEADER(S): Josephine Cuda, Boston College, Chestnut Hill, MA
PRESENTER(S): David Scanlon, Lynch School of Education and Human Development, Boston College, MA

MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 323 • ROOM: C124

PARAEDUCATORS: GUIDING AND SUPPORTING OUR VITAL EDUCATION PARTNERS

TOPIC: Collaboration and Inclusive Practices
FORMAT: Multi-Presentation Session
MODERATOR: Michelle Quakenbush, University of Northern Colorado, Greeley

Mentoring Paraeducators to Maximize Educational Benefit

Being a special educator can be extremely rewarding, but the demands can be overwhelming if faced alone. Well-trained classroom staff can maximize both instruction and management of students with special education needs. Optimizing the skills of paraeducators may help to improve students' educational outcome. This multi-presentation session provides recommendations for effective use of paraeducators as members of an instructional team.

LEADER(S): Peggy Yates, Alma College, MI

Training, Credentialing, and Supervision of Paraeducators and Interveners: CEC Standards-Based National Initiatives

Effective utilization and professional development of paraeducators, the fastest-growing category of school personnel, frequently present diverse challenges in special education. This multi-presentation session provides resources aligned with CEC personnel standards for training, credentialing, and supervision of paraeducators and interveners (aka unique paraeducators who work with students with deafblindness).

LEADER(S): Ritu Chopra, The PAR²A Center, University of Colorado Denver
PRESENTER(S): Kristi Probst, National Center on Deaf-Blindness, Sands Point, NY

3:30–4:30 PM SESSION: 324 ROOM: D133

Make a Difference! Be a CEC Leader

TOPIC: Professional Development
FORMAT: Presentation with Q&A

If you are considering getting more involved in leadership through any venue–your university, district, school, or consulting–this session is for you! Consider building your skills by becoming a CEC leader. Through this interactive session, you will learn about CEC leadership opportunities at the local, state, provincial, special interest division, and international levels and develop your personal leadership plan.

LEADER(S): CEC's Leadership Development Committee

3:30–4:30 PM SESSION: 325 ROOM: D137

Partnering in Algebra: University-Practitioner Collaborations in Algebra Progress Monitoring

TOPIC: Assessment
SECONDARY TOPIC: STEM
FORMAT: Presentation with Q&A

Attendees of this session will learn about implementing algebra progress monitoring from researchers and practitioners who have collaborated to support teachers' use of the measures in schools. Presenters will share research data on technical adequacy and progress monitoring for these measures and strategies, challenges, and successes to support implementing algebra progress monitoring in practice.

LEADER(S): Anne Foegen, Iowa State University, Ames
PRESENTER(S): Connie Terry, Green Hills Area Education Agency, IA

3:30–4:30 PM SESSION: 326 ROOM: D138

Results-Blind Peer Review: A Randomized Trial

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

Editorial peer review is essential for the dissemination of credible research, though there is evidence of bias in traditional peer-review methods used in special education. The presenters of this session discuss an alternative, results-blind approach to peer review and describe a recent randomized control trial investigating its effects and feasibility.

LEADER(S): Daniel Maggin, The University of Illinois at Chicago
PRESENTER(S): Rachel Robertson, University of Pittsburgh, PA; Bryan Cook, University of Virginia, Charlottesville

3:30–4:30 PM SESSION: 327 ROOM: D139

Improving Implementation: The Case for Coaching and Performance Feedback

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Panel

Student outcomes are linked to implementation quality, which is directly related to educator knowledge and skills. This presentation uses results from four comprehensive meta-analyses to articulate how to improve teacher skills through coaching and performance feedback with and without technology (such as bug-in-ear). Data also show promise for peer-coaching scenarios. These data are contextually situated in the literature on knowledge and use of evidence-based practices.

LEADER(S): Kimberly Vannest, University of Vermont, Burlington

PRESENTER(S): April Haas, Texas A&M University, College Station; Mary Rose Sallese, Texas A&M University, College Station; Sandra Smith, Texas A&M University, College Station

NOTES:

MULTIPLE PRESENTATIONS

3:30–4:30 PM • SESSION: 328 • ROOM: E142

ADDRESSING THE TRANSITION NEEDS OF CULTURALLY DIVERSE STUDENTS

TOPIC: Career Development/Transition

FORMAT: Multi-Presentation Session

MODERATOR: Dale Matusevich, Delaware Department of Education, Dover

Imagining Una Buena Vida: Exploring Social and Cultural Capital With Multilingual High Schoolers

This presentation addresses transitions to postsecondary education for multilingual students with disabilities. Presentation of a mixed-methods study will focus on qualitative results identifying related experiences, facilitators, and barriers. Participants will learn culturally sustaining strategies for transition planning and services aligning with the evidence base supporting successful outcomes.

LEADER(S): Lilly Padía, New York University, New York City

PRESENTER(S): Lynn A. Newman, SRI International, Menlo Park, CA; Audrey Trainor, New York University, New York City; Rachel Traxler, New York University, New York City

Bringing the Culturally Responsive Student Transition Presentation (CRSTP) Global: Addressing Postsecondary Experiences, Strengths, and Needs Around the World

Educators from U.S., South Africa, Jamaica, and Mexico adapted the Culturally Responsive Student Transition Presentation (CRSTP) for students with diverse learning needs in their communities. The educators made changes to the CRSTP template before and after administration to support language and culture; personal assumptions and biases; and the influence the CRSTP has on students, families, and teachers. Learn how to adapt this tool to fit your needs!

LEADER(S): Rebekka Jez, University of San Diego, CA

3:30–4:30 PM SESSION: 329 ROOM: E143

Teacher2Teacher: Middle School Transition to High School (and Beyond)

TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Transition services support students in their move to a new school, exploring career pathways, and meeting postsecondary goals. Learn about how one middle school developed a "transition day" for all its eighth-grade students, with information regarding career pathways, high school registration, and differences between middle school and high school, and which included high school students, high school counselors and administrators, CTE, student leadership groups, and members from the community.

LEADER(S): Tracie Johnston, Grayson County Middle School, Leitchfield, KY

3:30–4:30 PM SESSION: 331 ROOM: E145

The Early Writing Project: Urban District Collaboration

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Collaborating with the largest school district in the U.S., the presenters of this session provided training for a small group of elementary teachers on how to use data to inform early writing instruction for students with intensive writing needs. Teachers implemented weekly progress monitoring measures and participated in professional learning. Teachers made instructional changes based on student-level data.

LEADER(S): Erica Lembke, University of Missouri, Columbia

PRESENTER(S): Kristen McMaster, University of Minnesota, Minneapolis; Meghan Duffy, New York City Department of Education; Jason Borges, New York City Public Schools, NY

3:30–4:30 PM SESSION: 332 ROOM: E146

Developing a Plan to Increase Graduation Rates for Students With Disabilities

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Schools in Pennsylvania are working to increase the graduation rate and decrease the dropout rate for students with disabilities using an implementation framework. Participants will complete a document regarding the five phases of implementation: teaming, using an early warning wystem (EWS), assigning evidence-based interventions, action planning, and monitoring student progress.

LEADER(S): Laura Moran, PaTTAN Harrisburg, PA

3:30–4:30 PM SESSION: 333 ROOM: E147

Effects of Mathematical Writing Strategy Instruction on Middle School Students' Mathematical Writing and Reasoning

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Writing about mathematics supports students' mathematical reasoning. The presenters of this session share how using a self-regulated strategy development (SRSD) approach improved mathematical writing and reasoning of students with math difficulties in Grades 5-6. The procedures and results of the intervention will be provided and implications for researchers and practitioners will be discussed.

LEADER(S): Elizabeth Hughes, Penn State University, State College

PRESENTER(S): Joo-Young Lee, Penn State University, State College; Paul Riccomini, Penn State University, University Park

3:30–4:30 PM SESSION: 334 ROOM: F149

Inclusion Confusion: Understanding Inclusion Policy in Eight Countries

TOPIC: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

The presenters of this session provide a comparison of special education and inclusion practices in Australia, Canada, England, Germany, Israel, Spain, Sweden, and the U.S., by examining legal and policy definitions of special education and inclusion, prevalent medical or social/educational models of disability, national statistics on pupil placement and assessment. and funding mechanisms.

LEADER(S): Thomas Gumpel, The Hebrew University of Jerusalem, Israel

3:30–4:30 PM SESSION: 335 ROOM: F151

Promoting Inclusive School Cultures: Who Involves and How They Engage Matters

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session presents results from a qualitative case study investigating how educators worked together and with families and community partners to foster an inclusive culture in the school. Findings from semistructured interviews indicate that the educators addressed the holistic needs of students and families and valued collaboration. Implications for establishing inclusive schools will be discussed.

LEADER(S): Haerin Park, Boston College, Chestnut Hill, MA

3:30–4:30 PM **SESSION: 336**
ROOM: OREGON BALLROOM 201

Coaching Others to Implement Strategies for Facilitating Inclusion

TOPIC: Personnel Preparation

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Demonstration

In this session, the presenters will describe and model practices for training teachers and peers to implement strategies to support the inclusion of students with severe disabilities (SD) in the general education curriculum. In this fun session, participants will learn both coaching strategies and practices for improving academic outcomes for students with SD.

LEADER(S): Alicia Saunders, University of North Carolina at Charlotte

PRESENTER(S): Robert Pennington, University of North Carolina at Charlotte; Shawnee Wakeman, University of North Carolina at Charlotte; Brett Cerrato, University of North Carolina at Charlotte

3:30–4:30 PM **SESSION: 337**
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Voices from the Field: Educators with Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Starting the Teaching Career

FORMAT: Presentation with Q&A

The panel for this session 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, while also summarizing insights gained based on themes presented.

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

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

3:30–4:30 PM **SESSION: 338**
ROOM: PORTLAND BALLROOM 253

Simulations to Better Prepare Special Education and Co-Teachers in Mathematics and Science: Landscape of the Field

TOPIC: STEM

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

What simulations are currently available (both live and digitally mediated) to prepare special education teachers to increase their skills in teaching mathematics and science? Presenters provide a summary of the current literature on the topic; demonstrate free, online, and fully immersive simulations that can support teacher practice and performance; and share tools for teacher educators and leadership/coaches to support novice to advanced teachers in developing skills in science and math.

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

PRESENTER(S): Angelica Fulchini Scruggs, University of Central Florida, Orlando

3:30–4:30 PM **SESSION: 339**
ROOM: PORTLAND BALLROOM 255

Program Chair Featured: Improving Implementation to Improve Outcomes

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

How can you make significant improvements in instruction and behavior support that improve achievement of students with disabilities? Presenters will describe how teachers, principals, and district staff implement practices that improve the academic and behavioral outcomes for students with disabilities. Participants will learn about approaches to implementing co-teaching, co-planning, math and reading interventions, as well as specially designed instruction, more generally.

LEADER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC; Jennifer Coffey, OSEP, U.S. Department of Education, Washington, DC

PRESENTER(S): Theresa Farmer, Alabama State Department of Education, Birmingham; Barbara Guy, Iowa Department of Education, Ames; Eric Gebhart, Iowa Department of Education, Ames

3:30–4:30 PM **SESSION: 340**
ROOM: OREGON BALLROOM 203

CEC Student & Early Career Forum

TOPIC: Professional Development
FORMAT: Business/Social Event

Don't miss this special session specifically for students and early-career teachers! What don't you know about your first years in the classroom? The professionals are here to help! Join us at the Student & Early Career Forum for the chance to chat with experts on topics that might not have been covered in your prep program. Find out more about what to ask administrators during onboarding, how to manage your new professional relationships, what to do to prevent burnout, and more. Plus, we'll be giving away some incredible prizes thanks to our Forum sponsor, Catapult Learning.

LEADER(S): CEC Student & Early Career Committee

3:30–4:30 PM **SESSION: T109** **ROOM: G130**

Educator Experience: Mobile Technologies for Students With ASD

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

Table 1: Gulnoza Yakubova, Table 2: Briella Baer Chen, Table 3: Marci Kinas Jerome

LEADER(S): Gulnoza Yakubova, University of Maryland, College Park; Briella Baer Chen, University of Maryland, College Park; Marci Kinas Jerome, George Mason University, Fairfax, VA

3:30–4:30 PM **SESSION: T108** **ROOM: G129**

Research-to-Practice Connections: Blending Explicit Instruction and Simulations to Support Science Vocabulary Performance

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

LEADER(S): Michael Kennedy, University of Virginia, Charlottesville; Victoria VanUitert, University of Virginia, Charlottesville; Lindsay Carlisle, University of Virginia, Charlottesville

3:30–4:15 PM **SESSION: 342**
ROOM: POSTER 1, HALL E

Major AAC Systems and Their Effectiveness

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Innovations in Special Education Technology
FORMAT: Poster Session

This poster presentation distills the results of five research studies analyzing the effectiveness of major augmentative and alternative communication (AAC) systems for individuals with developmental disabilities, including autism spectrum disorder (ASD), and recommendations for AAC decision-making points. Research on the effectiveness of the main AAC systems over the last 25 years has yielded mixed and inconsistent results on communication and preference outcomes.

LEADER(S): Shannon Sparks, California State University, San Bernardino
PRESENTER(S): Jemma Kim, California State University, San Bernardino

3:30–4:15 PM **SESSION: 343**
ROOM: POSTER 2, HALL E

Educator Preparation Programs and Comprehensive Sexuality Education of Students With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Individuals with autism spectrum disorder (ASD) need access to professionals who can provide an effective sexuality education. Unfortunately, relatively few educator preparation programs prepare professionals to address the sex education-related needs of these learners. The presenters of this poster session will provide resources and guidance on how this content can be integrated into ASD-specific teacher education programs.

LEADER(S): Lara Mann, University of Kansas, Lawrence
PRESENTER(S): Jason Travers, University of Kansas, Lawrence

3:30–4:15 PM **SESSION: 344**
ROOM: POSTER 3, HALL E

Facilitating Independence for Adults With ASD: Team Tensions in Supported Living Environments

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

As students with autism spectrum disorder (ASD) move into adulthood, many need supportive living environments to facilitate independence and quality of life. When the adult has limited verbal skills, support personnel and parents need to negotiate how independence is defined and support is provided. Open communication is critical to support choice and independence.

LEADER(S): Jacquelyn Urbani, Mills College, Oakland, CA

PRESENTER(S): Rose Meadows, Dominican University of California, San Rafael

3:30–4:15 PM **SESSION: 345**
ROOM: POSTER 4, HALL E

Preservice Teachers' Understanding of Equitable Assessment

TOPIC: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

How teachers are trained to design, select, administer, score, and interpret assessment data related to the identification of students with disabilities is vastly under-researched considering the significant implications of assessment practices. This poster presents the results of a study of six special education preservice teachers in an assessment methods course, focusing on shifts in preservice teacher understanding and the associated pedagogical practices presented in the course.

LEADER(S): Melissa Driver, Kennesaw State University, GA

3:30–4:15 PM **SESSION: 346**
ROOM: POSTER 5, HALL E

Building a Legacy: Building, Growing, and Sustaining a Strong Community Employer Partnership

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Strong community partnerships are developed over time, not made overnight. This poster presentation highlights the strategies, challenges, and successes of developing a work-based learning community partnership between school-based transition programs and a large urban medical system. The presenter will focus on recommendations for developing similar partnerships in other communities.

LEADER(S): Charlotte Alverson, University of Oregon, National Post-School Outcomes Center, Eugene

PRESENTER(S): Peter FitzGerald, University of Oregon, Eugene

3:30–4:15 PM **SESSION: 347**
ROOM: POSTER 6, HALL E

Academic and Professional Guidance Technology for Tertiary Students With Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

Academic and professional guidance for tertiary students with disabilities presented a challenge to Brazilian universities and its labor market. This poster session relates how a multidisciplinary team of 20 tertiary students with disabilities and 20 professional Brazilian employers developed a technology to support tertiary students with disabilities and opportunities, within a biopsychological and lifelong learning perspective.

LEADER(S): Leonardo Cabral, Federal University of São Carlos – UFSCar

3:30–4:15 PM **SESSION: 348**
ROOM: POSTER 7, HALL E

Culturally Responsive Teaching Efficacy of Inclusive Preschool Teachers in Taiwan

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

This poster presents the results of an action-research study investigating the process of practicing culturally responsive teaching (CRT) efficacy in inclusive education for young children with disabilities. The study analyzed preschool teachers' CRT efficacy and educational quality in inclusive settings. Further implications will be discussed.

LEADER(S): Szu-Yin Chu, National Tsing Hua University, Taiwan

3:30–4:15 PM **SESSION: 349**
ROOM: POSTER 8, HALL E

Powerful Intervention Models for Struggling Readers

TOPIC: Learning Disabilities
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Poster Session

This poster describes several intervention models to assist teachers in implementing reading instruction for struggling readers. A review of the current research supporting these interventions, feedback from teachers using these models, and implications for teacher preparation are provided.

LEADER(S): Vivian Gonsalves, University of Florida, Gainesville
PRESENTER(S): Holly Lane, University of Florida, Gainesville; Christine Woods, University of Florida, Gainesville; Rachel Kaplan, University of Florida, Gainesville; Valentina Contesse, University of Florida, Gainesville

3:30–4:15 PM **SESSION: 350**
ROOM: POSTER 9, HALL E

Using Consult Minutes to Digitally Support Assistive Technology Integration With Google Classroom

TOPIC: Visual Impairments
SECONDARY TOPIC: Innovations in Special Education Technology
FORMAT: Poster Session

Creating device- and student-specific Google Classroom environments to deliver consultative services is a way to lean on collaborative research. Through this restructured service-delivery model, low-incidence service providers can reach more sites while improving the quality of contact with sites and through that bolster outcomes for students with low-incidence disabilities.

LEADER(S): Bryan Moles, University of Illinois at Chicago/Chicago Public Schools

3:30–4:15 PM **SESSION: 351**
ROOM: POSTER 10, HALL E

In-Ear Coaching for Preservice Early Childhood Special Education Teachers

TOPIC: Measuring Special Education Teacher Effectiveness
SECONDARY TOPIC: Early Childhood and Early Intervention
FORMAT: Poster Session

This poster presents the results of research exploring preservice early childhood special education (ECSE) teachers' implementation of evidence-based practices (EBPs) in their teaching practicum. Utilizing Bluetooth technology, iPads, and Zoom, coaches delivered immediate feedback to teachers in real time. Data was collected on students' implementation of EBPs, which drove debriefing sessions and future goal setting. Participants will learn a systematic process for in-ear coaching.

LEADER(S): Whitney Idol, Radford University, VA

3:30–4:15 PM **SESSION: 352**
ROOM: POSTER 11, HALL E

UDL and SDI: Intersections and Connections

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Poster Session

Specially designed instruction (SDI) and universal design for learning (UDL) have natural intersections that can, when understood, provide equitable access to learning for students with disabilities in the general education classroom. This poster presentation will guide participants in exploring those intersections and making connections that can be shared and applied with others.

LEADER(S): Debra Herburger, WestEd, Sacramento, CA

3:30–4:15 PM **SESSION: 353**
ROOM: POSTER 12, HALL E

Effects of Performance Feedback on Teachers' Rates of Behavior-Specific Praise

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Emotional and Behavioral Disorders
FORMAT: Poster Session

The presenters of this poster will share evidence from three case studies demonstrating the effectiveness of using performance feedback to increase teacher use of behavior-specific praise (BSP) in inclusive and small-group settings. Participants will learn how to use performance feedback to increase the use of BSP and other low-intensity strategies.

LEADER(S): Katherine Arrayan, Ogden Elementary School, Vancouver, WA
PRESENTER(S): Sara Cook, University of Hawaii at Manoa, Honolulu

3:30–4:15 PM **SESSION: 354**
ROOM: POSTER 13, HALL E

Predictors of Stress Among Parents of Adolescents With Emotional and Behavioral Difficulties

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Poster Session

This poster presents the results of a study examining several child- and family-related variables as predictors of parenting stress among 626 parents of adolescents with emotional and behavioral difficulties. Regression analyses indicated that family income level, parental education level, and parenting practices were significant predictors of parenting stress. Implications for teachers will be discussed.

LEADER(S): Rui Chen, Lehigh University, Bethlehem, PA
PRESENTER(S): Lee Kern, Lehigh University, Bethlehem, PA

3:30–4:15 PM **SESSION: 355**
ROOM: POSTER 14, HALL E

Effective Elements of Parent-Implemented Interventions on Early Childhood Literacy Skills

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Poster Session

This poster presents research on the effectiveness of parent-implemented (PI) interventions on early childhood literacy skills. Results indicated that PI interventions were successful for young children across studies that focused on alphabetic knowledge, print concepts, phonological awareness, and language skills.

LEADER(S): Erin Anderson, University of Washington, Seattle
PRESENTER(S): Roxanne Hudson, University of Washington, Seattle

3:30–4:15 PM **SESSION: 356**
ROOM: POSTER 15, HALL E

I-CARE: A Self-Care Strategy for Staff in Alternative Educational Settings

TOPIC: Personnel Preparation
SECONDARY TOPIC: Emotional and Behavioral Disorders
FORMAT: Poster Session

Staff in alternative educational settings frequently experience occupational stress, burnout, and secondary traumatic stress. Improving self-care practices can improve staff well-being. The presenters of this poster used the I-CARE strategy to increase self-care practices among staff in an alternative educational setting. The strategy helped improve self-care use and improved staff's overall well-being.

LEADER(S): Sara Sanders, The University of Alabama, Tuscaloosa
PRESENTER(S): Brandis Ansley, Central Michigan University, Mount Pleasant; Kristine Jolivette, The University of Alabama, Tuscaloosa

3:30–4:15 PM **SESSION: 357**
ROOM: POSTER 16, HALL E

Retaining Preservice Special Education Teachers: Making Connections and Providing Supports

TOPIC: Personnel Preparation
SECONDARY TOPIC: Administration/Supervision
FORMAT: Poster Session

Retaining special education preservice teacher candidates is an important goal for teacher educators. This poster highlights an innovative 1-credit undergraduate course connecting teacher candidates with personnel, supports, requirements, and activities at the program, department, and university levels. Research regarding its success and tips for implementation will be shared.

LEADER(S): Gregory Conderman, Northern Illinois University, DeKalb
PRESENTER(S): Lydia Gerzel-Short, Northern Illinois University, DeKalb

3:30–4:15 PM **SESSION: 358**
ROOM: POSTER 17, HALL E

Building the Foundation for Meaningful Interactions Between Educators and Students

TOPIC: Personnel Preparation
SECONDARY TOPIC: Early Childhood and Early Intervention
FORMAT: Poster Session

To promote generalized improvements in social communication, educators and related service providers are encouraged to create and capitalize on opportunities for targeting skills during typical activities. This poster highlights how adults can monitor their own responsive behaviors, as well as successfully select naturalistic language interventions for children.

LEADER(S): Justin Lane, University of Kentucky, Lexington
PRESENTER(S): Elaine Murner, University of Kentucky, Lexington; Collin Shepley, University of Kentucky, Lexington

3:30–4:15 PM **SESSION: 359**
ROOM: POSTER 18, HALL E

The Effects of Evidence-Based Funding on Special Education Teacher Employment

TOPIC: Administration/Supervision
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

This poster session focuses on the effect of the Illinois evidence-based funding (EBF) model on services for students with disabilities. EBF calculations dictate the number of special education teachers required for a district based on total enrollment; the implementation of EBF influences the number of special education teachers employed. The session introduces a longitudinal study comparing employment data prior to and following EBF implementation.

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

3:30–4:15 PM **SESSION: 360**
ROOM: POSTER 19, HALL E

Mental Health Issues in Schools: Knowledge and Skills of School Personnel

TOPIC: Research

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

With the current focus in schools on the mental health needs of students and supports available, researchers wanted to identify the perceived knowledge and skills of current school personnel. Results from a quantitative survey submitted by over 500 administrators, teachers, and other school professionals in one state will be shared.

LEADER(S): Kathryn Havercroft, Eastern Illinois University, Charleston

PRESENTER(S): Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston

3:30–4:15 PM **SESSION: 361**
ROOM: POSTER 20, HALL E

Using STEM/STEAM and UDL to Support Children With Disabilities

TOPIC: STEM

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

Why are science, technology, engineering and math (STEM) and universal design for learning (UDL) cricital in teaching students in early childhood with diverse needs? The use of STEM and UDL introduces ways to make learning more approachable and applicable. This poster shares ways to help students with special needs in the early childhood environment, making learning a realization for them. STEM and UDL provide a means for young children to learn with diverse, hands-on approaches.

LEADER(S): Beth Stratton, University of Tennessee, Martin

PRESENTER(S): Clinton Smith, University of Tennessee, Martin

3:30–4:15 PM **SESSION: 362**
ROOM: POSTER 21, HALL E

Beyond the IHP: Supporting Kids With Bleeding Disorders in the Classroom

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Many students with chronic illnesses who have an individualized health plan (IHP) to address medical emergencies need support beyond the IHP. Bleeding disorders affect a student's cognitive ability and academic performance, as well as have the psychosocial effects with lifelong implications. Concerns about disclosure and social stigma can keep families from seeking support, but ,when given the knowledge and tools, teachers are in a position to have the greatest positive impact.

LEADER(S): Brenda McLean, Indiana Hemophilia and Thrombosis Center, Indianapolis

3:30–4:15 PM **SESSION: 363**
ROOM: POSTER 22, HALL E

An Integrated Behavior Support and Teacher Coaching System for Early Childhood Settings

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

This poster describes a multi-year project to develop and evaluate a web-based, integrated behavior support and teacher coaching tool for early childhood settings using a mixed-methods research design. The technology tool guides team-based creation and implementation of individualized behavior supports for children who engage in persistent, challenging behaviors.

LEADER(S): Scott Spaulding, University of Washington, Seattle

NOTES:

3:30–4:15 PM **SESSION: 364**
ROOM: POSTER 23, HALL E

Leader Identity Development in Elementary School Gifted and Talented Education Teachers: A Pilot Study

TOPIC: Gifted and Talented

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

This poster presents the results of a study exploring the ways elementary-level gifted and talented program (GT) teachers understand leadership and the ways they perceive themselves in the domain of leadership. What is the relationship between leadership strengths and leadership perceptions? What commonalities exist between teacher leader identity development pathways and leaders' strengths?

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

PRESENTER(S): Debbie Dailey, University of Central Arkansas, Conway; Rachelle Miller, University of Central Arkansas, Conway

3:30–4:15 PM **SESSION: 365**
ROOM: POSTER 24, HALL E

Vocabulary Interventions for Students With EBD: State of the Evidence

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Students with emotional and behavioral disorders (EBD) are increasingly placed in inclusive classrooms where a well-developed vocabulary is essential to success and instruction is based on college and career readiness standards. This poster suggests strategies for improving vocabulary (morphology and concept mapping) and recommendations for future research. Practitioners are urged to embed behavioral supports (self-monitoring, praise, corrective feedback) in their vocabulary interventions.

LEADER(S): Justin Garwood, University of Vermont, Burlington

PRESENTER(S): John McKenna, University of Massachusetts, Lowell

NOTES:

"BE A CEC LEADER" SESSION

Thursday, February, 6
3:30–4:30 PM

Convention Center
Room 133–134

Follow-up Networking Session Friday, February, 7
9:00–9:45 AM
at CEC Central

Are you ready to build your leadership skills but are not sure how to begin?

LEADERSHIP! If you are considering getting more involved in leadership through any venue: your university, district, school, or consulting, this session is for you. Consider building your skills by becoming a CEC leader. Through this interactive session, you will learn about CEC leadership opportunities at the local, state/or provincial, special interest division, and international levels and develop your personal leadership plan. Turn your commitment to students with disabilities and gifts/talents into action by realizing your leadership potential and using your strengths to lead students and colleagues. Presented by the CEC Leadership Development Committee.

Council for Exceptional Children

Be a Leader.

Make a difference.

Start today.

Friday, February 7

Third General Session
Yes I Can! Awards Ceremony
Hall B
8:00–9:00 AM

Sessions (9:45–5:00 PM) 121–185

Technology Playground, Ginkoberry Concourse
(9:45 AM–5:00 PM)

Third General Session

Friday, February 7, 2020 | 8:00–9:00 AM

Hall B, Oregon Convention Center

Yes I Can! Awards Ceremony

Congratulations to these 12 outstanding students who will be honored in the following categories:

ACADEMICS • TRANSITION • TECHNOLOGY • SELF-ADVOCACY • SCHOOL & COMMUNITY • ARTS

Nelani Colletti
Academics

Hunter Tobias
Academics

Baharnaz Alimohammadi
Arts

DeAnte Vaughn
Arts

Emma Dillon
School/Community Activities

Jonathan Fratz
School/Community Activities

Caroline Arnette
Self-Advocacy

Trey DelGrosso
Self-Advocacy

Jeremiah Morris
Technology

Stormy Stevenson
Technology

Harrison Burgess
Transition

Mitchell Pritsker
Transition

Friday Sessions

9:45–11:45 AM SESSION: 367 ROOM: A105

DLD Showcase: Learning Disabilities: Foundational Principles of Practice

TOPIC: Learning Disabilities

FORMAT: Panel

In this session, past presidents of CEC's Division for Learning Disabilities will discuss: What is a learning disability LD? How is specially designed instruction different from 'special education lite' (i.e., accommodations)? What are the opportunities and challenges associated with LD research? What are strategic ways to advocate for the needs of students with LD?

LEADER(S): Kristin Sayeski, University of Georgia, Athens

PRESENTER(S): John Wills Lloyd, University of Virginia, Charlottesville; Charles Hughes, Pennsylvania State University, University Park; David Chard, Southern Methodist University, Dallas, TX; Rollanda O'Connor, University of California, Riverside

9:45–11:45 AM SESSION: 368 ROOM: B116

What Every Aspiring Special Education Administrator Needs to Know

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Do you know what it takes to be an effective special education teacher leader or administrator? Learn about the exciting career paths open to effective leaders, how to enhance your leadership skills, and the diverse roles and responsibilities that challenge and reward strong leaders in special education.

LEADER(S): Gary Myrah, Wisconsin Council of Administrators of Special Services, Madison

PRESENTER(S): Adam Leckie, Florence Unified School District, AZ; Kevin Rubenstein, Lake Bluff Elementary School District 65, IL; Erin Maguire, Essex Westford School District, VT

9:45–11:45 AM SESSION: 369 ROOM: C122

Program Chair Featured: Exceptional Lives, Exceptional Stories

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Panel

The panel includes Yes I Can! Award recipients and their families. Session facilitators will lead discussions surrounding life with a disability, using structured questions as well as those from the audience. In closing, facilitators will summarize insights gained from discussions. The session incorporates time for informal conversations with the panelists.

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

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

NOTES:

MULTIPLE PRESENTATIONS

9:45–10:45 AM • SESSION: 370 • ROOM: E146

SELF-DETERMINATION AND ADVOCACY DEAF/HH

TOPIC: Communicative Disabilities and Deafness
FORMAT: Multi-Presentation Session

Assertiveness Take Practice: Summer Camps That Teach Self-Advocacy

The presenters started two summer camps focused on self-advocacy for students who are deaf or hard of hearing. Programs were sponsored by a university clinic and a local school district. The rationale for these programs, the self-advocacy activities used, and results from pre/post student outcome measures will be shared.

LEADER(S): Brittany Dorn, University of Northern Colorado, Greeley
PRESENTER(S): Kaitlyn Millen, University of Northern Colorado, Greeley

Bridging the Gap Between College Student and Master Deaf Educator

The gap between college student and master teacher is tremendous, and it is not realistic to expect that a single program (pre- or post- service) can effectively provide the diversity of training necessary for increasing the self-efficacy of educators to improve the educational outcomes of students who are deaf and hard of hearing.

LEADER(S): Susie Tiggs, Region 11 Education Service Center, White Settlement, TX

Building a Foundation: Measuring Self-Determination in Adolescents Who Are Deaf/Hard of Hearing

Self-determination is a predictor of success for students, including those who are deaf or hard of hearing (DHH). What are these students' typical strengths and needs? Approximately 180 adolescents who are DHH completed the new American Sign Language (ASL) version of the Self-Determination Inventory. Results from the analysis of scores will inform how teachers and administrators can tailor interventions to unique needs across disability categories.

LEADER(S): Kaitlyn Millen, University of Northern Colorado, Greeley

9:45–10:45 AM SESSION: 371 ROOM: A107

Teacher2Teacher: Mindfulness-Based Stress Reduction Strategies in the Classroom

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

Mindfulness is an evidence- and research-based method that increases positive social-emotional skills for students with disabilities: emotional regulation, increased focus, longer attention span, reduced rumination, receptivity to new ideas, reduced stress and anxiety, more thoughtful reactions to stimuli, and better self-control. The presenters will provide an overview of specific practices, including mindful breathing, the mindful pause, and mindful stretching (yoga). When these strategies are explicitly taught, students can generalize them to other parts of their lives. This session will also provide teachers with a set of easy-to-implement resources and handouts.

LEADER(S): Jessica Rusinkovich, Capistrano Unified School District, CA
PRESENTER(S): Mary Lengel, Spectrum Schools, CA

9:45–10:45 AM SESSION: 372 ROOM: B111

Linking Emotional Intelligence and Social Interactions: The Impact of an Emotional Intelligence Curriculum

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Research
FORMAT: Panel

This panel presentation focuses on the social and behavioral impact of an emotional intelligence (EI) curriculum comprising the RULER, visible thinking, and global thinking routines on pre-kindergarten students with and without disabilities, their families, and instructional staff. The (EI) curriculum, research design, and longitudinal data will be discussed.

LEADER(S): Andrea Adelman, Florida International University, Miami
PRESENTER(S): Daniela Foerch, Florida International University, Miami

9:45–10:45 AM SESSION: 373 ROOM: B112

Opportunities to Learn Instructional and Collaborative High-Leverage Practices: Special Education Teacher Candidates' Experiences in Preparation

TOPIC: Personnel Preparation
FORMAT: Presentation with Q&A

This presentation focuses on special education teaching candidates' (SETCs) opportunities to learn high-leverage instructional and collaborative practices. Drawing on surveys and interviews collected across six universities, SETCs reported extensive opportunities to learn instructional practice, but fewer opportunities for collaborative practice. This points to a need to examine the pedagogies used to prepare SETCs for collaborative roles. Practical tools will be provided.

LEADER(S): Hannah Mathews, Boston University, MA
PRESENTER(S): Wendy Rodgers, University of Nevada, Las Vegas

9:45–10:45 AM SESSION: 374 ROOM: B113

Building a Culture of Self-Advocacy and Self-Determination for Students and With Students

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

One school district in Texas, recognizing that throughout its PK-12 system students were not able to articulate their learning goals or specialized needs, set out to change the culture of its organization and focus on building the capacity of students through self-advocacy and self-determination. This session presents how understanding student needs in these areas can lead to the effective development of programs to support them.

LEADER(S): Kristin Brown, Lyford CISD

PRESENTER(S): Veronica Ramon, Lyford CISD; Laura Juarez, Lyford CISD

9:45–10:45 AM SESSION: 375 ROOM: B114

Using CRA to Teach Algebra to Students with Developmental Disabilities: Teaching Problem-Solving and Reasoning Skills

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Participants attending this session will learn how to teach basic algebraic concepts to students with developmental disabilities by implementing the concrete-representational-abstract (CRA) technique. The presenters will share six different programs that incorporate the use of hands-on activities for developing strategic competence for recognizing and generating equivalent forms for simple algebraic expressions and solving linear equations for promoting adaptive reasoning skills.

LEADER(S): Joseph Sencibaugh, Webster University, St. Louis, MO

9:45–10:45 AM SESSION: 376 ROOM: B115

Collaborating to Improve Augmentative and Alternative Communication for Learners With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Special educators often collaborate with speech-language pathologists to provide augmentative and alternative communication (AAC) interventions to students with autism spectrum disorder (ASD). However, collaboration that results in measurable and timely student benefits can be challenging. The presenters of this session will share a step-by-step model for collaboration that ensures effective AAC interventions for students with ASD.

LEADER(S): Heather Forbes, University of Kansas, Lawrence

PRESENTER(S): Jenee Vickers Johnson, University of Kansas, Lawrence; Jason Travers, University of Kansas, Lawrence

9:45–10:45 AM SESSION: 377 ROOM: B117

Special Education Leadership: Strategies for Success

TOPIC: Administration/Supervision

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Special education administrators hold one of the most difficult yet impactful of all administrative positions. The most effective special education leaders are able to keep student need, supervision and development of program, and relationships with stakeholders at the forefront, while still managing the intricacies of legal compliance. Participants will learn key skills, collaborative strategies, and structures which will support their success as an administrator in our ever-changing field.

LEADER(S): Nora Mazzone, Mamaroneck Union Free School District, NY

PRESENTER(S): Jennifer Monaco, Mamaroneck Union Free School District, NY

9:45–10:45 AM SESSION: 378 ROOM: B118

Supporting Availability for Learning for Students With Multiple Disabilities Including DeafBlindness: Student-Centered Assessment and Intervention

TOPIC: Visual Impairments

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&A

Children and youth with multiple disabilities, including those who are deafblind, often have complex physical, sensory, cognitive/developmental, and health challenges which affect their 'availability for learning'—a term that refers to the biobehavioral states of arousal necessary to process information and experiences. This session provides an overview of the effect of multiple disabilities and deafblindness on availability for learning, and an updated approach to biobehavioral assessment.

LEADER(S): Christopher Russell, New York Deaf-Blind Collaborative, Queens

9:45–10:45 AM SESSION: 379 ROOM: C121

Integrating Social-Emotional Learning With Literacy Instruction for Young CLD Children At Risk for EBD and Comorbid Reading Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Children from culturally and linguistically diverse (CLD) backgrounds who are at risk for disabilities often experience school adjustment difficulties during the transition from preschool to elementary school. This session shares research investigating the effects of integrating social-emotional learning (SEL) with early literacy instruction for children at heightened risk for developing emotional and behavior disorders (EBD) and/or reading disabilities (RD) to improve school adjust outcomes.

LEADER(S): Eun Hye Ko, Texas A&M University, College Station

9:45–10:45 AM SESSION: 380 ROOM: C123

Teacher2Teacher: Limiting High School Transitions to Support Students' Building of Lifelong Skills

TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

At Evergreen High School, four teachers–a special education teacher, an intervention teacher, a math teacher, and an English teacher–support the same students across two class periods in the school day. During this time, students learn reading, writing, math, and executive functioning skills using a variety of co-teaching practices to support all learners. Participants will learn about the success of this use of resources for students and discuss collaborative practices that support staff members' alignment with a vision.

LEADER(S): Mandy Ollila, Evergreen Public Schools, WA

PRESENTER(S): Anna Capacci, Evergreen Public Schools, WA

9:45–10:45 AM SESSION: 381 ROOM: C124

Leveraging Two: Co-Teachers Increase High-Leverage Practice Use Through Reciprocal Peer Coaching

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

This session presents the results of a study investigating the effects of co-teachers utilizing reciprocal peer coaching with self-graphing and goal setting to increase their use of high-leverage practices (HLPs) in their collaborative elementary classroom. A description of the program and results of the study will be provided. Participants will discuss the effective application of HLPs in collaborative settings and the significance of utilizing reciprocal peer coaching with co-teachers.

LEADER(S): Kera Ackerman, University of Kentucky, Lexington

PRESENTER(S): Todd Whitney, University of Louisville, KY; Mark Samudre, University of South Carolina, Columbia

9:45–10:45 AM SESSION: 382 ROOM: C125

Building Capacity and Empowering Culturally Responsive Inclusive Practices Through Changemaking in the U.S. and South Africa

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: International Programs/Services

FORMAT: Presentation with Q&A

Join the presenters of this session to discuss ways to build culturally responsive inclusive practices through empathy and reflective processes. PK-12 educators teaching all learners from the U.S. and South Africa worked collaboratively using the changemaking process to address inequities in education. Educators framed ideas to ignite innovative inclusive practices to support diverse learners around the world. This presentation reviews the process and provides educators tools for implementation.

LEADER(S): Rebekka Jez, University of San Diego, CA

PRESENTER(S): Clara Hauth, Marymount University, Arlington, VA; Lauren Ramers, University of San Diego, CA

NOTES:

9:45–10:45 AM SESSION: 383 ROOM: D137

Maximizing PLAAFPs, the Launch Pad of the IEP

TOPIC: Assessment

FORMAT: Presentation with Q&A

Present levels of academic achievement and functional performance (PLAAFPs) serve as the foundation of the annual goals and services written into an individualized education program (IEP). This session focuses on the selection, administration, and interpretation of assessments to write PLAAFPs. Well-written PLAAFPs permit educators to develop ambitious annual goals and the identification of appropriate special and related services based on the unique needs of each child.

LEADER(S): Kathleen Waldron-Soler, Eastern Washington University, Cheney

PRESENTER(S): Susan Ruby, Eastern Washington University, Cheney

9:45–10:45 AM SESSION: 384 ROOM: D138

2019 DIVISION FOR RESEARCH EARLY CAREER RESEARCHER AWARD RECIPIENT

Bullying and Youth With Disabilities: What We Have Learned and Future Directions

TOPIC: Research

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Students with disabilities are disproportionately involved within the bullying dynamic. This session will outline unique characteristics, predictive and protective factors, and educational considerations that place this subset of youth at risk. The presenter will provide assessment and intervention recommendations grounded within the context of a multitiered system of support.

LEADER(S): Chad Rose, University of Missouri, Columbia

9:45–10:45 AM SESSION: 385 ROOM: D139

Early Literacy Success for All: A District/State Agency/University Partnership Evaluating the Impact of First-Grade Phonological Awareness Instruction

TOPIC: Research

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

This session presents a districtwide approach to providing classroom Tier 1 phonological awareness instruction designed to prevent reading difficulties. The district, in collaboration with a state education agency, provided classroom teachers with comprehensive professional development and coaching to ensure that instruction was implemented systematically. Representatives from the school district, SEA, and a research university will describe the benefits of collaborative research partnerships.

LEADER(S): Michael Coyne, University of Connecticut, Storrs

PRESENTER(S): Pamela Kastner, Pennsylvania Training and Technical Assistance Network (PaTTAN); Clarisa Rodrigues, University of Connecticut, Storrs

9:45–10:45 AM SESSION: 386 ROOM: E142

Using Literature to Teach Transition-to-Adulthood Skills to Elementary and Secondary Students

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session addresses the need for teachers to identify and implement evidence-based practices to teach transition-related skills and knowledge. Findings from a qualitative study will be presented to describe the experiences of 27 teachers as they developed, presented, and evaluated transition curriculum units. Descriptions of the process and units will be provided during the presentation.

LEADER(S): Penny Cantley, Oklahoma State University, Stillwater

NOTES:

9:45–10:45 AM SESSION: 387 ROOM: E144

Technology and Special Education: How Are We Preparing Teachers?

TOPIC: Innovations in Special Education Technology

FORMAT: Panel

New instructional technologies have built-in features that can support students with learning difficulties and disabilities without the need for specialized technologies. These and other changes in technology and instructional practices have important implications for the preparation of today's teachers. The presenters will share core components of the courses and other teacher learning experiences they have developed to prepare prospective and practicing educators to effectively use technology.

LEADER(S): Cynthia Okolo, Michigan State University, East Lansing

PRESENTER(S): Kavita Rao, University of Hawaii at Manoa, Honolulu; Sean Smith, University of Kansas, Lawrence; Anya Evmenova, George Mason University, Fairfax, VA

9:45–10:45 AM SESSION: 388 ROOM: E145

Exploring Convergence and Divergence in Teacher Understanding of Multitiered Systems of Support: A Mixed-Methods Study

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Multitiered system of support (MTSS) frameworks provide schools an opportunity to deliver evidence-based instruction and intervention to diverse students. However, implementation is often fractured due to differing levels of understanding and skill of key stakeholders. This session shares the results of an exploratory mixed-methods study designed to better understand how educators are prepared to implement MTSS on school campuses, both in educator preparation and inservice practice.

LEADER(S): Joseph Morgan, University of Nevada, Las Vegas

PRESENTER(S): MaryAnn Demchak, University of Nevada, Reno

9:45–10:45 AM SESSION: 389 ROOM: E147

Leading Their Own Learning: A Student-Driven Mathematics Vocabulary Instructional Strategy

TOPIC: STEM

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

The presenters of this 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. In this highly interactive session, participants will experience a goal-setting strategy first hand.

LEADER(S): Geraldo Tobon, The University of Illinois at Chicago

PRESENTER(S): Courtney Barcus, The University of Illinois at Chicago

9:45–10:45 AM SESSION: 390 ROOM: F149

DISES Showcase: Voices of DISES (Division of International Special Education and Services)

TOPIC: International Programs/Services

FORMAT: Presentation with Q&A

DISES members will share their advocacy for students with disabilities from various cultures and countries. Participants will learn about the efforts of DISES members to empower students to overcome adverse circumstances.

LEADER(S): Jugnu Agrawal, George Mason University, Fairfax, VA

PRESENTER(S): Nicole DeClouette, Georgia College & State University, Milledgeville; Susan O'Rourke, Carlow University, Pittsburgh, PA; Robbie Hampton, Lipscomb University, Nashville, TN; Hannah Ehrli, Orange County Public Schools, FL

9:45–10:45 AM SESSION: 391 ROOM: F151

What Alternate Assessments and Diplomas Really Mean for Students With Significant Disabilities

TOPIC: Public Policy

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

According to the Every Student Succeeds Act (ESSA), students with significant cognitive disabilities are to have access to alternate assessments and, if the state wishes, state-defined alternate diplomas. This session will summarize where states are in these policy initiatives. It will address challenges these policies pose for administrators and educators.

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

PRESENTER(S): Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis; Christopher Rogers, National Center on Educational Outcomes, University of Minnesota, Minneapolis

9:45–10:45 AM SESSION: 392 ROOM: F152

Enhancing Your Class Meetings by Leveraging Restorative Justice Practices

TOPIC: Starting the Teaching Career

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Classroom management is challenging for many intervention specialists, particularly for novice teachers. Class meetings build and maintain rapport and set expectations for students; restorative justice practices increase awareness of one's behavior while also decreasing unwanted behavior. This action research project explored the use of restorative justice practices embedded into class meetings for students with behavioral disorders.

LEADER(S): Michele Nobel, Ohio Wesleyan University, Delaware

9:45–10:45 AM **SESSION: 393**
ROOM: OREGON BALLROOM 201

DARTS Showcase: An Imaginative Landscape: One Art Activity, Many Adaptive Strategies

TOPIC: Arts in Special Education

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

Art, special, and general education educators face challenges while integrating art into inclusive curricula, particularly in differentiating art tasks to enable all students to succeed. This session will focus on adaptive strategies such as activity presentation, adapted art tools and materials, and increasing student independence through a demonstration of a multimedia art activity.

LEADER(S): Susan Loesl, Milwaukee Public Schools, WI

9:45–10:45 AM **SESSION: 394**
ROOM: OREGON BALLROOM 202

Project-Based Learning in Inclusive Classrooms: Make Learning Engaging, Meaningful, and Supportive

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Project-based learning in inclusive classrooms provides meaningful and collaborative learning experiences that develop academic and social and emotional learning skills. Participants will learn how to support projects with consistent habits and routines to increase literacy and social and emotional outcomes for students with disabilities in secondary language arts classes.

LEADER(S): Alison Boardman, University of Colorado, Boulder

PRESENTER(S): Jessica Hovland, University of Northern Colorado, Greeley

9:45–10:45 AM **SESSION: 395**
ROOM: OREGON BALLROOM 203

Providing Performance Feedback for High-Leverage and Evidence-Based Practices: A Multimedia Option

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Demonstration

In this demonstration session, the presenters introduce and walk attendees through a multimedia observation tool that is customizable, and currently set up to document implementation of high-leverage and evidence-based practices. The focus is on how to use the observation instrument to provide data-driven, unbiased performance feedback and parlay into effective professional development options.

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

PRESENTER(S): Victoria VanUitert, University of Virginia, Charlottesville; Anna Myers, University of Virginia, Charlottesville

9:45–10:45 AM **SESSION: 396**
ROOM: PORTLAND BALLROOM 252

The Working Together Series: Developing Communication and Conflict Resolution Skills

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Personnel Preparation

FORMAT: Demonstration

This interactive session introduces the Working Together Series, a collection of free online learning modules designed to help families and educators develop the foundational skills needed to work together and through conflict. Participants will discuss ways to promote and integrate the modules into blended-learning opportunities to build local-level capacity.

LEADER(S): Melanie Reese, Center on Appropriate Dispute Resolution in Special Education (CADRE), Eugene, OR

9:45–10:45 AM **SESSION: 397**
ROOM: OREGON BALLROOM 204

Program Chair Featured: Office of Special Education Update

TOPIC: Public Policy

FORMAT: Presentation with Q&A

The U.S. Department of Education Office of Special Education, Research to Practice Division invests in numerous initiatives aimed at positively influencing the field of early intervention and special education policy and practice, and responds to the needs of states, districts, and schools as they work to improve and deliver practices based on evidence for children and families. The division director will discuss current OSEP priorities and highlight results of OSEP's investments.

LEADER(S): Laura Kaloi, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Larry Wexler, OSEP, U.S. Department of Education, Washington, DC

9:45–10:45 AM **SESSION: 398** **ROOM: A106**

Whose Goal Is It, Anyway? A Step-By-Step Guide to Self-Directed Behavior Goal Setting

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Teaching students with disabilities self-determination skills, such as goal-setting and attainment strategies, can improve behavior while having a lasting effect on life outcomes. In this session, the presenters will share a step-by-step guide practitioners can use to explicitly teach their students how to self-set behavior goals.

LEADER(S): Sara Estrapala, University of Iowa, Iowa City

PRESENTER(S): Sarah Wilkinson, University of Connecticut, Storrs

9:45–10:45 AM SESSION: F100 ROOM: G129

Research-to-Practice Connections: Technology-Based Graphic Organizers for Writing

FORMAT: Tech Playground

LEADER(S): Anya Evmenova, George Mason University, Fairfax, VA; Kelley Regan, George Mason University, Fairfax, VA; Soo Ahn, Iowa State University, Ames

9:45–10:45 AM SESSION: F101 ROOM: G130

Educator Experience: Educational Uses of 3D Printing

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university.

Table 1: Bryan Moles, Table 2: Sam Choo. Table 3: Lisa Wadors

LEADER(S): Bryan Moles, University of Illinois at Chicago/Chicago Public Schools; Sam Choo, University of Oregon, Eugene; Lisa Wadors, Benetech, Palo Alto, CA

9:45–10:45 AM ROOM: B110

Experience the Power of n2y's Total Solution for Special Education: Integrated to Meet the Unique Needs of Every Student

FORMAT: Exhibitor Showcase Session

Join Stacey Atiyeh, n2y's Solution Marketing Manager, for an informative overview of the n2y Total Solution, a comprehensive classroom and individual solution for students with unique learning needs. The Total Solution is inclusive of differentiated data-driven curriculum, supplemental current events newspaper, dynamic symbol communication toolkit, skill-based learning activities, and groundbreaking classroom management and self-regulation program. The n2y Total Solution can take your students' participation and achievements everywhere you've always known they could go.

LEADER(S): Stacey Atiyeh, n2y

9:45–10:45 AM ROOM: C120

Exhibitor Showcase: Improving Outcomes for Students with Disabilities: The Key to Defensible Districtwide Programs

FORMAT: Exhibitor Showcase Session

Learn how to build district or state-wide capacity to improve outcomes for students with disabilities. We will discuss various approaches to professional development, training, and coaching that can be used to effectively reduce disparity in educational services across geographically diverse regions and grade levels.

LEADER(S): Darby Lasley, Lead Trainer and OrPATS Project Coordinator, STAR Autism Support, Portland, OR

9:45–10:45 AM ROOM: B119

Exhibitor Showcase: Reading for Meaning With Read Naturally Live

FORMAT: Exhibitor Showcase Session

Learn how to develop fluency, support vocabulary, and promote comprehension by combining three powerful, research-based strategies: teacher modeling, repeated reading, and progress monitoring. Learn how to meet standards and accelerate the achievement of developing and struggling readers. These effective strategies are demonstrated using Read Naturally's web-based software program. Read Live.

LEADER(S): Kristi Vincent, Ready Naturally, Inc., St. Paul, MN

9:45–10:30 AM SESSION: 399
ROOM: POSTER 1, HALL E

Peer-Mediated Interventions for Adolescents With ASD: A Research Synthesis

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation synthesizes 11 single-subject studies on peer-mediated interventions (PMI) for adolescents with autism spectrum disorder (ASD), including adherence to CEC standards, descriptive variables, peer training components, treatment fidelity, and results. Overall, PMI targeting social outcomes is a potentially evidenced-based practice for adolescents with ASD.

LEADER(S): Irem Bilgili-Karabacak, Lehigh University, Bethlehem, PA

PRESENTER(S): Emma Gratton-Fisher, Lehigh University, Bethlehem, PA

9:45–10:30 AM SESSION: 400
ROOM: POSTER 2, HALL E

How Comfortable Are Preservice and Inservice Special Education Teachers Discussing Sexuality?

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster session shares the results of a study investigating preservice and inservice teachers' comfort discussing sexuality with individuals with intellectual disability (ID) using the Developmental Disabilities Sexuality Attitude Scale (DDSAS). Reviewing emergent findings from preliminary analysis, attendees will learn about teachers' comfort regarding the sexuality of their students with ID and potential recommendations for the field.

LEADER(S): Bridget Green, Duquesne University, Pittsburgh, PA

PRESENTER(S): Natalie Drozda, Duquesne University, Pittsburgh, PA; Olajumoke Oshokoya, Duquesne University, Pittsburgh, PA

9:45–10:30 AM **SESSION: 401**
ROOM: POSTER 3, HALL E

The Importance of Feature Matching: An Evaluation of the Literature

TOPIC: Assessment

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Poster Session

This poster session presents the results of a systematic literature review determining effective practices that match a communication system to a student with complex communication needs. The goal of the study was to determine best practices in feature matching, to enable effective matching of an individual's skills with the appropriate communication system. Findings and future implications will be discussed.

LEADER(S): Miriam Boesch, University of North Texas, Denton

PRESENTER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

9:45–10:30 AM **SESSION: 402**
ROOM: POSTER 4, HALL E

Supporting Cognitive Autonomy of Students With Disabilities to Create Self-Determined Learners

TOPIC: Career Development/Transition

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Enhancing cognitive autonomy (the ability to make independent decisions) may prepare students to further their education, access better employment opportunities, enhance their independent living, and make crucial decisions in adulthood. This poster session provides a background of literature, suggestions for future research, and suggestions for teachers on how to support the cognitive autonomy of students with disabilities.

LEADER(S): Fatmana Deniz, University of Nevada, Las Vegas

9:45–10:30 AM **SESSION: 403**
ROOM: POSTER 5, HALL E

Exploring the Roles of Students and Faculty in Integrating Students With Disabilities on College Campuses

TOPIC: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster session shares the results of a study examining the roles of typical peers and university faculty in supporting the academic and social involvement of students with disabilities in their college classes. Participants were surveyed about their knowledge and perceptions of the supports for students with disabilities in higher education. Additional questions examined the expectations, benefits, strengths, and limitations of a transition program on a university campus.

LEADER(S): Cheryl Wold, Northern State University, Aberdeen, SD

PRESENTER(S): Jessica Vogel, Northern State University, Aberdeen, SD

9:45–10:30 AM **SESSION: 404**
ROOM: POSTER 6, HALL E

Autonomy, Competence, and Relatedness: The Self-Determination Strategy for Diverse Students With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Self-determination is considered critical in transition planning. However, students with disabilities often struggle to develop self-determination skills, particularly students from culturally and linguistically diverse (CLD) families. This poster presentation shares strategies for collaboration among individualized education program (IEP) team members to enhance self-determination skills for students with disabilities from CLD families.

LEADER(S): Yan Wei, Southern Connecticut State University, New Haven

PRESENTER(S): Katrina Hovey, Western Oregon University, Monmouth; Lydia Gerzel-Short, Northern Illinois University, DeKalb; Yun-Ju Hsiao, Washington State University Tri-Cities, Richland

NOTES:

9:45–10:30 AM **SESSION: 405**
ROOM: POSTER 7, HALL E

Interactive Read-Alouds With Spanish-Speaking English Language Learners: A Review of the Literature

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation shares the results of a review synthesizing data from extant research on the effects of interactive read-aloud interventions on Spanish-speaking English language learners' receptive English vocabulary. Eight experimental and quasi-experimental group design studies were identified that detailed 14 different read-aloud interventions. Implications for practitioners and future research are discussed.

LEADER(S): Danielle Pico, University of Florida, Gainesville

9:45–10:30 AM **SESSION: 406**
ROOM: POSTER 8, HALL E

Training in Culturally Responsive Behavior Management for Elementary School Teachers

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

The rising heterogeneity of students in the U.S., the homogeneity of the teaching workforce, and limited training in cultural responsiveness have led to disproportional expulsion and exclusion practices of diverse students. This poster shares the results of a study investigating teachers' experiences with (or without) training in culturally responsive practices, and how this influences their efficacy and relationship with students.

LEADER(S): Toshna Pandey, Virginia Commonwealth University, Richmond

9:45–10:30 AM **SESSION: 407**
ROOM: POSTER 9, HALL E

Learn, See, Do: Strategies for Teaching Core Content to Students With Significant Cognitive Disabilities in Inclusive Settings

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Although students with significant cognitive disabilities (SwSCD) make academic gains in inclusive general education settings, they remain underrepresented. Wondering how to best provide core content instruction to SwSCD? A recent review of the literature shows support for embedding systematic instruction of academic skills in inclusive settings. This poster describes a learn-see-do approach to implementing embedded trials of systematic instruction to teach core content to SwSCD.

LEADER(S): Alicia Saunders, University of North Carolina at Charlotte

PRESENTER(S): Elizabeth Reyes, University of North Carolina, Charlotte

9:45–10:30 AM **SESSION: 408**
ROOM: POSTER 10, HALL E

Empowering Adolescents With Disabilities to Get in the Game: Self-Determination and Recreational Sports

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This poster presentation summarizes findings from a mixed-methods study examining the intersection of self-determination and recreational sports for adolescents with disabilities, providing lessons gained and exploring the effect that self-determination coaching had on participation in recreational sports. The study examined participants' experiences with self-determination related to recreational sports via interview and questionnaire.

LEADER(S): Samantha Papp, The University of Southern Mississippi, Hattiesburg

PRESENTER(S): Audra Classen, The University of Southern Mississippi, Hattiesburg

9:45–10:30 AM **SESSION: 409**
ROOM: POSTER 11, HALL E

Intersecting Frameworks to Meet the Needs of Diverse Learners: SDI, Bloom's Taxonomy, Gagné's Nine Events, Webb's Depth of Knowledge, and UDL

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Students with individualized education programs (IEPs) must receive specially designed instruction to meet their unique needs. However, SDI does not define how teachers should decide what or how to teach. In assessing, planning, implementing, and evaluating instruction, teachers must take multiple factors into account, such as Bloom's taxonomy, Gagné's events of instruction, and Webb's Depth of Knowledge; universal design for learning (UDL) provides a lens on instruction.

LEADER(S): Dee Berlinghoff, Mount Saint Mary College, Newburgh, NY

PRESENTER(S): Edwin Teall, Mount Saint Mary College, Newburgh, NY

9:45–10:30 AM **SESSION: 410**
ROOM: POSTER 12, HALL E

Changing Teachers' Mindsets: Increase the Use of Proactive Behavior Management Strategies

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Poster Session

Despite the effectiveness of positive approaches to classroom behavior management, many teachers struggle to implement these approaches and rely on punitive strategies such as reprimands and referrals. In this poster session, presenters will discuss how teacher mindset about behavior affects the use of behavior management; they will present results of research on a professional development program aimed at changing this mindset to increase use of proactive behavior management strategies.

LEADER(S): Rachel Robertson, University of Pittsburgh, PA

PRESENTER(S): Haya Abdel-Latif, University of Pittsburgh, PA

9:45–10:30 AM **SESSION: 411**
ROOM: POSTER 13, HALL E

Reducing Special Education Teacher Shortages Through Improvement Science

TOPIC: Personnel Preparation

SECONDARY TOPIC: Public Policy

FORMAT: Poster Session

A networked improvement community (NIC) aligns the science of problem-solving with an inquiry-based scientific community to accelerate change. The pervasive teacher shortage requires prioritizing a problem-solving framework, a cornerstone of any NIC. The American Association of Colleges of Teacher Education launched a NIC to address the pervasive teacher shortage in special education. Learn about strategies implemented across 10 institutions to increase teacher recruitment and retention.

LEADER(S): Jane West, Jane West Consulting, Washington, DC

PRESENTER(S): Cathy Thomas, Texas State University, San Marcos

9:45–10:30 AM **SESSION: 412**
ROOM: POSTER 14, HALL E

HLPs for Literacy Instruction: Supporting Children With Complex Communication and Intellectual Disabilities

TOPIC: Personnel Preparation

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Literacy instruction that provides students with repeated opportunities to respond substantially improves language and reading comprehension for children and adolescents with complex communication needs and intellectual disabilities. This poster presents features of a modified dialogic reading approach for preservice and practicing teachers, including adapted books and question scaffolds designed to increase students' reading and listening comprehension during shared reading times.

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

PRESENTER(S): Cate Smith, University of Tennessee, Knoxville

9:45–10:30 AM **SESSION: 414**
ROOM: POSTER 16, HALL E

Improving Self-Regulation for Adolescents With EBD: First-Year Results of I Control

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Teachers need effective strategies to increase self-regulation (SR) abilities for students with emotional and behavioral disorders (EBD) to ameliorate their negative behaviors. The I Control curriculum provides explicit, intensive SR skill instruction for middle school students with EBD. The presenters of this poster will report first-year results of a randomized controlled trial of I Control.

LEADER(S): Stephen Smith, University of Florida, Gainesville

PRESENTER(S): Brian Barber, Kent State University, OH; Daniel Poling, University of Florida, Gainesville; Megan Worth, University of Florida, Gainesville

NOTES:

9:45–10:30 AM **SESSION: 415**
ROOM: POSTER 17, HALL E

Accommodations and Demographic Characteristics: University Students With ASD vs. Students With Other Invisible Disabilities

TOPIC: Research

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster shares the results of a study exploring university accommodations across students with 'invisible disabilities.' The presenters examined patterns of postsecondary accommodation usage across disability categories. The autism spectrum disorder (ASD) sample tended to have college-educated parents and increased socioeconomic stability. Individuals with ASD of color were underrepresented in the data.

LEADER(S): Michelle Dean, California State University Channel Islands

PRESENTER(S): Tiina Itkonen, California State University Channel Islands

9:45–10:30 AM **SESSION: 416**
ROOM: POSTER 18, HALL E

Learn to Teach Higher Order Thinking Skills Using CORGI

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC:STEM

FORMAT: Poster Session

The 21st century demands that all citizens develop and use higher order thinking skills in education and work. CORGI is a Google app that supports the development of such skills by using the KUCRL Strategic Instruction Model within an innovative, scalable technology and Google Classroom.

LEADER(S): Jose Blackorby, CAST, Inc., Wakefield, MA

PRESENTER(S): Emma Starr, CAST Inc., Wakefield, MA; Cara Wojcik, CAST Inc., Wakefield, MA; Sung Park, Santa Clara County Office of Education, CA

9:45–10:30 AM **SESSION: 417**
ROOM: POSTER 19, HALL E

The Underachievement of Gifted Students of Color

TOPIC: Gifted and Talented

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

The unfortunate reality is that students of color are underachieving and not reaching their highest academic potential. Until this is addressed, educators cannot begin to solve this underachievement. This issue is not just focusing on students of color, but also on the gifted students who are continuously being failed by the system.

LEADER(S): Christi Kooyman, Southern Utah University, Cedar City

9:45–10:30 AM **SESSION: 418**
ROOM: POSTER 20, HALL E

Sex Ed for Students With IDD: What the Research Tells Us

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

To ensure the safety and well-being of young people with disabilities, it is imperative they are offered relevant, individualized, and comprehensive sexual health education. The presenters of this poster reviewed the research to develop an evidence-based rationale for a sex-positive and intersectional sexual health curriculum that fosters the development of self-determination in students with autism spectrum disorder and intellectual and developmental disabilities.

LEADER(S): Maggie Rice, Pathlight Inc., Hadley, MA

PRESENTER(S): Carrie McGee, Pathlight Inc., Hadley, MA; Brian Melanson, Pathlight Inc., Hadley, MA; Gwen Bass, Mount Holyoke College, South Hadley, MA

9:45–10:30 AM **SESSION: 419**
ROOM: POSTER 21, HALL E

Exploring School-Implemented RTI: Findings From a National Study

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster describes findings from two studies in a large national exploration project including observations of reading instruction and intensive interventions for students with or at risk for disabilities and interviews with school leaders' about response to intervention (RTI) implementation. The presenters will discuss implications and limitations and directions for future research.

LEADER(S): Jennifer Stewart, Southern Methodist University, Dallas, TX

PRESENTER(S): Stephanie Al Otaiba, Southern Methodist University, Dallas, TX; Kristi Baker, Southern Methodist University, Dallas, TX; Jill Allor, Southern Methodist University, Dallas, TX; Carlin Conner, Southern Methodist University, Dallas, TX

9:45–10:30 AM **SESSION: 420**
ROOM: POSTER 22, HALL E

But How Do We Find the Time? Strategies for Intensifying Interventions Within Busy Schedules

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

How do you find the time to intensify and individualize intervention within the constraints of busy school schedules? This poster presentation introduces strategies and highlights resources to help educators maximize the efficiency of instruction and ensure that intensive intervention is available to students who need it.

LEADER(S): Zachary Weingarten, American Institutes for Research, Washington, DC

PRESENTER(S): Amy Peterson, American Institutes for Research, Washington, DC

9:45–10:30 AM **SESSION: 421**
ROOM: POSTER 23, HALL E

Effects of Mathematics Manipulatives on Student Outcomes: A Meta-Analysis

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster shares the results of a meta-analysis examining the effectiveness of a mathematics intervention using manipulatives on students at risk for or identified with a disability. The results provide an estimate of effects using multiple indices, moderator analyses for critical factors, and implications for research and practice.

LEADER(S): Corey Peltier, University of Oklahoma, Norman

PRESENTER(S): Kristi Morin, Frank Porter Graham Child Development Institute, UNC, Chapel Hill, NC; Emily Bouck, Michigan State University, East Lansing; Leslie Mathews, University of Oklahoma, Norman

9:45–10:30 AM **SESSION: 422**
ROOM: POSTER 24, HALL E

Intervention for Students With CVI: What Does the Research Say?

TOPIC: Visual Impairments

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presents a systematic review of intervention research for children with cortical visual impairment (CVI). Children with CVI have unique abilities and needs. To best serve these students, educators require access to reliable and validated research to make informed choices about appropriate teaching practices and interventions. The presenters will share findings and discuss implications for practice.

LEADER(S): Kathleen Stanfa, Kutztown University of Pennsylvania

PRESENTER(S): Amy Parker, Portland State University, OR; Nicole Johnson, Kutztown University of Pennsylvania

11:00 AM–12:00 PM **SESSION: 425** **ROOM: A107**

CCBD Showcase: The NorthWest PBIS Network: Regional Collaboration to Support Mental Health in Schools

TOPIC: Emotional and Behavioral Disorders

FORMAT: Panel

This CCBD showcase presents a brief history of the NorthWest PBIS Network and important collaborative work the organization is currently engaged in to support student mental health needs in schools. A panel of Pacific Northwest collaborators will describe their involvement and integrated approach to more effectively meet the needs of children and youth and to support their well-being.

LEADER(S): Chris Borgmeier, Portland State University, OR; Jessica Swain-Bradway, NorthWest PBIS Network Inc., Tigard, OR

11:00 AM–12:00 PM **SESSION: 426** **ROOM: B111**

DEC Showcase: Learning from Early Childhood: Trauma-Informed Evidence-Based Frameworks for Improving Outcomes

TOPIC: Early Childhood and Early Intervention

FORMAT: Panel

Because trauma so significantly affects a child's ability to learn and develop, it is essential to address the complexities of childhood trauma in schools and natural environments. Come to this session to learn about the evidence-based frameworks, practices, and recourse being implemented to address issues facing children and families today.

LEADER(S): Catherine Corr, University of Illinois, Urbana-Champaign

PRESENTER(S): Lise Fox, University of South Florida, Tampa

11:00 AM–12:00 PM SESSION: 427 ROOM: B112

Using Technology Supports to Teach Shopping Skills to Students With Developmental Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

Shopping skills are a core functional life skill that students with developmental disabilities (SWDD) need to achieve independence. Research has shown that visual and portable technologies can enable SWDD perform functional skills in integrated settings. Handheld devices, including iPhones, iPads, and Android devices, are universally recognized as a convenient, portable, and socially valid instructional device for shopping and other functional skills.

LEADER(S): Sojung Jung, Penn State University, State College

PRESENTER(S): Pamela Wolfe, Penn State University, State College; Ciara Ousley, Penn State University, State College

11:00 AM–12:00 PM SESSION: 428 ROOM: B113

Want Your Paraeducators to Sparkle? Research-Based Strategies to Maximizing Their Effectiveness

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session provides special educators with research-based strategies to support paraeducators (paras). Presenters will review findings from a synthesis of research literature and practitioner journals and contextualize the strategies within a multi-site randomized controlled trial training paras to deliver early reading and math intervention to students with intellectual and developmental disabilities (IDD). Attendees will gain a clear understanding of effective strategies and resources.

LEADER(S): Sally Fluhler, Peabody College at Vanderbilt University, Nashville, TN

PRESENTER(S): Samantha Gesel, University of North Carolina, Charlotte; Christopher Lemons, Vanderbilt University, Nashville, TN

11:00 AM–12:00 PM SESSION: 429 ROOM: B114

Sexual Education for Adults With Disabilities: What Do We Know?

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Adults with intellectual disability (ID) may struggle to gain access to sexual knowledge and experiences. Sexual knowledge increases opportunities for intimacy and positive sexual identities as well as decreases the risk of victimization. This session reviews the extant literature on sexual education programs for adults with ID. Such programs can be effective in increasing sexual knowledge, decision-making capabilities, and interpersonal skills. Presenters will discuss results and implications.

LEADER(S): Rachel Schwartz, University of Pittsburgh, PA

PRESENTER(S): Rachel Robertson, University of Pittsburgh, PA

11:00 AM–12:00 PM SESSION: 430 ROOM: B115

Addressing Trauma and Mental Health in the Inclusive Classroom: An SEL Program Based on DBT Skills and Mental Health Literacy

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session shares the results of a study investigating the effects of a mental health literacy and dialectical behavior therapy (DBT) skills program implemented by teachers on students' resiliency-related assets (self-concept, coping skills) and resources (peer and teacher support). Student-reported measures of self-concept, coping skills, and classroom climate were collected three times. The implications of the study for mental health programming in inclusive classrooms will be discussed.

LEADER(S): Jennifer Katz, University of British Columbia, Vancouver, Canada

PRESENTER(S): Victoria Knight, University of British Columbia, Vancouver, Canada; Sarah Skinner, University of British Columbia, Vancouver, Canada

NOTES:

11:00 AM–12:00 PM SESSION: 431 ROOM: B117

Leading for Literacy: What Elementary School Administrators Need to Know

TOPIC: Administration/Supervision

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Principals, assistant principals, coaches, and district leaders frequently work in prevention-oriented systems that support the implementation of robust, high-quality literacy teaching and learning in schools. This session presents the Lead for Literacy framework, which provides elementary school leaders with a roadmap for facilitating and improving teacher implementation of evidence-based literacy practices within an effective, schoolwide multitiered system of supports.

LEADER(S): Abigail Foley, American Institutes for Research, Washington, DC

PRESENTER(S): Carol Dissen, Center on Teaching and Learning, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene

11:00 AM–12:00 PM SESSION: 432 ROOM: B118

Teaching Job-Search Skills to Youth With Visual Impairments: A Quasi-Experimental Study

TOPIC: Visual Impairments

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Obtaining early paid work experiences is an important predictor of future employment for youth with visual impairments, particularly when youth find their own jobs. In this session, the presenters will introduce a job-search skills training program for transition-age youth with visual impairments and discuss results of a quasi-experimental study of its effectiveness.

LEADER(S): Jennifer Cmar, The National Research and Training Center on Blindness and Low Vision, Mississippi State University

PRESENTER(S): Michele McDonnall, The National Research and Training Center on Blindness and Low Vision, Mississippi State University

11:00 AM–12:00 PM SESSION: 433 ROOM: C121

Closing the Reading Achievement Gap for English Learners With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Panel

This panel session shares the results of a single-subject study designed to address the crippling achievement gap and teach a reading-comprehension intervention to high school English learners (ELs) with disabilities. Participants of the study learned to use the modified GIST strategy to summarize expository passages. Visual and statistical analysis indicates improved reading comprehension for all participants.

LEADER(S): Libbey Horton, Hope College, Holland, MI

PRESENTER(S): Jane Finn, Hope College, Holland, MI; Vicki Lynn Holmes, Hope College, Holland, MI; Sophia D'Agostino, Hope College

11:00 AM–12:00 PM SESSION: 434 ROOM: C123

The Effect of Behavior Specialists on Whole-School Culture and Systems

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

In addition to supporting the emotional and behavioral needs of students, behaviorists have become increasingly valuable commodities in our schools. This session acknowledges the diverse needs of different school districts (administrators how need a schoolwide acknowledgment system, teachers who need classroom management strategies) and focuses on how to utilize the tools of a behavior specialist to strengthen staff performance, leading to greater student outcomes.

LEADER(S): Frank LoCurto, Mamaroneck Union Free School District, NY

PRESENTER(S): Cori Wagner, Mamaroneck Union Free School District, NY

NOTES:

11:00 AM–12:00 PM SESSION: 435 ROOM: C124

Engagement, Challenging Behavior, and Teacher Supports: Differences Between Co-Taught and Solo-Taught Classrooms

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session presents the results of an exploratory observational study investigating variables of levels of engagement, challenging behavior, and teacher supports for middle and high school students with high-incidence disabilities in co-taught and solo-taught classrooms. Findings reveal higher levels of engagement and supports in co-taught classrooms and higher levels of challenging behavior in solo-taught classrooms. Implications for research and practice will be discussed.

LEADER(S): Quentin Wherfel, Bradley University, Peoria, IL

PRESENTER(S): Lisa Monda-Amaya, University of Illinois, Urbana-Champaign

NOTES:

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 436 • ROOM: C125

ADDRESSING MEASUREMENT, PLANNING AND SUPPORT OF ELLS

TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Multi-Presentation Session

Academic Growth Trajectories of English Language Learners and Strategies for Improvement

Utilizing National Assessment of Educational Progress (NAEP) data, the presenter of this session will examine the academic growth trajectories of English language learners (ELLs) in measures of fourth and eighth-grade reading and mathematics between 2003-2017 compared to their non-ELL peers. Attendees will learn about strategies for improvement and evidence from the field.

LEADER(S): Brad Uhing, Augustana University, Sioux Falls, SD

Developing Culturally and Linguistically Responsive IEPs Using Job-Embedded Professional Development

Individualized education programs (IEPs) document the appropriate education being provided to students. One of the fastest growing subgroups is English learners (ELs) with disabilities. There is a need for increased attention to developing culturally and linguistically responsive IEPs for diverse learners, which has implications for educator preparation and professional development. This research-to-practice session highlights key cultural and linguistic features to incorporate in IEPs for ELs.

LEADER(S): Le Tran, University of Texas, Austin

PRESENTER(S): Margene Brohammer, Lawrence Public Schools, KS

11:00 AM–12:00 PM SESSION: 437 ROOM: D137

Creating Effective Data Collection Systems: A Step-by-Set Guide to Track Student Outcomes

TOPIC: Assessment

FORMAT: Presentation with Q&A

Data-driven decisions are essential for effective instructional planning for students' special education needs. This session will outline key steps in the development and implementation of data collection systems. Examples and tips on how to design and implement effective data collection system will be discussed.

LEADER(S): Kim Paulsen, Vanderbilt University, Nashville, TN

PRESENTER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

11:00 AM–12:00 PM SESSION: 438 ROOM: D138

A Call to Action for Open Science: A How-To Guide for Moving Forward

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

Open science aims to improve the validity, efficiency, and impact of research by making all aspects of the research enterprise open. In this session, the presenters provide guidelines and resources for researchers engaging in open-science practices such as preregistration, data and materials sharing, and posting preprints.

LEADER(S): Bryan Cook, University of Virginia, Charlottesville

PRESENTER(S): Bill Therrien, University of Virginia, Charlottesville; Kathleen Lynne Lane, University of Kansas, Lawrence

11:00 AM–12:00 PM SESSION: 439 ROOM: D139

Analysis of Proportional Reasoning Problems and Misconceptions Among Students With Mathematics Disabilities

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

This session presents findings from an analysis of written explanations of students with mathematics disabilities on open-ended items involving ratio and proportion situations, to understand their ability to reason about proportions and identify misconceptions. The presenters will discuss how student misconceptions, especially ineffectual reasoning, can be remediated and prevented.

LEADER(S): Asha Jitendra, University of California, Riverside

11:00 AM–12:00 PM SESSION: 440 ROOM: E142

'I've Got to Finish Now!' Promoting College Persistence Among Students With Disabilities

TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Educators play a critical role in preparing students for the transition to college. This session will share recommendations for promoting persistence in postsecondary education by drawing on existing research and findings from a mixed-methods study of college persistence among young adults with disabilities.

LEADER(S): Elisabeth Kutscher, George Washington University, Washington, DC

PRESENTER(S): Elizabeth Tuckwiller, George Washington University, Washington, DC

NOTES:

MULTIPLE PRESENTATIONS

11:00 AM–12:00 PM • SESSION: 441 • ROOM: E143

ENGLISH LEARNERS WITHIN MULTI TIERED SYSTEMS OF SUPPORT

TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Multi-Presentation Session
MODERATOR: Alba Ortiz, University of Texas, Austin

Assessing the Academic Language Skills of English Learners Through Personal Narratives

This multi-presentation session demonstrates the use of the English Learners Oral Narrative Scale to assess the academic language proficiency of students in bilingual education classrooms, including students with reading disabilities. Presenters will describe changes in global proficiency and language sub-skills, explore the relationship between oral narrative proficiency and reading achievement, and share suggestions for integrating language objectives in reading instruction.

LEADER(S): Alba Ortiz, University of Texas, Austin
PRESENTER(S): Linda Cavazos, American Institutes for Research, Austin, TX

Native Language Literacy Intervention: Literacy Outcomes of Struggling Bilingual Readers

This session presents information on a study that implemented a Spanish literacy intervention with English learners (ELs) struggling with literacy. Come learn about the effects of the intervention and how to support literacy success for ELs.

LEADER(S): Wendy Gonzales, The University of Illinois at Chicago
PRESENTER(S): Marie Tejero Hughes, The University of Illinois at Chicago

11:00 AM–12:00 PM SESSION: 442 ROOM: E144

Direct Instruction to Promote the Use of Text-to-Speech Software for Students With IDD in Postsecondary Education Settings

TOPIC: Innovations in Special Education Technology
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Presentation with Q&A

Adults with intellectual and developmental disabilities (IDD) often have challenges when accessing written text. One promising way to address this is through assistive technology (AT), in the form of text-to-speech (TTS) software. This session presents the results of a study evaluating the effectiveness of a scripted instructional program to teach adults with IDD to use the TTS tool Snap&Read and exploring the effect this tool has on reading comprehension.

LEADER(S): Lauren Bruno, The University of Iowa, Iowa City
PRESENTER(S): Erica Kaldenberg, The University of Iowa REACH Program, Iowa City

11:00 AM–12:00 PM SESSION: 443 ROOM: E145

Elementary Educators' Efficacy in Implementing Comprehensive, Integrated Three-Tiered Models of Prevention

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Personnel Preparation
FORMAT: Presentation with Q&A

The presenters of this session share findings from a practitioner-researcher partnership examining how elementary educators fared after 2 years implementing comprehensive, integrated, three-tiered (Ci3T) models of prevention. They will present educators' Ci3T implementation data (treatment integrity and social validity scores) and share levels of efficacy and burnout and their relation to measures of implementation. The focus will be on educators' sense of efficacy with classroom management.

LEADER(S): Wendy Oakes, Arizona State University, Tempe
PRESENTER(S): David Royer, University of Hawai'i at Mānoa, Honolulu; Mark Buckman, University of Kansas, Lawrence

NOTES:

11:00 AM–12:00 PM SESSION: 444 ROOM: E146

I'm a Pal: Supporting Peer Interaction for Children With Limited Speech

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

Positive social relationships are important for quality of life and can also improve academic performance. Children with disabilities and limited speech confront many barriers to establishing positive relationships with peers. This presentation focuses on evidence-based supports to increase and improve peer interaction for preschoolers with and without disabilities.

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

11:00 AM–12:00 PM SESSION: 445 ROOM: E147

Interdisciplinary STEM Lessons to Enhance Science Vocabulary Acquisition and Integrative Problem Solving for Students With Disabilities

TOPIC: STEM

FORMAT: Presentation with Q&A

Understanding STEM as an interdisciplinary approach, the presenters of this session expanded STEM to STREAM, developing a package of STEM lesson plans with aligned math, science, and reading objectives and integrated technology and arts components. The intent of the developed STEM lessons is to promote science vocabulary acquisition, problem solving, and attitude and motivation toward learning STEM for elementary students with mild to severe disabilities.

LEADER(S): Stephanie Morano, University of Virginia, Charlottesville

PRESENTER(S): Sam Choo, University of Oregon, Eugene; Yvette Amador, California State University, Bakersfield; Brea Frederick, California State University, Bakersfield

11:00 AM–12:00 PM SESSION: 446 ROOM: F149

Danielson's Framework for Teaching in Special Education: Current Research and Implications for Practice

TOPIC: Measuring Special Education Teacher Effectiveness

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

Although observation systems are an effective mechanism in evaluating teaching quality and providing feedback to support development, challenges persist in the design and implementation of observation systems to support special educators. Panelists will discuss the ways in which Danielson's framework for teaching, a widely adopted observation protocol, operates in special education contexts and with regard to specialized instruction. The panel reports on findings from an IES-funded study.

LEADER(S): Nathan Jones, Boston University, MA

PRESENTER(S): Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Hannah Mathews, Boston University, MA

11:00 AM–12:00 PM SESSION: 447 ROOM: F150

Teachers and Trauma: How Secondary Trauma Affects Well-Being

TOPIC: Maltreatment

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Since the publication of the Adverse Childhood Experiences (ACE) study, much research has focused on how to meet the needs of students with high levels of exposure to trauma. Less is known, however, about the effects on teacher well-being from dealing with student trauma. This interactive session will focus on the effects of secondary trauma on teachers and strategies for self-care, including the use of evidence-based practices in classroom management to decrease teacher and student stress.

LEADER(S): Jennifer McKenzie, Southern Utah University, Cedar City

PRESENTER(S): Jenna Behm, Southern Utah University, Cedar City

NOTES:

11:00 AM–12:00 PM SESSION: 448 ROOM: F151

A Comparative Study of Latina Mothers and Teachers' Experiences With Collaboration and Home-School Partnerships

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This session compares experiences with special education collaboration between Latina mothers and teachers in a Catholic school. This qualitative study explored three dimensions of home-school partnerships: expectations around family engagement, perspectives of collaboration, and the role of advocacy. Successful home-school partnerships include frequent communication; reciprocal partnerships between parents and teachers; caring administration and staff; and equitable, shared decision making.

LEADER(S): Molly Buren, University of Illinois at Urbana-Champaign

11:00 AM–12:00 PM SESSION: 449 ROOM: F152

DPHMD Showcase: Supervising and Evaluating Teachers of Students With Physical, Health, and Multiple Disabilities

TOPIC: Physical/Health/Multiple Disabilities

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This hands-on session will include a review of supervision and evaluation forms that focus on evidence-based practices to support the learning of students with physical, health, and multiple disabilities. Sample walkthrough forms from several states will be shared.

LEADER(S): Robbie Hampton, Lipscomb University, Nashville, TN

PRESENTER(S): Laura Clarke, Northern Kentucky Cooperative for Educational Services, Cold Spring

11:00 AM–12:00 PM SESSION: 450
ROOM: OREGON BALLROOM 201

The CCR4T: A New Schoolwide Measure to Assess All Students' Transition Readiness

TOPIC: Career Development/Transition

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Demonstration

The presenters of this session will share the College and Career Readiness for Transition (CCR4T) Student Measure, a newly developed schoolwide measure intended for all youth with and without disabilities in high schools. The CCR4T can be used as an age-appropriate transition assessment or as part of schoolwide Tier 1 universal data collection efforts within a multitiered framework. Attendees will have the opportunity to review draft items and provide feedback on the utility of the CCR4T.

LEADER(S): Allison Lombardi, University of Connecticut, Storrs

PRESENTER(S): Mary Morningstar, Portland State University, OR; Valerie Mazzotti, University of North Carolina at Charlotte; Jennifer Freeman, University of Connecticut, Storrs

11:00 AM–12:00 PM SESSION: 451
ROOM: OREGON BALLROOM 202

Boost Vocabulary, Knowledge, and Comprehension: Social Studies Practices in Upper Elementary School

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Demonstration

Learn how to pair evidence-based reading practices delivered in general education social studies (STRIVE) with an intensified set of the same practices (I-STRIVE) to promote positive outcomes for students with disabilities. Return to your class Monday morning with lessons in hand!

LEADER(S): Elizabeth Swanson, The University of Texas at Austin

PRESENTER(S): Alicia Stewart, The University of Texas at Austin

NOTES:

11:00 AM–12:00 PM **SESSION: 452**
ROOM: OREGON BALLROOM 203

The State of Social-Communication Intervention in ASD: A Review, 1990-2017

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Communicative Disabilities and Deafness
FORMAT: Demonstration

This session is based on a systematic review of intervention research with learners with autism spectrum disorder (ASD) published from 1990 to 2017. The presenters will summarize the articles in this review that found positive effects on social-communication outcomes and will then discuss evidence-based practices for addressing communication outcomes in learners with ASD.

LEADER(S): Sallie Nowell, University of North Carolina, Chapel Hill
PRESENTER(S): Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

11:00 AM–12:00 PM **SESSION: 453**
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Developing Educationally Meaningful and Legally Compliant IEPs in the Endrew Era

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

This session will highlight the steps to developing and implementing an educationally meaningful and legally compliant individualized education program (IEP). The presenters will provide guidance to attendees about avoiding potential procedural, substantive, and implementation mistakes in the IEP process.

LEADER(S): Mitchell Yell, University of South Carolina, Columbia
PRESENTER(S): David Bateman, Shippensburg University, PA; Lisa Goran, University of Missouri, Columbia; Elizabeth Harkins, William Paterson University, Wayne, NJ

11:00 AM–12:00 PM **SESSION: 454**
ROOM: PORTLAND BALLROOM 255

IEP Goal Setting Got You Down? We've Got You Covered!

TOPIC: Assessment
SECONDARY TOPIC: Learning Disabilities
FORMAT: Demonstration

Setting ambitious but realistic individualized education program (IEP) goals can be challenging for educators. Let the National Center on Intensive Intervention show you three simple, validated strategies for setting academic IEP goals. These simple practices will help you feel more confident when writing IEPs, facilitating IEP meetings, and monitoring progress toward IEP goals.

LEADER(S): Tessie Bailey, American Institutes for Research, Austin, TX
PRESENTER(S): Teri Marx, American Institutes for Research, Washington, DC

11:00 AM–12:00 PM **SESSION: 455**
ROOM: OREGON BALLROOM 204

Program Chair Featured: The Keeping All Students Safe Act: Federal Legislation on Restraint and Seclusion

TOPIC: Public Policy
FORMAT: Presentation with Q&A

Children with disabilities are disproportionately affected by the use of practices such as restraint and seclusion across America's schools and there is no federal policy regarding these practices. The U.S. Congress is considering federal legislation to create minimum standards, including providing training and resources to school teams and school safety personnel, intended to influence state practices regarding restraint and seclusion. Learn more about the Keeping All Students Safe Act!

LEADER(S): Laura Kaloi, Council for Exceptional Children, Arlington, VA
PRESENTER(S): Kimberly Knackstedt, Senior Policy Advisor, U.S. Senator Patty Murray (Invited)

11:00 AM–12:00 PM **SESSION: F102** **ROOM: G129**

Research-to-Practice Connections: SNUDLE-Supporting All Learners in Science Inquiry

FORMAT: Tech Playground

LEADER(S): Tracey Hall, CAST Inc., Wakefield, MA; Kristin Robinson, CAST Inc., Wakefield, MA; Kim Ducharme, CAST Inc., Wakefield, MA; Jose Blackorby, CAST, Inc., Wakefield, MA

11:00 AM–12:00 PM SESSION: F103 ROOM: G130

Educator Experience: Technology to Support Writing

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting.

Table 1: Professional Learning That Pairs Technology Solutions With Evidence-Based Writing Strategies and an Auto-Scored Progress Monitoring Tool (Amber Rowland)

Table 2: Virtual Reality for Social Emotional Learning (Sean Smith)

Table 3: Technology-Based Graphic Organizers to Support Essay Writing for Students With and Without High-Incidence Disabilities (Anya Evmenova)

LEADER(S): Amber Rowland, University of Kansas, Lawrence; Sean Smith, University of Kansas, Lawrence; Anya Evmenova, George Mason University, Fairfax, VA

11:00 AM–12:00 PM ROOM: B110

Exhibitor Showcase: Resources for Dual Identification Students

FORMAT: Exhibitor Showcase Session

Meeting the needs of English learners who have also been identified as having special needs is particularly challenging for many districts. This session features solutions two different districts have used to address these needs, using resources that support literacy while also building social awareness and an understanding of American culture.

LEADER(S): Jill Haney, Saddleback Educational Inc., Costa Mesa, CA

11:00 AM–12:00 PM ROOM: B119

Exhibitor Showcase: Guide IEP Development and Revision With CEC's Online Transition Assessments

FORMAT: Exhibitor Showcase Session

This session will demonstrate how individualized education program (IEP) updates can be simplified and supported with the three assessment options that are contained in CEC's online transition curriculum, Life Centered Education.

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

11:00 AM–12:00 PM ROOM: C120

Exhibitor Showcase: Speed Dating and College – Help Find the College Match for Students with Learning Disabilities

FORMAT: Exhibitor Showcase Session

Students with learning differences are more likely to transfer and have lower graduation rates. Through the utilization of a college-match tool, this presentation will help you find appropriate colleges for students who learn differently.

LEADER(S): Alexander Morris-Wood, Beacon College, Leesburg, FL

11:00–11:45 AM SESSION: 457
ROOM: POSTER 1, HALL E

Designing Para-Led Learning Environments

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

Are you struggling to connect with your paraeducators? Are you unsure how they can be most effective? If so, visit this poster session to learn how to design para-led learning environments! At this session, you will learn how to build relationships, set expectations, facilitate instruction, and organize data collection for your paraeducators. Presenters will highlight real-world classroom examples you can draw from in implementing your own para-led learning environment.

LEADER(S): Holly Wells, Montgomery County Schools, KY
PRESENTER(S): Angie Blanton, Montgomery County Schools, KY

11:00–11:45 AM SESSION: 458
ROOM: POSTER 2, HALL E

Mapping Review: Bilingual Individuals With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Poster Session

There is currently a scarcity of information on effective intervention strategies for bilingual individuals with autism spectrum disorder (ASD). This mapping review summarizes findings from 50 studies focusing on this population, encompassing research on over 700 participants ages 2-35. This study expands previous research by including articles written in Spanish; findings indicate that the majority of articles concerned with bilingual exposure focus on language development.

LEADER(S): Valeria Yllades, Texas A&M University, Houston

11:00–11:45 AM **SESSION: 459**
ROOM: POSTER 3, HALL E

Phonological Awareness Interventions for Students with Intellectual Disability

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Research
FORMAT: Poster Session

In students with intellectual disability (ID), phonological awareness (PA) is an important skill for reading development; however, students with ID normally demonstrate a weakness in this area. This poster presentation shares the results of a systematic review examining the effects of PA interventions on PA measures and on the reading skills of students with ID.

LEADER(S): Tiffany Peltier, University of Oklahoma, Norman
PRESENTER(S): Corey Peltier, University of Oklahoma, Norman

11:00–11:45 AM **SESSION: 460**
ROOM: POSTER 4, HALL E

Using Study Abroad to Building Preservice Teachers' Cultural Responsiveness and Partnerships

TOPIC: International Programs/Services
SECONDARY TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Poster Session

Study abroad experiences have great potential for building preservice teachers' cultural responsiveness and their collaborative relationships with global partners, leading to enhanced special education practices. This poster presentation describes the key features of two study abroad experiences (Czech Republic and Northern Ireland), the groundwork being laid for a future study abroad site (Tanzania), and the experiences of those building sustainable international collaborative relationships.

LEADER(S): Tosha Owens, East Carolina University, Greenville, NC
PRESENTER(S): Kelly Clark, Cornell University, Ithaca, NY

11:00–11:45 AM **SESSION: 461**
ROOM: POSTER 5, HALL E

Family Risk Factors and the Career and College Readiness of Female Students With Disabilities

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

This poster session presents a model of family risk factors and their associations to the career and college readiness of female high school students with disabilities. Recommendations for supporting female high school students with disabilities transitioning to college and careers will be provided.

LEADER(S): Emily Walden, University of Oregon, Eugene

11:00–11:45 AM **SESSION: 462**
ROOM: POSTER 6, HALL E

Reading Interventions for Struggling Emergent Bilinguals

TOPIC: Cultural and/or Linguistic Diversity
SECONDARY TOPIC: Learning Disabilities
FORMAT: Poster Session

This poster presents a review of recent reading intervention literature targeting elementary emergent bilingual (EB) students. Reading outcomes for EBs are dismal. Participants will learn about 12 studies published between 2009-2019 and whether or not oral language development and culturally and linguistically responsive literacy practices (CLRLP) are evident in the frameworks or instructional practices of the studies.

LEADER(S): Rebecca Ray, University of Washington, Seattle
PRESENTER(S): Roxanne Hudson, University of Washington, Seattle

11:00–11:45 AM **SESSION: 463**
ROOM: POSTER 7, HALL E

Numeracy and Academic Skills as Predictors of Math Problem Solving in English Learners At Risk for Math Difficulties

TOPIC: Cultural and/or Linguistic Diversity
SECONDARY TOPIC: STEM
FORMAT: Poster Session

This poster shares the results of a study investigating the role of academic skills on math word problem solving (WPS) accuracy in English learners (ELs) at risk for math difficulties (MD). A battery of tests that assessed problem solving, math calculation, reading, reading comprehension, and vocabulary was administered in both English and Spanish to students in first (N = 155), second (N = 129), and third grades (N = 110).

LEADER(S): Jennifer Kong, The University of New Mexico, Albuquerque
PRESENTER(S): Lee Swanson, The University of New Mexico, Albuquerque; Christy Yan, The University of New Mexico, Albuquerque; Stefania Petcu, The University of New Mexico, Albuquerque

11:00–11:45 AM **SESSION: 464**
ROOM: POSTER 8, HALL E

Expanded Core Curriculum Infusion During Camp Abilities: A Qualitative Study

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

The expanded core curriculum (ECC) refers to the generally accepted nine areas of instruction that must be taught explicitly for children who are blind or visually impaired to live independently as adults. The ECC cannot be taught by teachers of the visually impaired (TVIs) alone. This poster shares the results of research undertaken to determine if athletes attending Camp Abilities, a sports camp for children with visual impairments, learn or reinforce skills in ECC areas–and, if so, how.

LEADER(S): Katherine Ericson, Portland State University, OR

11:00–11:45 AM **SESSION: 465**
ROOM: POSTER 9, HALL E

Co-Teaching and Collaboration: Maximizing the Potential of 'Two' in Early Childhood Settings

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Early Childhood and Early Intervention
FORMAT: Poster Session

Preservice and in-service special education teachers need to be able to navigate multiple collaborative relationships in inclusive settings. This poster presentation supports educators in learning strategies to effectively collaborate and co-teach in an early childhood environment. Practical resources will be shared to bolster collaboration in classrooms for students with and without disabilities.

LEADER(S): Melissa Driver, Kennesaw State University, GA
PRESENTER(S): Kate Zimmer, Kennesaw State University, GA

11:00–11:45 AM **SESSION: 466**
ROOM: POSTER 10, HALL E

Professional Development for and Collaboration Between General and Special Educators

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Collaboration between educators improves students' academic achievement. This poster presentation describes how four general and special education teachers collaborated in lesson study for instruction support and improved practices across classrooms. The results indicate teachers experienced benefits to their instruction and focused on their practices instead of perceived student deficits.

LEADER(S): Natalie Corsini, Dominican University of California, San Rafael
PRESENTER(S): Jacquelyn Urbani, Mills College, Oakland, CA

11:00–11:45 AM **SESSION: 467**
ROOM: POSTER 11, HALL E

High-Yield Co-Teaching: Increasing Outcomes for Every Child

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Poster Session

This poster presentation describes the implementation and outcomes of a statewide initiative to implement effective co-teaching. Through this initiative, teachers acquired the knowledge and skills needed for efficient and effective co-planning and co-teaching. Student performance data supports 'high-yield' co-teaching, where specially designed instruction makes a difference.

LEADER(S): Donna Ploessl, University of Montevallo, AL
PRESENTER(S): Theresa Farmer, Alabama State Department of Education, Birmingham

11:00–11:45 AM **SESSION: 468**
ROOM: POSTER 12, HALL E

Increasing the Use of Evidence-Based Strategies for Teaching Mathematical Problem Solving

TOPIC: Personnel Preparation
SECONDARY TOPIC: STEM
FORMAT: Poster Session

Providing systematic, explicit instruction using underlying structures is an evidence-based intervention for teaching struggling learners to solve mathematical word problems. However, ineffective strategies remain prevalent in our schools. The presenter of this poster shares findings from a preliminary study that explored ways to increase use of the evidence-based strategy.

LEADER(S): Linda Forbringer, Southern Illinois University Edwardsville

11:00–11:45 AM **SESSION: 469**
ROOM: POSTER 13, HALL E

Preparing Rural Special Education Teachers: Lessons Learned From Grow-Your-Own Partnerships

TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster session shares the results of three rural Grow Your Own (GYO) programs that provided preservice teachers with a quality, year-long teaching experience in response to identified rural district needs. The intensive regional training model resulted dually certified teachers that have the skills necessary to serve rural and remote districts.

LEADER(S): Brittany Hott, University of Oklahoma, Norman

PRESENTER(S): Marla Lohmann, Colorado Christian University, Lakewood; Kathleen Randolph, University of Colorado, Colorado Springs; Beth Jones, Texas A&M University, Commerce

11:00–11:45 AM **SESSION: 470**
ROOM: POSTER 14, HALL E

Educating Culturally Diverse and English Learner Exceptional Students Through Culturally Responsive Personnel Preparation

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster describes the components of culturally responsive personnel preparation programs to meet the needs of culturally linguistically diverse students and English learners with disabilities including schools on the border with Mexico and in indigenous communities. Culturally responsive special educators and faculty are prepared through rural on-site and distance-education bachelor, master, and doctoral programs in teaching, research, and service.

LEADER(S): Patricia Peterson, Northern Arizona University, Flagstaff

11:00–11:45 AM **SESSION: 471**
ROOM: POSTER 15, HALL E

Fine-Tuning Textbook Lessons for Teaching Students With Disabilities and Difficulties in Inclusive Elementary Mathematics Classrooms

TOPIC: STEM

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The presenters of this poster share strategies for altering published textbook lessons to enhance mathematics learning of students with disabilities in inclusive mathematics classrooms. Learn how to rearrange or omit lesson components to offer explicit connections to students' prior knowledge and experiences, adapt specific tasks, and make authentic connections to real world contexts. Teaching strategies for engaging students with and without disabilities will also be discussed.

LEADER(S): Cynthia Griffin, University of Florida, Gainesville

PRESENTER(S): Jemma Kwon, California State University, Sacramento

11:00–11:45 AM **SESSION: 472**
ROOM: POSTER 16, HALL E

Self-Monitoring Interventions and Generalized Academic and Behavioral Outcomes: A Systematic Research Review

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

The presenters of this poster share the results of a systematic review of research focusing on the generalization of academic and behavioral outcomes for self-monitoring interventions used to support students with high incidence disabilities. They will discuss implications for practice and provide recommendations for future research.

LEADER(S): Brian Barber, Kent State University, OH

NOTES:

11:00–11:45 AM **SESSION: 473**
ROOM: POSTER 17, HALL E

Nearpod: Teaching Mathematics Skills to Elementary Students With ID Through Technology-Mediated Instruction

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Four elementary students with intellectual disability and autism spectrum disorder participated in a technology-mediated mathematics intervention delivered via Nearpod to improve addition and subtraction skills. Results indicate that incorporating innovative classroom technology in a mathematics intervention increased skills in all participants.

LEADER(S): Cate Smith, University of Tennessee, Knoxville

11:00–11:45 AM **SESSION: 475**
ROOM: POSTER 19, HALL E

An Asset-Based Approach to Empowering Teachers of 2e Students

TOPIC: Gifted and Talented

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Children who are gifted and have disabilities (often referred to as twice-exceptional, 2e) demonstrate exceptional strengths in some areas and weaknesses in others. This creates a challenge for teachers while nurturing their strengths and accommodating their needs. This poster presentation shares strategies to support the social-emotional and academic needs of twice-exceptional students.

LEADER(S): Fatmana Deniz, University of Nevada, Las Vegas

PRESENTER(S): Eunhye Choi, University of Nevada, Las Vegas

11:00–11:45 AM **SESSION: 476**
ROOM: POSTER 20, HALL E

Service Dogs for 200, Please!

TOPIC: Public Policy

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

The term 'service dog' is often used as a generic label including service dogs for people with disabilities, emotional support dogs, psychiatric service dogs, seizure or diabetic alert dogs, and therapy dogs. The type and function of dogs included under the service dog umbrella are complex. This presentation provides information on the federal definition of service dogs and defines the purpose, training, and legal access granted to other types of assistance dogs often included in this category.

LEADER(S): Anne Papalia, Shippensburg University, PA

11:00–11:45 AM **SESSION: 477**
ROOM: POSTER 21, HALL E

What Have We Learned? Two Decades of Research on Latinx Families' Involvement in Special Education

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster shares the results of a systematic review of research on Latinx family involvement across 2 decades: obstacles, facilitators, and a strengths-based conceptualization of involvement. The presenters' review yielded a comprehensive account of resources and approaches Latinx caregivers utilize and covet, as well as evidence of the cultural discontinuities affecting their partnerships with professionals. Presenters will provide evidence-based recommendations to strengthen partnerships.

LEADER(S): Elizabeth Cambray-Engstrom, The University of Illinois at Chicago

PRESENTER(S): Norma Lopez-Reyna, The University of Illinois at Chicago

11:00–11:45 AM **SESSION: 478**
ROOM: POSTER 22, HALL E

Comprehensive, Integrated, Three-Tiered Models of Prevention: What Families Need to Know

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This poster presents a new resource for schools implementing integrated tiered prevention model to share their plan with families. The Comprehensive, Integrated, Three-Tiered (Ci3T) Family Guide includes a user-friendly overview of Ci3T, details of the school's plan, and low-intensity strategies with application for use at home.

LEADER(S): Katie Lane, Vanderbilt University, Nashville, TN

11:00–11:45 AM **SESSION: 479**
ROOM: POSTER 23, HALL E

Happy Campers! Supporting Students With Behavioral Challenges During Summer Day Camp

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Many children with disabilities and behavioral challenges attend day camps each summer. Camp staff need consistent rules and expectations to provide positive, supportive, and fun environments for their campers. This poster presents a system of expectations and tiered supports designed for a l camp setting.

LEADER(S): Andrea Capizzi, Vanderbilt University, Nashville, TN

11:00–11:45 AM **SESSION: 480**
ROOM: POSTER 24, HALL E

A Meta-Analysis of Rigorous Reading Intervention Research in Primary Grades

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster presents findings from a meta-analysis of reading intervention research for struggling learners in Grades 1–3, which included a series of analyses to explore how student, intervention, and study characteristics influenced the impact. Results indicate that the reading interventions were, in general, moderately effective across students, settings, and measures. Ffindings can be used to inform which intervention practices have proven to be effective, and which areas are not resolved.

LEADER(S): Kelly Haymond, Instructional Research Group, Los Alamitos, CA

PRESENTER(S): Russell Gersten, Instructional Research Group, Los Alamitos, CA; Joseph Dimino, Instructional Research Group, Los Alamitos, CA

1:30–3:30 PM **SESSION: 482**
ROOM: OREGON BALLROOM 204

Program Chair Featured: Special Education in the 116th Congress and Trump Administration

TOPIC: Public Policy

FORMAT: Presentation with Q&A

Join this two-part session to learn more about current activities and priorities for 2020. Officials from the U.S. Department of Education Office of Special Education and Rehabilitative Services and the Office for Civil Rights will discuss key priorities in special education research, practice and civil rights protections. CEC policy advisors and division leaders will discuss CEC's perspective on key education policy issues being pursued by the Administration and Congress.

LEADER(S): Laura Kaloi, Council for Exceptional Children, Arlington, VA; Kuna Tavalin, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Mark Schultz, OSERS, U.S. Department of Education, Washington, DC (Invited); Kim Richey, Office of Civil Rights, U.S. Department of Education, Washington, DC (Invited); Sharon Walsh, DEC Governmental Relations Consultant, Burke, VA; Myrna Mandlawitz, CASE Legislative Consultant, Washington, DC; Jane West, Jane West Consulting, Washington, DC

NOTES:

MULTIPLE PRESENTATIONS

1:30–3:30 PM • SESSION: 483 • ROOM: F152

IDENTIFYING AND SUPPORTING TWICE-EXCEPTIONAL LEARNERS

TOPIC: Gifted and Talented
FORMAT: Multi-Presentation Session

What Do We Know About 2e Students?

What does the literature say about twice-exceptional students? What are research-based interventions are best for these students? This presentation shares the results of a content analysis of the literature over the last 20 years relating to this population (a total of 563 articles). The term "twice-exceptional," while used in gifted education and making inroads into psychology, is less prevalent in special education.

LEADER(S): Claire Hughes, College of Coastal Georgia, Brunswick
PRESENTER(S): Debbie Troxclair, Lamar University, Beaumont, TX

Exceptional Among the Exceptional: Meeting the Needs of Highly Gifted Students

Despite being referred to as a homogeneous group, gifted students are not all alike; like their peers who receive special education support, gifted students need varied services. This presentation provides insight into highly, exceptionally, and profoundly gifted students; their needs; and ways to meet these needs within the confines of a public school structure.

LEADER(S): Lynette Breedlove, Western Kentucky University, Bowling Green

Hiding in Plain Sight: Identification of Gifted and Twice-Exceptional Learners

The goal of identifying students for gifted services is to find all students who are in need of accelerated and enriched curriculum. Although research indicates that gifted learners exist in all populations, educators routinely miss students whose life experience differs from their own—specifically, students who live in poverty, are English learners, have cultural differences, or who have learning disabilities. This presentation examines best practices in gifted service identification.

LEADER(S): Wendy Behrens, Minnesota Department of Education, St. Paul

Mindfulness for Students With Gifts and Talents

Many gifted children have a heightened sensitivity to their surroundings and events, as well as to ideas and expectations. Constantly 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 their students, the presenters of this session implemented a mindfulness curriculum and collected and analyzed data from two fourth-grade classrooms (which included 2e students) in a gifted and talented magnet school.

LEADER(S): Dusty Columbia Embury, Wright State University, Dayton, OH
PRESENTER(S): Laura Clarke, Northern Kentucky Cooperative for Educational Services, Cold Spring

Parent Perspectives: Services, Supports, and Needs of Twice-Exceptional Children

Presenters will discuss the results of a national survey of parents of gifted children, including those who are twice-exceptional. Qualitative and quantitative data on parents' perspectives of their children's needs, and their experiences with the educational aspects, services, and supports will be shared. Implications for the need of early identification and supports while addressing both disability and giftedness in these children will be given, along with suggestions for further research.

LEADER(S): Jude Matyo Cepero, Univeristy of Nebraska Kearney
PRESENTER(S): Bailey Irwin, University of Nebraska Kearney; Dawn Mollenkopf, University of Nebraska Kearney

Policy for Twice-Exceptional Learners

Policy matters; it makes it possible for decisions to be made and determines how resources will be spent. Recently, a state-by-state survey of state policy on twice-exceptional learners was conducted, the third survey in the past 6 years. The goal of the study was to establish the landscape of policy on this important topic and the assess progress in the setting of policy. This presentation shares this report and traces where changes have occurred over the past few years.

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

1:30–2:30 PM SESSION: 484 ROOM: A105

A Blueprint for Addressing Severe Reading Needs: LAUSD's Intensive Diagnostic Educational Centers

TOPIC: Learning Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

Los Angeles Unified School District's Intensive Diagnostic Education Center (IDEC) services students whose learning disabilities afffect acquisition of foundational reading skills. Over the past 10 years, IDEC staff has developed instructional practices that align to the latest research on reading development and intervention, with a measurable effect on students' reading development. This presentation provides a blueprint for replicating IDEC's best practices and recommendations for scale-up.

LEADER(S): Karen Pina, Los Angeles Unified School District, CA

PRESENTER(S): Vy Nguyen, Los Angeles Unified School District, CA

1:30–2:30 PM SESSION: 485 ROOM: A106

Teaching CLD Students With Learning Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This session provides teachers with best practices for teaching students with learning disabilities who are culturally and linguistically diverse.

LEADER(S): Peishi Wang, Queens College, CUNY

PRESENTER(S): Shaqwana Freeman-Green, University of North Carolina at Greensboro; Melissa Driver, Kennesaw State University, GA; Julie Esparza Brown, Portland State University, OR; Dia Jackson, American Institutes for Research, Washington, DC

1:30–2:30 PM SESSION: 486 ROOM: A107

Social Identity Theory, Social Exclusivity, and Social Dominance as Predictors of Aggression Among Adolescents With Identified and Unidentified EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Understanding the importance of social identity and social dominance orientation creates a more nuanced understanding of bullying and victimization among youth with emotional and behavioral disorders (EBD). Bullying behavior is rooted in perceptions of collective value, authority orientation and social dominance; construction of the other, us/them thinking, moral disengagement and blaming victims; and construction of cruelty, socialization, group identification and the binding factors of groups.

LEADER(S): Thomas Gumpel, The Hebrew University of Jerusalem, Israel

1:30–2:30 PM SESSION: 487 ROOM: B111

Collaborating for Success: Partnering With Families Throughout the Assessment Process

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

Actively involving families in assessment can lead to improvements in children's development. This presentation will share ways early educators are currently partnering with families throughout the assessment process and describe the perceived challenges. The presenters will share potential strategies for building partnerships with families throughout the assessment process.

LEADER(S): Jean Kang, University of North Carolina, Greensboro

PRESENTER(S): Audra Classen, The University of Southern Mississippi, Hattiesburg

NOTES:

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 488 • ROOM: B112

ONLINE PD

TOPIC: Personnel Preparation
FORMAT: Multi-Presentation Session

Effective Online PD for Teachers of Children With Dyslexia

Despite the prevalence of learning disabilities in reading, many educators are ill-equipped to provide evidence-based intervention for students with dyslexia. This presentation chronicles the development, implementation, and evaluation of an online graduate certificate program based on the International Dyslexia Association's Knowledge and Practice Standards for Teachers of Reading.

LEADER(S): Vivian Gonsalves, University of Florida, Gainesville
PRESENTER(S): Kristi Cheyney-Collante, University of Florida, Gainesville; Holly Lane, University of Florida, Gainesville; Christine Woods, University of Florida, Gainesville

The Literacy Matrix Online Professional Development System: Improving Elementary Teachers' Knowledge of Students' Reading Outcomes

This presentation highlights findings from a study of an online professional development system designed to enhance teachers' knowledge of language and literacy and ensure effective implementation of evidence-based instruction. Pre/post teacher assessment results will be shared as well as findings from submission of practicum activities.

PRESENTER(S): Paige Pullen, University of Florida, Gainesville
PRESENTER(S): Kristi Cheyney-Collante, University of Florida, Gainesville; Shaunte Duggins, University of Florida, Gainesville; Holly Lane, University of Florida, Gainesville

1:30–2:30 PM SESSION: 489 ROOM: B113

Increasing Diversity of Special Education Teacher Candidates Through Inclusive Practices in Higher Education

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

Special education professionals work with diverse individuals, families, and communities. One way to increase and support a diverse special education workforce is to address the barriers in higher education that negatively affect diverse students. Inclusive excellence is one way to support diverse students in higher education teacher preparation programs, using of pedagogical strategies that address the needs of students with a variety of backgrounds, learning interests, and abilities.

LEADER(S): Jennifer Buchter, Eastern Illinois University, Charleston
PRESENTER(S): Cori More, University of Nevada, Las Vegas; Maryssa Mitsch, San Francisco State University, CA; Conrad Oh-Young, California State University, Carson

1:30–2:30 PM SESSION: 490 ROOM: B114

Targeting Comprehension and Social Understanding in Students With ASD: A School-Based Intervention

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

Although many studies report that students with autism spectrum disorder (ASD) demonstrate difficulties in reading comprehension, there are few evidence-based interventions to address these needs in the classroom. The presenters of this session will share the results of a study examining the effects of a listening comprehension intervention on the social and comprehension skills of 44 students ages 5-9 with ASD.

LEADER(S): Alyssa Henry, University of California, Davis

1:30–2:30 PM SESSION: 491 ROOM: B115

Can Milo the Robot Help Teach Students With Autism Spectrum Disorder?

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Innovations in Special Education Technology
FORMAT: Presentation with Q&A

Constantly seeking new, innovative ways to reach children with autism spectrum disorder (ASD), the presenters of this session explored all options for better service delivery–and learned about RoboKind's humanoid robot, Milo. In this session, they will share how this new technology can meet the specific needs of students with ASD, supporting their education and becoming their friend. Participants will meet Milo and learn about the benefits of utilizing this technology with students with ASD.

LEADER(S): Elena Ghionis, Converse College, Spartanburg, SC

1:30–2:30 PM • SESSION: 492 • ROOM: B116

ALL THINGS PARAEDUCATOR

TOPIC: Personnel Preparation
FORMAT: Multi-Presentation Session

Developing and Testing Multitier Training for Paraprofessionals Serving Students With Severe Disabilities

Looking for practical strategies for training and supporting paraprofessionals to implement evidence-based systematic instructional strategies? The presenters will share findings from an experimental study testing the efficacy of a multitier training for paraprofessionals. Tiers included group training, follow-up coaching, and detailed scripting. All paraprofessionals implemented strategies accurately and promoted improved outcomes for students with severe disabilities.

LEADER(S): Matthew Brock, Ohio State University, Columbus
PRESENTER(S): Eric Anderson, Ohio State University, Columbus

Preparing Preservice Teachers to Supervise Paraeducators: Results and Implications of a National Survey

Meaningful coursework in the training and supervision of paraeducators is lacking across teacher education programs. Through the results of a national survey of teacher educators, participants will gain insight into current practices in higher education as they relate to preparing preservice special education teachers to work effectively with paraeducators.

LEADER(S): Emily Sobeck, Franciscan University of Steubenville, OH
PRESENTER(S): Ritu Chopra, The PAR²A Center, University of Colorado Denver; Stephanie Morano, University of Virginia, Charlottesville

1:30–2:30 PM SESSION: 493 ROOM: B117

From *Rowley* to *Endrew*: Are Rural IEPs Facilitating FAPE?

TOPIC: Accountability Systems for Students with Disabilities
SECONDARY TOPIC: Public Policy
FORMAT: Presentation with Q&A

This presentation reviews the results of a study evaluating 133 IEPs from seven rural Southern districts for common areas of substantive content and compliance. Over 93% of IEPs reviewed included both procedural and substantive errors that have the potential to affect the provision of free appropriate public education (FAPE) for students with disabilities. Implications for practice, policy, and future research directions will be discussed.

LEADER(S): Brittany Hott, University of Oklahoma, Norman
PRESENTER(S): Beth Jones, Texas A&M University, Commerce; John McKenna, University of Massachusetts, Lowell

NOTES:

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 494 • ROOM: B118

IDENTIFYING STUDENTS WITH VISUAL IMPAIRMENTS

TOPIC: Visual Impairments

FORMAT: Multi-Presentation Session

Blind in California But Not in Oregon: How State Policies Influence Prevalence Rates

This presentation reviews the first state-by-state analysis of special education eligibility criteria for visual impairments (VI). Statistical models identified eligibility criteria correlating to states' prevalence of students with VI, indicating students receive services based on their state, not their disability. Emphasis will be placed on practical applications for families and practitioners.

LEADER(S): Rachel Schles, University of Pittsburgh, PA

Understanding the Population of Students With Visual Impairments

This presentation shares the results of a national mixed-methods survey to establish how many young children and students (birth-22 years old) were identified and receiving visual impairment special education services in the 2016-2017 school year. Misunderstandings regarding Federal Child Count data and implications of labeling students in special education are highlighted.

LEADER(S): Rachel Schles, University of Pittsburgh, PA

1:30–2:30 PM SESSION: 495 ROOM: C121

Accessible Instruction and Assessment for English Learners With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Making instruction and assessment accessible for English learners with disabilities increases their participation and performance in the grade-level curriculum. This session addresses ways to make appropriate and consistent accessibility decisions for an individual learner. Tools for engaging the relevant decision makers and documenting what works will be shared.

LEADER(S): Kristin Liu, National Center on Educational Outcomes, University of Minnesota, Minneapolis

PRESENTER(S): Linda Goldstone, National Center on Educational Outcomes, University of Minnesota, Minneapolis; Charity Funfe Tatah Mentan, University of Minnesota, Minneapolis

1:30–2:30 PM SESSION: 496 ROOM: C123

A Year of Self-Regulated Strategy Development for Inclusive Elementary Writing Instruction

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Writing is an important skill that needs to be developed starting in elementary school. This session presents a year-long sequence of writing instruction for inclusive elementary classrooms using self-regulated strategy development (SRSD) for informative, opinion, and narrative writing. Approaches for differentiation and scaffolding for students with disabilities and English language learners will be presented.

LEADER(S): Amber Ray, University of Hawaii at Manoa, Honolulu

1:30–2:30 PM SESSION: 497 ROOM: C124

Ready, Set ... Now How do I Get Started?

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Getting started: It's often the hardest part for some kids, especially when they are challenged with attention deficit hyperactivity disorder (ADHD) or executive function issues. Understanding the process involved with task initiation, and addressing some potential obstacles, provides teachers with tools for helping students begin their work and achieve greater success.

LEADER(S): Cindy Goldrich, PTS Coaching: ADHD Education and Support, Boulder, CO

PRESENTER(S): Carly Goldrich, PTS Coaching, Boulder, CO

1:30–2:30 PM • SESSION: 498 • ROOM: C125

THE INSTRUCTIONAL DIMENSION OF CO-TEACHING

TOPIC: Collaboration and Inclusive Practices

FORMAT: Multi-Presentation Session

MODERATOR: Jessica Hovland, University of Northern Colorado, Greeley

High-Yield Co-Teaching: Making a Positive Difference for All Children

This multi-presentation session supports participant understanding of incorporating how specially designed instruction (SDI) within co-teaching models. Through a statewide initiative, teachers acquired the knowledge and skills needed for high-yield co-planning and co-teaching. Student performance data supports high-yield co-teaching where SDI makes a difference.

LEADER(S): Donna Ploessl, University of Montevallo, AL

PRESENTER(S): Theresa Farmer, Alabama State Department of Education, Birmingham

Implementing Specially Designed Instruction in Co-Taught Settings

IDEA requires that students with qualifying disabilities receive specially designed instruction (SDI) to foster their successful participation in school. This multi-presentation session addresses the question of how SDI can be implemented within co-teaching models SDI. Presenters will examine the legal requirements regarding SDI; explain how to differentiate among SDI, intensive instruction, and co-teaching; and provide authentic examples from secondary co-teachers that reflect SDI.

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

PRESENTER(S): Gregory Conderman, Northern Illinois University, DeKalb; Lydia Gerzel-Short, Northern Illinois University, DeKalb

1:30–2:30 PM SESSION: 499 ROOM: D137

Assessing English Learners With Significant Cognitive Disabilities

TOPIC: Assessment

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Little is known about the characteristics of English learners with the most significant cognitive disabilities. This session presents findings from two alternate English language learning assessment projects: the Individual Characteristics Questionnaire and classroom observations and teacher interviews. Recommendations for teachers and will be discussed.

LEADER(S): Laurene Christensen, WIDA Consortium, Madison, WI

PRESENTER(S): James Mitchell, WIDA Consortium, Madison, WI

1:30–2:30 PM SESSION: 500 ROOM: D139

Examining and Responding to Potential Sources of Bias in Single-Case Design Research

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Panel

Single-case research is used to improve individual outcomes and establish evidence-based practices in special education. This panel will discuss potential sources of bias in single-case research and propose publishing internally valid single-case studies with null findings, preregistration, and masked visual analysis to minimize bias.

LEADER(S): Austin Johnson, University of California, Riverside

PRESENTER(S): Jason Travers, University of Kansas, Lawrence; Daniel Maggin, The University of Illinois at Chicago; Bryan Cook, University of Virginia, Charlottesville

1:30–2:30 PM SESSION: 501 ROOM: E142

Ready to Work: An Employability Social-Skill Curriculum for Young Offenders

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Employment and school engagement are protective factors for young offenders with disabilities. This presentation provides an overview of an employability social-skill curriculum, along with practical implementation strategies to support a transition process for young offenders that results in positive employment outcomes.

LEADER(S): Caroline MaGee, University of Oregon, Eugene

PRESENTER(S): Deanne Unruh, University of Oregon, Eugene; Kyle Reardon, University of Oregon, Eugene

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 502 • ROOM: E143

STRATEGIES FOR STUDENTS BECOMING ACTIVE PARTICIPANTS IN THE TRANSITION PROCESS

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

ACTNow! Improve Transition Through Student Self-Determination and Agency Collaboration

This presentation is a hands-on demonstration of evidence-based practices, predictors of transition success, and multitier system of supports using the ACTNow tool. Based on students' documented strengths, abilities, needs, limitations, interests, and preferences, the tool can facilitate a seamless interagency transition to appropriate postsecondary employment, education, and community settings.

LEADER(S): Shirley Dawson, Weber State University, Ogden, UT
PRESENTER(S): Melanie Allen, Davis School District, UT; Natalie Williams, Weber State University, Ogden, UT

Students Have the Power (and the Skills) to Self-Advocate!

Attendees will learn how the self-advocacy strategy delivered via CD (SACD) can be an effective instructional tool to foster self-advocacy skills for students with disabilities. SACD offers flexibility for special educators to work on other tasks and academics while the SACD provides crucial self-advocacy instruction. This presentation provides an overview of the SACD, a literature review, and practical implications of the strategy.

LEADER(S): Kinga Balint Langel, University of Minnesota Duluth
PRESENTER(S): Suzanne Woods-Groves, Auburn University, AL

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 503 • ROOM: E144

THERE'S AN APP FOR THAT: READING AND VOCABULARY INSTRUCTION FOR STRUGGLING STUDENTS

TOPIC: Innovations in Special Education Technology
FORMAT: Multi-Presentation Session

The InferCabulary App: A Novel Approach for Teaching and Learning Vocabulary for Students With Disabilities

There are multiple pathways for students with and without disabilities to learn new vocabulary terms. However, the number of empirically tested and validated multimedia options is surprisingly limited. In this session, presenters introduce and discuss an app used to teach vocabulary to students with and without disabilities, sharing results from a 6-week investigation of its effectiveness. They will focus on the implications for pairing apps with explicit instruction.

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

Using an Augmented Reality App to Support Struggling Readers

This session presents the results of a single-case design study investigating the effects of using an iPad augmented reality (AR) app on reading performance of first-grade at-risk students. The presenters will also discuss how the AR app can be used to teach students who struggle with reading.

LEADER(S): Min Wook Ok, Daegu University, South Korea
PRESENTER(S): Natalie Haggerty, University of Hawaii at Manoa, Honolulu; Angeline Whaley, University of Hawaii at Manoa, Honolulu

1:30–2:30 PM SESSION: 504 ROOM: E145

Integrating Trauma-Responsive Approaches With PBIS Across the Tiers

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Maltreatment

FORMAT: Presentation with Q&A

This session shows how to align core values of trauma-responsive approaches to positive behavioral interventions and supports (PBIS) across tiered support. Presenters will provide a basic description and overview of psychological trauma; discuss the core features of PBIS and trauma responsiveness; and present a variety of strategies, designed to create safe environments, targeting co-regulation skills, relationship building, and pro-social skills.

LEADER(S): Lynne DeSousa, Colorado Department of Education, Denver

1:30–2:30 PM SESSION: 505 ROOM: E146

Developing Instructional Alternatives to Exclusion in Schools

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Research has shown that out-of-school suspensions are ineffective for changing student behaviors because they do not typically include academic or behavioral instruction for students. In this session, the presenters will share the instructional suspension learning alternative (ISLA), which has promise for preventing further problem behaviors and subsequent removals from instruction.

LEADER(S): Rhonda Nese, University of Oregon, Eugene

PRESENTER(S): Nadia Sampson, University of Oregon, Eugene

1:30–2:30 PM SESSION: 506 ROOM: E147

Secondary Teachers' Sense of Efficacy and Burnout After 2 Years of Implementing Ci3T

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

The presenters of this session share findings examining how secondary teachers in one district fared after 2 years implementing a comprehensive, integrated, three-tiered (Ci3T) model of prevention. They will present quantitative results for classroom efficacy and emotional exhaustion and results from focus groups examining social validity of Ci3T models.

LEADER(S): David Royer, University of Hawai'i at Mānoa, Honolulu

PRESENTER(S): Wendy Oakes, Arizona State University, Tempe; Mark Buckman, University of Kansas, Lawrence; Kathleen Lynne Lane, University of Kansas, Lawrence; Nelson Brunsting, Wake Forest University, Winston-Salem, NC

MULTIPLE PRESENTATIONS

1:30–2:30 PM • SESSION: 507 • ROOM: F151

COLLABORATING WITH AND SUPPORTING DIVERSE FAMILIES IN THE IEP PROCESS

TOPIC: Parent/Family/School Partnerships

FORMAT: Multi-Presentation Session

Engaging Diverse Families in Parent Advocacy Training

How can diverse families become more empowered in their children's education? What critical content do parents need to know? What design features are most effective to support this learning? This session will demonstrate how to provide effective special education advocacy training for diverse parents, increasing parents' knowledge and skills so that they in turn can best support their children's special education programming.

LEADER(S): Terese Aceves, Loyola Marymount University, Los Angeles, CA

Family as Faculty: Collaboration Between Latinx Immigrant Families and Preservice Special Education Teachers

This presentation focuses on a "family as faculty" study in which Latinx immigrant families of children with disabilities collaborated with preservice special education teachers to address challenges, including communication issues with their child's teacher of record, through structured mini-action plans. Outcomes included preservice teachers attending IEP meetings with families.

LEADER(S): Cristina Santamaria Graff, Indiana University—Purdue University Indianapolis

1:30–2:30 PM **SESSION: 508**
ROOM: OREGON BALLROOM 201

Implementing Mathematics Interventions for Elementary Students With Learning Disabilities

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

Special education teachers must use high-leverage instructional practices when teaching students with learning disabilities (LD). This session focuses on risk factors that students with LD experience in the early grades and interventions that teachers can use to better prepare students for later mathematics instruction on more advanced concepts and skills.

LEADER(S): Diane Bryant, The University of Texas at Austin
PRESENTER(S): Brian Bryant, Meadows Center for Preventing Educational Risk at UT, Austin; Meijia Liu, The University of Texas at Austin; Soyoung Park, The University of Texas at Austin

1:30–2:30 PM **SESSION: 509**
ROOM: OREGON BALLROOM 202

What Middle and High Schoolers Need: Specially Designed Instruction in Secondary Co-Taught Classes

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Administration/Supervision
FORMAT: Demonstration

Co-teaching continues to expand in middle and high school settings. A clear understanding of specially designed instruction (SDI) is needed so that students can have educational needs met in the least restrictive environment. This session will explore critical challenges in the secondary setting and provide tools for success.

LEADER(S): Tammy Barron, Western Carolina University, Cullowhee, NC
PRESENTER(S): Marilyn Friend, University of North Carolina, Greensboro

1:30–2:30 PM **SESSION: 510**
ROOM: OREGON BALLROOM 203

Math Intervention Coaching: Forming a Base for Data-Based Decision Making

TOPIC: Personnel Preparation
SECONDARY TOPIC: STEM
FORMAT: Demonstration

The presenters of this session will focus on the areas of teacher coaching that accompany the implementation of an evidence-based educational math game. They will demonstrate the coaching techniques used to increase teacher data-based decision-making and acquisition of instructional resources derived from student data.

LEADER(S): David Fainstein, University of Oregon, Eugene
PRESENTER(S): Hailey Hinkle, University of Oregon, Eugene; Sam Choo, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene; Lina Shanley, University of Oregon, Eugene

1:30–2:30 PM **SESSION: 511**
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Practical Strategies for Teachers of Children with Emotional and Behavioral Disorders: The Integrated Literacy Study Group Innovation

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

The Integrated Literacy Study Group (I-LSG) is a personalized, digitally-delivered professional learning program for elementary educators of students with or at risk for emotional and behavioral disorders (EBD). During this session, presenters will demo the program and also model some of the reading and social and emotional learning strategies built into I-LSG.

LEADER(S): Gregory Benner, The University of Alabama, Tuscaloosa
PRESENTER(S): Teressa Trusty, Trifoia, Eugene, OR

NOTES:

1:30–2:30 PM **SESSION: 512**
ROOM: PORTLAND BALLROOM 255

PBIS in High-Poverty Schools: Addressing Difficulties with Tier 2 and 3 Supports

TOPIC: Research
SECONDARY TOPIC: Emotional and Behavioral Disorders
FORMAT: Demonstration

This session addresses the difficulties experienced by high-poverty middle schools with the implementation of positive behavior interventions and supports (PBIS). The session will combine a review of a statewide survey of principals from these schools and practical approaches to addressing implementation difficulties concerning Tier 2 and 3 interventions.

LEADER(S): Joseph Gagnon, University of Helsinki, Finland
PRESENTER(S): Brian Barber, Kent State University, OH

1:30–2:30 PM **SESSION: 513** **ROOM: C122**

Teacher2Teacher: Core Vocabulary Acquisition and Exposure in the Special Class Setting

TOPIC: Autism Spectrum Disorder/Intellectual Disability
FORMAT: Presentation with Q&A

"Core" vocabulary are words that children learn developmentally first. We often teach many nouns to kids so they can tact, but developmentally children first learn verbs and pronouns. The presenter will share a weekly routine that revolves around core words and using them contextually, and how to teach children to use them for communicative purposes.

LEADER(S): Nicholas Newton, Hardin County Schools, KY

1:30–2:30 PM **SESSION: F104** **ROOM: G129**

Research-to-Practice Connections: Charting an Avenue to Literacy Success for Students Who Are Deaf or Hard of Hearing

FORMAT: Tech Playground
LEADER(S): Simon Hooper, Penn State University, University Park

1:30–2:30 PM **SESSION: F105** **ROOM: G130**

Educator Experience: Using Core Vocabulary to Increase Communication

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university. Table 1: Cate Smith Table, 2: Jun Wang Table, 3: Bryn Brighton, Anastasia Alter

LEADER(S): Cate Smith, University of Tennessee, Knoxville; Jun Wang, University of Florida, Gainesville; Bryn Brighton, Exceptional Learners Collaborative, Buffalo Grove, IL; Anastasia Alter, Exceptional Learners Collaborative, Buffalo Grove, IL

1:30–2:15 PM **SESSION: 515**
ROOM: POSTER 1, HALL E

Separate-School Placement Decisions for High-Risk Students With Moderate and Severe Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Poster Session

In the 2017-2018 school year, nearly 90,000 students with disabilities were educated in separate schools. There are numerous factors that lead to this segregation, including urbanicity, socioeconomic status, student age, and teacher self-efficacy, but what do the teachers say? This poster session describes findings from a study identifying risk factors of separate-school placement and the perceptions of teachers of high-risk students about the influences that led to these decisions.

LEADER(S): Samantha Walte, University of Illinois at Chicago

1:30–2:15 PM **SESSION: 516**
ROOM: POSTER 2, HALL E

Reading Instruction for Children With Down Syndrome: Extending Research on Behavioral Phenotype-Aligned Interventions

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Research
FORMAT: Poster Session

Recent studies substantiate the efficacy of phenotypically aligned instruction in improving basic reading skills for children with Down syndrome. However, research does not yet relate the reading intervention with improvements in curriculum-based measures, including the reading of connected text. This poster presents the results of a study examining the effect of phenotypically aligned reading instruction on the acquisition of advanced graphemes for this population.

LEADER(S): Seth King, University of Iowa, Iowa City

1:30–2:15 PM **SESSION: 517**
ROOM: POSTER 3, HALL E

Accuracy of Speech Recognition in Oral Reading Fluency for Diverse Student Groups

TOPIC: Assessment

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

This poster session presents the results of a study examining the accuracy of oral reading fluency scores as generated by an automatic speech recognition (ASR) engine compared to human assessor scores, and, in particular, differential effects for students with disabilities and those receiving English learner supports.

LEADER(S): Joseph Nese, University of Oregon, Eugene

1:30–2:15 PM **SESSION: 518**
ROOM: POSTER 4, HALL E

College Transition for At-Risk Youth: Products From a School-University Partnership

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

High school students from disadvantaged backgrounds face greater barriers to college enrollment and matriculation than their peers. This poster presentation describes activities and interventions within a school-university partnership to increase college enrollment: parent training, a senior signing celebration, and a text-messaging intervention through their first year of postsecondary education.

LEADER(S): Angela Prince, Iowa State University, Ames

PRESENTER(S): Kennesha Woods, Iowa State University, Ames

1:30–2:15 PM **SESSION: 519**
ROOM: POSTER 5, HALL E

Inclusion of Students With Intellectual Disability at the University Level

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster presentation offers a synopsis of effective models of transition applied at Bridgewater State University and focused on integrating individuals with intellectual disability (ID). These include a college inclusion model where students with ID are fully assimilated into typical college courses. Relevant supporting research will be discussed.

LEADER(S): Ashley Rodrigues, Bridgewater State University, MA

1:30–2:15 PM **SESSION: 520**
ROOM: POSTER 6, HALL E

Coaching for Consciousness: Supporting the Learning and Language Needs of Emergent Bilinguals

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Teachers are not well prepared to address the multidimensional identities of emergent bilinguals (EBs) struggling to learn in English-immersion classrooms. This poster presents a study of four teachers' developing critical consciousness of the language and learning needs of EBs within shared reading lessons. Findings from this case study add new insights about teaching EBs and empowering teachers to transform how they think about the intersectionality of EBs in their classrooms.

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

1:30–2:15 PM **SESSION: 521**
ROOM: POSTER 7, HALL E

Self-Regulated Strategy Development for Students Learning English and At Risk in Writing

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation shares the results of a multiple baseline, single-case design study in which three fourth- and fifth-grade English language learners (ELLs) who were at risk in writing and attended Title I schools learned powerful strategies for opinion writing. The self-regulated strategy development (SRSD) instructional approach was adapted for these students. Students showed meaningful writing gains and positively evaluated instruction.

LEADER(S): Ashley Barkel, University of Arizona, Tucson

1:30–2:15 PM **SESSION: 522**
ROOM: POSTER 8, HALL E

Specially Designed Instruction for English Learners: Adapted SIOP

TOPIC: Learning Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

English learners (Els) and students with learning disabilities share many characteristics and challenges. The adapted sheltered instruction observation protocol (SIOP), merging best practices across the research, can be used as a framework for planning instructional content that meets both the academic and linguistic demands of ELs with learning disabilities.

LEADER(S): Maria Soria, The University of Illinois at Chicago

PRESENTER(S): Annie Draeger, University of Oregon, Eugene

1:30–2:15 PM **SESSION: 523**
ROOM: POSTER 9, HALL E

Explicit Instruction of Mathematical Skills for Students With Dyscalculia: High-Leverage Assessment Practices

TOPIC: Learning Disabilities
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Poster Session

Numerical abilities are essential for many aspects of day-to-day living. Students with dyscalculia struggle with foundational mathematical skills which can hinder their ability to access higher level mathematical content. This poster details how high-leverage assessment practices drive instructional decision making to help students gain high levels of mathematics mastery.

LEADER(S): Erica Jones, Fairfax County Public Schools, VA
PRESENTER(S): Kelly Brady, Fairfax County Public Schools, VA

1:30–2:15 PM **SESSION: 524**
ROOM: POSTER 10, HALL E

A Descriptive Analysis of Preservice Teachers' Use of Evidence-Based Instructional Practices

TOPIC: Measuring Special Education Teacher Effectiveness
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Educator preparation programs train preservice teachers to use evidence-based instructional practices; however, the question remains whether the preservice teachers are incorporating these practices in their classroom instruction. This poster presents the results of a study examining the rate/percentage of preservice teacher behaviors and student behaviors during formally observed lessons.

LEADER(S): Todd Whitney, University of Louisville, KY
PRESENTER(S): Terrance Scott, University of Louisville, KY; Amy Lingo, University of Louisville, KY; Justin Cooper, University of Louisville, KY

1:30–2:15 PM **SESSION: 525**
ROOM: POSTER 11, HALL E

Preservice Teachers' Co-Teaching Experiences in College Courses

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

This poster session shares the results from a study exploring how preservice teachers develop their understanding of and familiarity with co-teaching by receiving co-taught lessons and by conducting their own co-teaching, which is measured by quantitative and qualitative data sources.

LEADER(S): Eunjoo Kim, Indiana University Northwest, Gary

1:30–2:15 PM **SESSION: 526**
ROOM: POSTER 12, HALL E

Saudi Arabian Teachers' Perspectives About Inclusion, Instruction, and Assessment

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Inclusion is a prime task of general and special education teachers. This poster presentation describes a study about the attitudes of 10 Saudi Arabian K-12 teachers toward inclusion. Six themes emerged from the study, including a need for professional development for teachers about how to manage inclusion and parental perspectives. The presenters will describe their proposed steps to help address these issues.

LEADER(S): Fawwz Alhasiany, Majmaah University, State of Riyadh, Kingdome of Saudi Arabia
PRESENTER(S): Michael Dunn, Washington State University, Vancouver; Darcy Miller, Washington State University, Pullman

1:30–2:15 PM **SESSION: 527**
ROOM: POSTER 13, HALL E

State-Level Scale-Up of PBIS: An Exploration of Resources and Supports

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Poster Session

Most U.S. states have established organizations to scale up positive behavior intervention and support (PBIS). The presenters of this poster extracted information from state and territory websites regarding types of technical support, recognition systems, organization systems, annual reports, school outcomes, professional development, training materials, and interventions at each tier. Participants will be able to view individual state data, including information on family-school partnerships.

LEADER(S): Rachel Kaplan, University of Florida

1:30–2:15 PM **SESSION: 528**
ROOM: POSTER 14, HALL E

Writing Measurable Annual Goals for Students With Severe Disabilities

TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Poster Session

Teachers of students with severe disabilities are responsible for providing an education that meets students' unique individual needs. Assessment and writing annual goals can be challenging for the education team. This poster shares strategies to assess and write measurable annual individualized educational program (IEP) goals for students with multiple disabilities.

LEADER(S): Nicole Johnson, Kutztown University of Pennsylvania

PRESENTER(S): Wendy Rogers, Kutztown University of Pennsylvania

1:30–2:15 PM **SESSION: 529**
ROOM: POSTER 15, HALL E

◤ Using a Tiered Coaching Model to Support Implementation of PBIS Strategies

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation describes findings from a latent profile analysis and a tiered coaching decision-making model for matching teachers with different levels of support in using pyramid model practices. Findings from the presenters' initial field test of the tiered coaching model and the decision-making framework will be shared.

LEADER(S): Angel Fettig, University of Washington, Seattle

PRESENTER(S): Kathleen Meeker, University of Washington, Seattle

1:30–2:15 PM **SESSION: 530**
ROOM: POSTER 16, HALL E

◤ Preparing Preservice Teachers to Identify and Support Adolescents with Mental Health Needs

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

With a rise in the mental health needs of youth, it is important for preservice teachers to have training in mental health programming. This poster provides an overview of planning for, funding, and implementing multiple trainings for preservice teachers in mental health identification. Specific supports will be shared, along with supporting data.

LEADER(S): Kathryn Havercroft, Eastern Illinois University, Charleston

PRESENTER(S): Melissa Jones-Bromenshenkel, Eastern Illinois University, Charleston

1:30–2:15 PM **SESSION: 531**
ROOM: POSTER 17, HALL E

◤ Teaching Preservice Teachers to Talk Data!

TOPIC: Personnel Preparation

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

How often do preservice programs give candidates the chance to discuss data? Candidates show a lack of confidence in this area, well into their first critical years of teaching. To address this issue, faculty redesigned tiered intervention case studies to include an education specialist symposium where students presented data findings to peers during poster sessions.

LEADER(S): Heather Wizikowski, California State Polytechnic University, Pomona

PRESENTER(S): Joanne Van Boxtel, California State Polytechnic University, Pomona; Elizabeth Mason, California State Polytechnic University, Pomona; Matthew Doyle, California State Polytechnic University, Pomona; Elizabeth Foster, California State Polytechnic University, Pomona

1:30–2:15 PM **SESSION: 532**
ROOM: POSTER 18, HALL E

◤ Cultural and Instructional Adaptations of Evidence-Based Intervention Practices for Preschool Children with ASD: Supporting Teachers in Singapore

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presentation focuses on the process to develop cultural and instructional adaptations to move evidence-based intervention strategies for children with autism spectrum disorder (ASD) into inclusive preschool classrooms in Singapore. Participants will gain an understanding of the Singaporean special education context, learn the four steps of the active implementation framework (AIF), and see examples of instructional strategies adapted to fit the Singaporean instructional context.

LEADER(S): Stephanie Shire, University of Oregon, Eugene

1:30–2:15 PM **SESSION: 533**
ROOM: POSTER 19, HALL E

Explicit and Implicit Measurement of Teacher Candidates' Attitudes Toward Students With Disabilities: Associations With Instructional Decisions

TOPIC: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster describes a mixed-methods study that examined teacher candidates' explicitly and implicitly measured attitudes toward students with disabilities and its relationship to instructional decisions in inclusive general education classrooms. Participants will learn about the relationship between attitudinal classes and behavior as well as reflect on how bias can influence instructional decisions.

LEADER(S): Alicia Okpareke, North Central College, Naperville, IL

PRESENTER(S): Kelli Diaz, DePaul University, Chicago, IL

1:30–2:15 PM **SESSION: 534**
ROOM: POSTER 20, HALL E

Art Teachers' Perspectives of Paraeducators in Inclusive Art Classrooms

TOPIC: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This poster session presents the preliminary results of a study investigating how art teachers work with paraeducators to serve students with disabilities in their classes. A total of 68 art teachers completed an online questionnaire. Discussions and implications from the study will be presented.

LEADER(S): Yun-Ju Hsiao, Washington State University Tri-Cities, Richland

PRESENTER(S): Yichien Cooper, Washington State University Tri-Cities, Richland

1:30–2:15 PM **SESSION: 535**
ROOM: POSTER 21, HALL E

AAC for Individuals With Intellectual and Developmental Disabilities: A Mega-Review

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

This poster summarizes the methodological rigor and findings of 80 peer-reviewed systematic literature reviews and meta-analyses of research conducted on augmentative and alternative communication (AAC) interventions for individuals with developmental disabilities. Participant and interventionist demographics, interventions, settings, outcomes, and recommendations of each review are reported and summarized. AMSTAR 2 was used to examine methodological rigor of the included reviews.

LEADER(S): Becky Crowe, University of Oregon, Eugene

1:30–2:15 PM **SESSION: 536**
ROOM: POSTER 22, HALL E

Bridging Research to Practice: Restoring Family-Professional Partnerships for Children With Deafblindness

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Visual Impairments

FORMAT: Poster Session

This poster shares the results of a qualitative study of families of children with deafblindness, highlighting strategies educators can implement to restore the family-professional partnership. Specifically, the presenters will share solutions to the unique challenges families face during the individualized education program (IEP) process, including collaboration, family involvement barriers, and dispute resolution practices.

LEADER(S): Sandy Bowen, University of Northern Colorado, Greeley

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

NOTES:

1:30–2:15 PM **SESSION: 537**
ROOM: POSTER 23, HALL E

High-Leverage Practices for Powerful Instruction: Implications for Teacher Preparation and Practice

TOPIC: Starting the Teaching Career

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

The presenters of this poster share resources and tools for collaboration as institutions prepare teachers to implement high-leverage practices. The Arizona team has used mutually beneficial partnerships and created opportunities to bridge coursework and fieldwork with professional learning in authentic ways. Their reflections and experiences will assist participants in co-constructing future implications for engagement in high-leverage practices.

LEADER(S): Kathleen Puckett, Arizona State University, Mesa

PRESENTER(S): Sandra Figueroa, Arizona Department of Education, Phoenix; Elizabeth Hoffman, Rio Salado College, Tempe, AZ; Jennifer Huber, Northern Arizona University, Flagstaff; Julie Blair, Grand Canyon University, Phoenix, AZ

1:30–2:15 PM **SESSION: 538**
ROOM: POSTER 24, HALL E

Innovative Digital Technology for Teaching Written Expression to Students With Severe Disabilities

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster describes federally funded research project targeting the instruction of written expression skills for students with severe disabilities. The presenter will provide a description of usability evaluations, iterative design processes, and a single-case research evaluation. The presenter will translate findings to doable practices that can be employed by educators in their own classrooms.

LEADER(S): Robert Pennington, University of North Carolina at Charlotte

2:45–3:45 PM **SESSION: 540** **ROOM: A105**

Effective Practices for Improving Argumentative Writing for Students With Learning Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Panel

This session focuses on effective interventions for enhancing argumentative writing for students with learning disabilities (LD). Presenters will review meta-analysis research on argumentative writing interventions and summarize the most effective instructional practices for students with LD. Recommendations for teaching argumentative writing strategies to students with LD will be discussed.

LEADER(S): Alyson Collins, Texas State University, San Marcos

PRESENTER(S): Stephen Ciullo, Texas State University, San Marcos; Steve Graham, Arizona State University, Tempe

2:45–3:45 PM **SESSION: 541** **ROOM: A106**

Bridging the Research to Practice Gap: Developing Effective District Supports for Students with EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Building and sustaining an effective continuum of supports for students with emotional and behavioral disorders (EBD) remains a challenge for districts. Learn about an established program improvement process that bridges the research to practice gap. Presenters will share findings from multiple districts and discuss the process of organizational change and its impact on student outcomes.

LEADER(S): Bridget Walker, Sound Supports & Associates, Mukilteo, WA

PRESENTER(S): Lisa Hoyt, Consultant, Seattle, WA; Douglas Cheney, University of Washington, Seattle

NOTES:

2:45–3:45 PM SESSION: 542 ROOM: A107

Restorative Practices For Students With Emotional, Behavioral, and Mental Health Needs

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Restorative practices (RPs) help to build community, celebrate accomplishments, transform conflict, rebuild relationships that have been harmed, and reintegrate students who have been suspended or expelled. A restorative approach brings awareness that misconduct is part of the developmental process for children. RPs are extremely adaptable for use with students with emotional, behavioral, and mental health needs. This session will explain and demonstrate how to use RPs to support all students.

LEADER(S): Lori Lynass, Sound Supports, Shoreline, WA

PRESENTER(S): Jeffrey Sprague, University of Oregon, Eugene; Travis Hall, Renton Academy, WA

2:45–3:45 PM SESSION: 543 ROOM: B111

Using the Breakthrough Collaborative Model to Support Program Improvement in Infant-Toddler Home Visiting

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This session describes key lessons learned from employing the Breakthrough Collaborative Model to support program improvement with respect to supporting children's language development. The model involves the use of rapid assessment cycles, local implementation teams, and regular meetings focused on implementation data with program improvement experts and home visitors.

LEADER(S): Jill Pentimonti, American Institutes for Research, Washington, DC

PRESENTER(S): Jennifer Pierce, American Institutes for Research, Washington, DC; Virginia Buysse, American Institutes for Research, Washington, DC; Dale Walker, Juniper Gardens Children's Project, University of Kansas, Kansas City

2:45–3:45 PM SESSION: 544 ROOM: B112

Keep Calm and Teach SPED: Strategies for Preventing and Managing Work-Related Stress

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The presenter of this session will share findings from a study exploring strategies used by special education teachers to prevent and manage the negative physical and mental effects of sustained work-related stress. Participants will have the opportunity to share their own strategies and to develop a personalized self-care plan.

LEADER(S): Maria Ruiz, University of Louisiana at Lafayette

2:45–3:45 PM SESSION: 545 ROOM: B113

Zero Tolerance for Zero Tolerance: Implications and Alternatives for Students With EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Public Policy

FORMAT: Panel

Exclusionary discipline practices can have detrimental effects, especially for students with emotional and behavioral disorders (EBD). Threat assessment frameworks offer a proactive approach for prevention while considering the student's disability. In this session, the presenters will discuss the implications of zero tolerance and considerations for threat assessment, with particular attention to students with EBD.

LEADER(S): Lauren Collins, San Diego State University, CA

PRESENTER(S): Timothy Landrum, University of Louisville, KY; Erica McClure, University of Louisville, KY; Leah Riggs, University of Louisville, KY

2:45–3:45 PM SESSION: 546 ROOM: B114

Supporting Individuals With Autism Spectrum Disorder and Intellectual Disability Through the Goal-Setting Process

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Physical/Health/Multiple Disabilities

FORMAT: Presentation with Q&A

This session shares findings from a project that used goal setting as part of a self-management intervention package to increase engagement in physical activity for adults with autism spectrum disorder and intellectual disability. Participants wore Fitbits and completed a week-long baseline measure before beginning a 12-week exercise program. Participants' weekly exercise goals were individualized and they used self-management strategies to evaluate their progress toward weekly goals.

LEADER(S): Brianne Tomaszewski, University of North Carolina, Chapel Hill

2:45–3:45 PM SESSION: 547 ROOM: B115

Using SRSD to Improve the Writing Skills of Special Education Teacher Candidates

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Strong writing skills are essential for special education teachers. Many universities and states require special education teacher candidates to pass the Praxis Core: Writing exam. Writing instruction using self-regulated strategy development to enhance writing knowledge, argumentative writing, and informative source-based writing abilities and to help students score well on the Praxis Core: Writing exam will be presented.

LEADER(S): Amber Ray, University of Hawaii at Manoa, Honolulu

PRESENTER(S): Tierney Barcarse, University of Hawaii at Manoa, Honolulu; Janet Kim, University of Hawaii at Manoa, Honolulu

2:45–3:45 PM SESSION: 548 ROOM: B116

Where Are the Teachers? Don't Look Further Than Your Own Backyard!

TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session presents the results of a preliminary study investigating the reasons teacher candidates gave for pursuing a career in special education, and a follow-up study conducted to 'drill down' to the specific needs of local school districts for recruiting teachers. Presenters will discuss implications for local school districts and teacher preparation programs at colleges and universities.

LEADER(S): Nancy Mamlin, North Carolina Central University, Durham

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

2:45–3:45 PM SESSION: 549 ROOM: B117

Differentiation Overhaul! Planning, Assessment, and Classroom Management in Art for Special Populations

TOPIC: Arts in Special Education

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Art educators must serve all students equally, ensuring curriculum, instruction and classroom spaces are accessible, welcoming, and relevant. Differentiated Instruction and universal design for learning (UDL) are proven models, and can be seamlessly implemented. Learn how to conceptualize differentiated instruction using helpful tools to facilitate student learning in and through visual arts.

LEADER(S): Amanda Newman-Godfrey, Moore College of Art and Design, Philadelphia, PA

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

MULTIPLE PRESENTATIONS

2:45–3:45 PM• SESSION: 550 • ROOM: B118

BUILDING BRAILLE LITERACY

TOPIC: Visual Impairments

FORMAT: Multi-Presentation Session

Interdisciplinary Perspectives and Practices in Braille Literacy Instruction

This presentation highlights creative instructional strategies and resources gathered from different perspectives that have been successfully applied in the world of braille reading. The value of an interdisciplinary approach is exemplified by allowing students to benefit from diverse accumulated knowledge and practices from the combined expertise of a network of overlapping professional areas of support and instruction.

LEADER(S): Belinda Rudinger, University of Wisconsin, Stevens Point

More Than Meets the Eye: A Detailed Analysis of Braille Hand Movements

This presentation provides an overview of the results of an intensive study of the hand movements of 16 adult braille readers while reading a different types of texts to evaluate the differing characteristics of highly efficient and slower braille readers. Implications for the classroom will be discussed.

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

2:45–3:45 PM SESSION: 551 ROOM: C121

Empowering Immigrant Families to Advocate for and Support Their Children With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

This presentation shares results from a pilot project providing training on special education services and procedures to a select group of immigrant culturally and linguistically diverse (CLD) parents of students with disabilities (SWD). Although parental involvement has a significant effect on school outcomes for all students, existing evidence indicates that immigrant parents or guardians of SWD from CLD backgrounds are less likely to be actively involved in the schooling of their children.

LEADER(S): Robai Werunga, University of Massachusetts at Lowell

2:45–3:45 PM • SESSION: 552 • ROOM: C122

VOCABULARY AND CLD STUDENTS WITH EXCEPTIONALITIES

TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Multi-Presentation Session

Selecting and Teaching Vocabulary Acquisition: The SWIT Strategy for ELLs With Learning Disabilities

This session synthesizes best practices of research-based strategies for teaching academic vocabulary to English language learners (ELLs) with learning disabilities. Participants will learn the differences among tiered vocabulary as identified in the Common Core State Standards as well specific interventions (SWIT, selecting words for instruction from text, and word generation for explicitly teaching vocabulary in narrative/informational text) to culturally and linguistically diverse students.

LEADER(S): Angela Sencibaugh, Valley Park School District, MO
PRESENTER(S): Joseph Sencibaugh, Webster University, St. Louis, MO

Teaching Academic Vocabulary in Content Areas to CLD Students With Exceptional Learning Needs

This session synthesizes best practices for teaching academic vocabulary (mathematics, science, and social studies) to English language learners (ELLs) with exceptional learning needs. Participants will learn the differences among tiered vocabulary as identified in the Common Core State Standards and procedures for explicitly teaching academic vocabulary to culturally and linguistically diverse students, as well as how to implement learning strategies to improve students' reading comprehension.

LEADER(S): Angela Sencibaugh, Valley Park School District, MO
PRESENTER(S): Joseph Sencibaugh, Webster University, St. Louis, MO

2:45–3:45 PM SESSION: 553 ROOM: C123

The Effect of Inclusion on Student Academic Outcomes

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

This presentation shares the results of a study investigating the academic outcomes of a cohort of students receiving special education services in the state of Indiana, in high-, mixed-, and low-inclusion settings. Students were followed from Grades 3-8 (2013-2018). Results show that students with disabilities who spend 80% or more of their time in a general education inclusive classroom do significantly better in both reading and math than their peers who spend more time in separate settings.

LEADER(S): Sandi Cole, Indiana University, Bloomington
PRESENTER(S): Hardy Murphy, Indiana University, Bloomington

2:45–3:45 PM SESSION: 554 ROOM: C124

Teacher2Teacher: Metacognition, Learning, and Resilience

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

Metacognition is essential to the learning process and the development of resilient and inquisitive life-long learners. This session will prepare educators to introduce explicit metacognitive instruction into their teaching. Presenters will explore the "what," "why," and "how" of teaching metacognition, and attendees will leave equipped with strategies to further students' learning and resilience. The techniques discussed in this session can be adapted for use with all student populations.

LEADER(S): Owen Dempsey, Lick-Wilmerding High School;

2:45–3:45 PM SESSION: 555 ROOM: C125

Innovative Preparation and PD for Early Childhood Inclusion Specialists

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

This interactive session focuses on innovative methods for preparing early childhood professionals to facilitate the full participation of children with disabilities in inclusive environments. A range of strategies that can be embedded into personnel preparation and professional development to support quality inclusion will be shared.

LEADER(S): Harriet Able, The University of North Carolina at Chapel Hill
PRESENTER(S): Tracey West, Frank Porter Graham Child Development Institute, UNC at Chapel Hill; Leslie Fanning, The University of North Carolina at Chapel Hill

2:45–3:45 PM SESSION: 556 ROOM: D137

Implementing the Age-Appropriate Transition Assessment Mandate

TOPIC: Assessment

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This session shares knowledge gleaned from a survey of 100 local education agency-level transition coordinators, who provided detailed responses to questions about the implementation of IDEA's age-appropriate transition assessment provision. Attendees will learn about best practices that can help move state and local education agencies beyond simple compliance. A local practitioner and state-level education agency personnel will lead the discussion and disseminate evidence-based practices.

LEADER(S): Stacie Dojonovic, University of Kansas, Lawrence

PRESENTER(S): Darlene Unger, Kent State University, School of Lifespan Development and Educational Services, OH

2:45–3:45 PM SESSION: 557 ROOM: D138

The Effects of an Intensive Summer Literacy Intervention on Reader and Teacher Development

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Students with reading disabilities require more explicit, systematic, and intensive literacy instruction than their typically developing peers. This presentation provides an overview of a research study focused on the effects of an intensive literacy intervention on elementary-aged students and special education preservice teachers during a summer practicum experience.

LEADER(S): Valentina Contesse, University of Florida, Gainesville

PRESENTER(S): Vivian Gonsalves, University of Florida, Gainesville; Danielle Pico, University of Florida, Gainesville; Rachel Kaplan, University of Florida; Christine Woods, University of Florida, Gainesville

2:45–3:45 PM SESSION: 558 ROOM: D139

Why Do We Stay? Special Educators' Perceptions of Retention and Teacher Well-Being

TOPIC: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

This session examines how veteran special educators make meaning of their persistence in the field. Results of two focus groups detail special educators' perceptions of retention elements both inside and outside schools. Participants will leave with insights from teachers and a toolbox of teacher well-being strategies.

LEADER(S): Elisabeth Rice, George Washington University, Washington, DC

PRESENTER(S): Elizabeth Tuckwiller, George Washington University, Washington, DC; Susan Jaffe, George Washington University, Washington, DC; Emily Baker, George Washington University, Washington, DC

2:45–3:45 PM SESSION: 559 ROOM: E142

Improving Employment Outcomes for Students With Intellectual Disability

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Longitudinal data collection systems indicate the importance of postsecondary education. The presenters will highlight employment outcomes and employment supports of 79 young adults with intellectual disability (ID). Recommendations from graduates and parents for improvements to postsecondary programming and career preparation will be discussed.

LEADER(S): Erica Kaldenberg, The University of Iowa REACH Program, Iowa City

PRESENTER(S): Lauren Bruno, The University of Iowa, Iowa City

2:45–3:45 PM SESSION: 560 ROOM: E143

Leveraging Transportation Resources to Support Students' Independent Travel

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Although lack of transportation adversely affects postschool outcomes, educators often don't have the time or knowledge to leverage transportation supports that can facilitate students' independent travel. The Federal Transit Administration recommends that schools and transit agencies develop partnerships through community coordination. Attendees will learn about community mobility management providing informational and fiscal supports to help educators to address student mobility.

LEADER(S): Judy Shanley, Easterseals, Chicago, IL

2:45–3:45 PM • SESSION: 561 • ROOM: E144

FROM AVATARS TO AUGMENTED REALITY: BEST PRACTICES FOR STUDENTS WITH DISABILITIES

TOPIC: Innovations in Special Education Technology
FORMAT: Multi-Presentation Session

Using Augmented Reality and Video Prompting to Teach Mathematics to Students With Disabilities

This session presents results from a study where augmented reality (AR) and video prompting (VP) were used to teach mathematics to middle-school students with disabilities via mobile technology. Results of the study and suggestions for practitioners wishing to use AR and VP to teach mathematics and other academic content will be discussed.

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

Using Live Animation and Avatars to Increase Engagement and Teach Social Skills to Students With Disabilities

This session presents the results of a study evaluating how individuals with disabilities engage with virtual characters (avatars) versus with humans, and the effectiveness of using live animation and avatars to teach social skills. Results will be discussed, along with suggestions for future research and implications for practice.

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

2:45–3:45 PM SESSION: 562 ROOM: E145

Rapid School Improvement: Building an MTSS Framework to Improve Special Education Outcomes

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Presentation with Q&A

The Four Domains for Rapid School Improvement is a systems framework developed by the Center on School Turnaround, part of a network of federally funded centers that focus on building the capacity to turn around chronically low-performing schools. Learn about the essential features two domains of rapid school improvement, turnaround leadership and culture shift, as essential for districts to be able to implement, align, and create a multitiered system of supports (MTSS) framework.

LEADER(S): Matt Navo, WestEd, San Francisco, CA

2:45–3:45 PM SESSION: 563 ROOM: E146

Improving Educational Outcomes for Children in Foster Care

TOPIC: Maltreatment
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Presentation with Q&A

Foster youth are referred for special education at extremely high rates and experience dismal educational outcomes. However, research suggests that by targeting social and emotional skills (e.g., social competence and emotion management), foster youth can develop characteristics that serve as a protective factor and, in turn, contribute to improvements in academic achievement.

LEADER(S): Gwen Bass, Mount Holyoke College, South Hadley, MA

2:45–3:45 PM SESSION: 564 ROOM: E147

Using Data to Improve Math Outcomes for Middle School Students

TOPIC: STEM
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Presentation with Q&A

The presenters of this session worked with 20 middle school teachers to help them learn how to use data to inform math instruction for students with math difficulties. Teachers implemented weekly algebraic reasoning progress-monitoring measures, participated in in-person and online professional learning, and made instructional changes based on student-level data leading to improved outcomes for students. Come learn about the data-tracking platform and online professional learning!

LEADER(S): Sarah Powell, The University of Texas at Austin
PRESENTER(S): Leanne Ketterlin-Geller, Southern Methodist University, Dallas, TX; Erica Lembke, University of Missouri, Columbia

2:45–3:45 PM SESSION: 565 ROOM: F149

Pediatric Cancer Survivors: How Treatment Affects Education Outcomes

TOPIC: Physical/Health/Multiple Disabilities
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Presentation with Q&A

The number of childhood cancer survivors has risen over the last 10 years. An estimated 80% survive 5 years or longer, and some 2 decades or more. But, due to treatment or side effects of treatment, there are many educational impacts that these children face. This poster provides an overview of academic and psycho-social strategies to assist this group of students.

LEADER(S): Mari Frost, The University of Texas MD Anderson Cancer Center, Houston
PRESENTER(S): Peter Stavinoha, The University of Texas MD Anderson Cancer Center, Houston

2:45–3:45 PM SESSION: 566 ROOM: F150

Development, Validation, and Application of the Classroom Management Observation Tool

TOPIC: Measuring Special Education Teacher Effectiveness
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Presentation with Q&A

The presenters of this session introduce a user-friendly classroom management observation tool, summarize the development and validation process, and share how one district used this tool to guide and monitor their supports for teachers' classroom management practices.

LEADER(S): Brandi Simonsen, University of Connecticut, Storrs
PRESENTER(S): Jennifer Freeman, University of Connecticut, Storrs; Sarah Wilkinson, University of Connecticut, Storrs; Xin Xu, University of Connecticut, Storrs

NOTES:

MULTIPLE PRESENTATIONS

2:45–3:45 PM • SESSION: 567 • ROOM: F151

ISSUES OF ADVOCACY AND POLICY: EDUCATOR ACTIONS AND STRATEGIES

TOPIC: Public Policy
FORMAT: Multi-Presentation Session
MODERATOR: James Shriner, University of Illinois, Urbana-Champaign

Activating Advocacy and Influencing Special Education Policy: Strategies for Educators

Education leaders should be drivers of change, not recipients of outcomes. The purpose of this panel is to share opportunities for engaging in advocacy to increase awareness around special education and influence policy. Panelists will bring unique perspectives offering suggestions for those interested in infusing advocacy into their professional identity.

LEADER(S): Sarah Nagro, George Mason University, Fairfax, VA
PRESENTER(S): Janet VanLone, Bucknell University, Lewisburg, PA

Turn Your Passion Into Action: An Introduction to Policy and Advocacy in Special Education

Would you like to make a difference for special education at the local and national level? If that sounds daunting, it is easier than you think! Your representatives value your voice. The presenters will provide tangible strategies and tips to empower you to become an informed advocate for students with exceptionalities.

LEADER(S): Kaitlyn Millen, University of Northern Colorado, Greeley
PRESENTER(S): Sara Movahedazarhouligh, University of Northern Colorado, Greeley

2:45–3:45 PM **SESSION: 568**
ROOM: OREGON BALLROOM 201

Making Fractions Easy With SRSD Fractions: A Conceptual and Procedural Framework

TOPIC: Learning Disabilities
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Demonstration

Come to this session for a demonstration of self-regulated strategy development (SRSD) to teach fraction skills. Free-access lesson plans and materials will be shared for the mnemonics FILMS, CUT, and EDIT, which guide students in adding/subtracting fractions with unlike denominators, simplifying fractions, and converting improper fractions to mixed numbers. The presentation will involve modeling each recursive stage of SRSD, along with a discussion of implications for practice.

LEADER(S): Robin Ennis, The University of Alabama at Birmingham

2:45–3:45 PM **SESSION: 569**
ROOM: OREGON BALLROOM 202

Supporting Communication – It's Everyone's Job!

TOPIC: Autism Spectrum Disorder/Intellectual Disability
SECONDARY TOPIC: Communicative Disabilities and Deafness
FORMAT: Demonstration

Individualized education program (IEP) teams need to support students with severe communication disorders throughout the school day and across settings. Meaningful support requires planning and collaboration. In this interactive session, participants will explore creating a communication plan to increase communicative engagement across people and settings, to be used for students with any communication disorder.

LEADER(S): Charlie Buckley, Metropolitan State University of Denver, CO

2:45–3:45 PM **SESSION: 570**
ROOM: OREGON BALLROOM 203

Adapting Foundational Literacy Instruction for Older Readers

TOPIC: Personnel Preparation
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Demonstration

Many students with disabilities need continual development of foundational literacy skills through middle and high school. In this demonstration session, participants will apply suggestions for adapting foundational literacy practices for older students. The demonstration will include one strategy that addresses word identification and spelling, one strategy for morphological awareness, and one strategy for reading comprehension.

LEADER(S): Heather Pauly, Cardinal Stritch University, Milwaukee, WI

2:45–3:45 PM **SESSION: 571**
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: Families as Partners: Research-Based Practices to Support Students With Special Needs

TOPIC: Parent/Family/School Partnerships
SECONDARY TOPIC: Early Childhood and Early Intervention
FORMAT: Presentation with Q&A

Family engagement and partnership interventions are essential for maximizing the success of students with special education needs. This session will review relationship-based partnership approaches to support children with special needs, including those in early childhood and school settings. Research results, practice recommendations, and video examples will be highlighted.

LEADER(S): Susan Sheridan, Prem Paul Research Center at Whittier School, University of Nebraska-Lincoln

2:45–3:45 PM **SESSION: 572**
ROOM: PORTLAND BALLROOM 255

Parent-Professional Collaboration: Effectively Including Parents and Caregivers as Members of IEP Teams

TOPIC: Parent/Family/School Partnerships
FORMAT: Panel

This panel will provide a brief overview of the research describing how to effectively collaborate with parents and caregivers, along with real-life examples of how school staff can apply the research in their educational practice. Come learn (from a parent's perspective) effective strategies for building collaborative relationships. Time will be dedicated for discussion and questions from attendees.

LEADER(S): Season Almason, West Valley School District #208, WA
PRESENTER(S): Michelle Siguenza, West Valley School District #208, WA; Katie Thorner, West Valley School District #208, WA

2:45–3:45 PM **SESSION: F106** **ROOM: G129**

Research-to-Practice Connections: The Communication Matrix Community

FORMAT: Tech Playground

LEADER(S): Emily Quinn, Oregon Health and Science University, Portland; Alexandria Cook, Oregon Health and Science University, Portland

2:45–3:45 PM SESSION: F107 ROOM: G130

Educator Experience: The Use of Educational Apps for Academic Intervention

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university. Table 1: Jiyeon Park Table, 2: Claudia Rodas, Table 3: Lori Cooney

LEADER(S): Jiyeon Park, The University of Texas at Austin; Claudia Rodas, Northern Arizona University, Flagstaff; Lori Cooney, University of Massachusetts Boston

2:45–3:30 PM SESSION: 575
ROOM: POSTER 1, HALL E

Using the Calendar App to Teach Self-Management Skills

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Poster Session

Individuals with intellectual and developmental disabilities (IDD) often have difficulties with self-management skills such as scheduling tasks and events to attend educational, vocational, and leisure activities. This poster presents the results of a study of the effects of constant time delay in teaching young adults with IDD the steps to schedule events and set up reminders on the Calendar mobile application, along with an overview of the procedure to teach students the necessary steps.

LEADER(S): Kinga Balint Langel, University of Minnesota Duluth

2:45–3:30 PM SESSION: 576
ROOM: POSTER 2, HALL E

Toileting Skills for Learners With ASD in Public School Settings

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

This poster presentation summarizes intensive toilet training (ITT) methods and their implementation in public schools. Guidelines for preparing and initiating ITT will be described. Attendees will learn to select procedures according to learner characteristics and instructional settings, and receive guidance regarding progress monitoring to resolve toileting problems along with strategies for promoting independence.

LEADER(S): Jenee Vickers Johnson, University of Kansas, Lawrence

PRESENTER(S): Heather Forbes, University of Kansas, Lawrence; Jason Travers, University of Kansas, Lawrence

2:45–3:30 PM SESSION: 577
ROOM: POSTER 3, HALL E

Lessons Learned: An Inclusive Education Program in Punjab, Pakistan

TOPIC: International Programs/Services

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation shares the results of a mixed-methods study exploring the implementation of a pilot Punjab Inclusive Education Project in two rural school districts in Pakistan. Data from interviews and questionnaires from teachers participating in this initiative is used to discuss factors that facilitate and hinder inclusive education in these school districts. Strategies used by teachers to support diverse learners in regular schools will also be discussed.

LEADER(S): Muhammad Zia, University of Education, Lahore (Faisalabad Campus)

PRESENTER(S): Anya Evmenova, George Mason University, Fairfax, VA; Shafaq Rubab, University of Management and Technology, Lahore, Pakistan

2:45–3:30 PM SESSION: 578
ROOM: POSTER 4, HALL E

Promoting Self-Management Skills for Young Adults with Developmental Disabilities? There's an App for That!

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Research has increasingly demonstrated the utility of technology, such as smartphone apps, in improving self-management skills for individuals with developmental disabilities. This poster presentation shares information on self-management strategies that employ free or inexpensive smartphone apps. Participants will learn the steps to implementing self-management tools that can be used to increase time on-task, maintain daily schedules, and track eating and exercise habits.

LEADER(S): Kathleen Cook, Augustana University, Sioux Falls, SD

PRESENTER(S): Elizabeth Hansen, Augustana University, Sioux Falls, SD; Rayna Yaeger, Augustana University, Sioux Falls, SD

2:45–3:30 PM **SESSION: 579**
ROOM: POSTER 5, HALL E

The Social Capital of Special Educators Supporting Transition-Age Students

TOPIC: Career Development/Transition

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Successful transition outcomes necessitate collaboration across school systems, service systems, and communities. In this poster session, the presenters share findings from a mixed-methods study examining the collaborative practices of 509 middle and high school special educators in one state. They will share practical strategies for educators, administrators, and district leadership on strengthening and supporting transition collaboration.

LEADER(S): Jennifer Bumble, Vanderbilt University, Nashville, TN

2:45–3:30 PM **SESSION: 580**
ROOM: POSTER 6, HALL E

Culturally Diverse STEAM: Culturally Responsive Lessons to Empower CLD Learners With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: STEM

FORMAT: Poster Session

Culturally responsive STEAM (science, technology, engineering, arts, and math) instruction supports culturally and linguistically diverse (CLD) students with disabilities. This poster shares lessons with STEAM components that facilitate integrated learning where students create innovative solutions to science and math problems, lessons that incorporate cultural diversity, tips on developing Web of Life Native American co-teaching units, and strategies for supporting English learners.

LEADER(S): Patricia Peterson, Northern Arizona University, Flagstaff

2:45–3:30 PM **SESSION: 581**
ROOM: POSTER 7, HALL E

Interventions for Mathematical Problem Solving for Middle School Students With Learning Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: STEM

FORMAT: Poster Session

Students with learning disabilities (LD) face considerable challenges demonstrating proficiency in mathematical problem solving due to their struggles with the cognitive and academic components necessary for successful problem solving (working memory, self-regulation, fact fluency). This poster presents the results of a literature review of interventions targeting the mathematical problem-solving performance of students with LD in Grades 5-8.

LEADER(S): Divya Deshpande, Penn State University, State College

PRESENTER(S): Paul Riccomini, Penn State University, University Park

2:45–3:30 PM **SESSION: 582**
ROOM: POSTER 8, HALL E

How High-Level Questions Lead to Conceptual Understanding in Middle School Math Classrooms

TOPIC: STEM

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

Discussion in math is vital for student conceptual understanding, yet teachers generally do not ask discussion questions. Using the Electronic Quality of Inquiry Protocol (EQUIP), middle school math teachers' questioning levels, complexity, ecology, communication patterns, and classroom interactions were observed. The results shaped professional development and coaching to change instruction.

LEADER(S): Lois Kimmel, American Institutes for Research, Washington, DC

PRESENTER(S): Clairee Bahr, American Institutes for Research, Washington, DC; Kathleen Pfannenstiel, American Institutes for Research, Austin, TX

2:45–3:30 PM **SESSION: 583**
ROOM: POSTER 9, HALL E

Strategies that Mothers of Children Who Are Deafblind Employ to Foster Collaboration

TOPIC: Visual Impairments

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Parents of children who are deafblind face unique challenges in individualized education program (IEP) meetings. The common lack of professional knowledge about deafblindness requires families to gain and share knowledge. Results from this study will offer participants an understanding of parent-initiated strategies used to foster IEP team collaboration.

LEADER(S): Lanya McKittrick, University of Northern Colorado, Greeley

2:45–3:30 PM **SESSION: 584**
ROOM: POSTER 10, HALL E

Rethinking Behavior and Social-Emotional Supports to Build District-Wide Capacity

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

This poster session shares the experience from one district that completely redesigned its 'behavior' programs, rolling out a new model in the 2018-2019 school year. Come and learn about unique, flexible social-emotional learning programming and the corresponding systems of support, as well as outcome data and lessons learned since implementation.

LEADER(S): Karen Mitchell, Edwin Brown Education Center, Redmond, OR

2:45–3:30 PM **SESSION: 585**
ROOM: POSTER 11, HALL E

Educational Placement of Students With Intellectual Disability by State and Year

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Public Policy
FORMAT: Poster Session

This poster session provides an overview of the education placement of students with intellectual disability (ID) from federally reported data in six states, 1990-2016. The presenters reviewed urbanicity data, special education funding formulas, and diagnostic proportions in the selected states. Data highlight the differences between states, and potential explanation of those differences.

LEADER(S): Eric Anderson, Ohio State University, Columbus
PRESENTER(S): Matthew Brock, Ohio State University, Columbus

2:45–3:30 PM **SESSION: 586**
ROOM: POSTER 12, HALL E

A New Model for Co-Teaching: Defining Roles and Including Specially Designed Instruction

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Co-teaching is a widely-used service delivery model; however, evidence of specially-designed instruction (SDI) is rare. This poster presents a study of a new model of co-teaching that defines teacher roles and instruction. Results indicated confusion about SDI. The presenters will also discuss the results of a systematic literature review of definitions of SDI.

LEADER(S): Margaret Weiss, George Mason University, Fairfax, VA
PRESENTER(S): Wendy Rodgers, University of Nevada, Las Vegas

2:45–3:30 PM **SESSION: 587**
ROOM: POSTER 13, HALL E

Effective Methods for Promoting Generalization of Academic and Behavioral Skills

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

Teaching students to generalize new learning is essential for promoting improved academic and behavioral outcomes for students with disabilities; however, it can be difficult to achieve. This poster presentation will highlight effective generalization promotion strategies related to training diversely, exploiting functional contingencies, and incorporating functional mediators.

LEADER(S): Justin Cooper, University of Louisville, KY
PRESENTER(S): Todd Whitney, University of Louisville, KY; Terrance Scott, University of Louisville, KY; Amy Lingo, University of Louisville, KY; Jonathan Burt, University of Louisville, KY

2:45–3:30 PM **SESSION: 588**
ROOM: POSTER 14, HALL E

Evaluating Special Education Teachers: What Affects School Administrators' Confidence?

TOPIC: Personnel Preparation
SECONDARY TOPIC: Administration/Supervision
FORMAT: Poster Session

Although school administrators are tasked with evaluating special education teachers, training in this area is under-investigated. This poster shares the results of a survey of over 1300 participants in 22 states measuring the quantity and perceived quality of the training administrators receive and the factors influencing their confidence in the evaluation process.

LEADER(S): Leslie Mathews, University of Oklahoma, Norman
PRESENTER(S): Tiffany Peltier, University of Oklahoma, Norman

2:45–3:30 PM **SESSION: 589**
ROOM: POSTER 15, HALL E

The IMPACT of Collaborative Partnerships in Serving Students With Disabilities

TOPIC: Personnel Preparation
FORMAT: Poster Session

Project IMPACT spent the 2018-2019 academic year training students in adapted physical education and special education together. This poster shares experiences from two university collaborative personnel preparation partnership garnered through a new and fully funded personnel preparation federal grant through the Office of Special Education Programs (OSEP).

LEADER(S): Layne Case, Oregon State University, Corvallis
PRESENTER(S): Maria Peterson-Ahmad, Western Oregon University, Monmouth; Megan MacDonald, Oregon State University, Corvallis; Katrina Hovey, Western Oregon University, Monmouth; Heidi Wegis, Oregon State University, Corvallis

2:45–3:30 PM **SESSION: 590**
ROOM: POSTER 16, HALL E

Increasing Novice Teachers' Use of Evidence-Based Classroom Management Practices

TOPIC: Administration/Supervision
FORMAT: Poster Session

In this poster presentation, researchers will share findings from a recent study examining the effectiveness of objective and evaluative feedback to novice teachers implementing evidence-based classroom management strategies. Practitioners will learn how to use behavior skills training and feedback to increase novice teacher's rate of specific praise.

LEADER(S): Caitlin Criss, The Ohio State University, Columbus
PRESENTER(S): Alana Telesman, The Ohio State University, Columbus; Moira Konrad, The Ohio State University, Columbus

2:45–3:30 PM **SESSION: 591**
ROOM: POSTER 17, HALL E

The Effect and Implications of Mindful Practices Among Teachers: A Meta-Analysis

TOPIC: Research

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster presents the results of a meta-analysis examining the effects of mindfulness interventions on educators and their teaching practices. Results indicate that mindfulness practices are useful for reducing teacher feelings of stress, anxiety, and depression.

LEADER(S): Kary Zarate, University of Illinois at Chicago

PRESENTER(S): Amanda Passmore, University of Illinois at Chicago

2:45–3:30 PM **SESSION: 592**
ROOM: POSTER 18, HALL E

What Do General Education Elementary School Teachers Know About IEPs and 504s?

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This poster reviews what general education teachers know about disabilities in the classroom and the process for providing students with support via individualized education programs (IEPs) and 504 plans. With this research will come insight on what may need to be revisited when working with other teachers who have students with disabilities in their classroom.

LEADER(S): Ekaterina Shirbroun, Boulder City, NV

2:45–3:30 PM **SESSION: 593**
ROOM: POSTER 19, HALL E

Communication Bill of Rights

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

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 lists all the rights and takes a deeper look at practices to support two of the 15 rights.

LEADER(S): Susan Bruce, Boston College, Chestnut Hill, MA

PRESENTER(S): Diane Paul, ASHA, Rockville, MD

2:45–3:30 PM **SESSION: 594**
ROOM: POSTER 20, HALL E

Preservice Teachers' Self-Efficacy on Behavior Management

TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This poster presents the results of a mixed-method study examining the influence of a behavior management course for preservice teachers in general and special education on self-efficacy of behavior management. Preliminary evaluation shows an increase in self-efficacy in the area of behavior management and strategies used.

LEADER(S): Chad Rose, University of Missouri, Columbia

2:45–3:30 PM **SESSION: 595**
ROOM: POSTER 21, HALL E

Parents' Self-Efficacy and Involvement in the Education of Their Children With Learning Disabilities

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster shares initial results of a mixed-methods design study examining the relationship between parents' self-efficacy and their involvement in the education of their middle and secondary-age children with learning disabilities. Survey and interviews will be collected sequentially and analysis will be completed and thematically analyzed by May 2020.

LEADER(S): Ayesha Alnajar, Saint Louis University, MO

2:45–3:30 PM **SESSION: 596**
ROOM: POSTER 22, HALL E

Sexual Abuse Prevention Interventions for Students With Disabilities

TOPIC: Maltreatment

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Students with intellectual disability (ID) are at greater risk of sexual maltreatment than their typically developing peers. Although curricula and interventions abound, implementation, cost, and service delivery often hinder the best protection efforts. This poster presents the results of a systematic literature seeking to ascertain the most effective evidence-based practices and technologies against sexual maltreatment.

LEADER(S): Aaron Koch, California State University, Chico

2:45–3:30 PM **SESSION: 597**
ROOM: POSTER 23, HALL E

Schoolwide Positive Behavior Supports and Disciplinary Exclusions for CLD Students: A Review of Literature

TOPIC: Multi Tiered System of Support (MTSS)
SECONDARY TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Poster Session

This poster presents the results of a literature review utilizing CEC's standards for evidence-based practices in special education to identify current research on the effectiveness of schoolwide positive behavior intervention and supports (SWPBIS) implementation in reducing disproportionate exclusionary discipline referrals, in-school suspension, out-of-school suspension, and expulsion for students identified as culturally and linguistically diverse (CLD) or those with disabilities.

LEADER(S): Megan Garton, Binghamton University, NY

2:45–3:30 PM **SESSION: 598**
ROOM: POSTER 24, HALL E

International Schools: Insights to Special Education Practices

TOPIC: International Programs/Services
SECONDARY TOPIC: Research
FORMAT: Poster Session

This poster presents recent findings regarding international school special education services. Data reflect current enrollment practices, teacher training, and reflective insights from international school practitioners working with children with disabilities and their families.

LEADER(S): Julie Lane, Fresno Pacific University, CA

4:00–5:00 PM **SESSION: 601** **ROOM: A105**

Phonics Bootcamp: Scientific Principles and Practices to Guide Phonics-Based Instruction in K-5

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

There is broad consensus surrounding the science of reading and the necessity of systematic phonics instruction for students with and without disabilities, but teachers are often unprepared for the challenge of teaching reading. This session provides participants with scientific principles and practices to jump-start their phonics instruction in K-5 classrooms: applied examples, developmental scope and sequence of instruction, considerations for instruction in core instruction and intervention.

LEADER(S): Jessica Toste, The University of Texas at Austin
PRESENTER(S): Christopher Lemons, Vanderbilt University, Nashville, TN

4:00–5:00 PM **SESSION: 602** **ROOM: A106**

Teacher2Teacher: Innovative Intervention Strategies: Fast-Tracking Learning Achievement

TOPIC: Learning Disabilities
FORMAT: Presentation with Q&A

The use of technology seems to have become a magic wand that can fix any student learning need; although adopted by most schools, one size does not fit all. A blend of multisensory teaching techniques, structured play, collaborative learning, exposure to different activities and games to reinforce skills, digital tools, and adjusting learning assessment and outcomes to suit individual learning styles and needs or multiple intelligence will fast-track learning and accelerate achievement.

LEADER(S): Adewunmi Payne-Akinhanmi, Grange School, Lagos, Nigeria

4:00–5:00 PM **SESSION: 603** **ROOM: A107**

Behavioral Data Collection and Analysis for Practitioners

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

Practitioners are required to collect and analyze behavioral data to select contextually appropriate interventions, document student response, and to determine special education eligibility. In this session, the presenters will demonstrate evidence-based, practical methods for collecting behavioral data, how to graph and analyze data for student response, and share materials for practitioners to use their own classrooms.

LEADER(S): Sara Estrapala, University of Iowa, Iowa City

4:00–5:00 PM **SESSION: 604** **ROOM: B111**

Growing Great Teachers!

TOPIC: Personnel Preparation
SECONDARY TOPIC: Physical/Health/Multiple Disabilities
FORMAT: Presentation with Q&A

How can transdisciplinary program design strengthen teacher prep? Project SEEDS for special education and adapted physical education is preparing high-quality teacher candidates to teach students with high-intensity needs. Our focus is on recruitment, preparation, and retention and our strategies and project data will be shared by faculty and student scholars.

LEADER(S): Heather Wizikowski, California State Polytechnic University, Pomona
PRESENTER(S): Joanne Van Boxtel, California State Polytechnic University, Pomona; Elizabeth Foster, California State Polytechnic University, Pomona; Rebecca Plummer, California State Polytechnic University, Pomona; Arturo Basurto, California State Polytechnic University, Pomona

4:00–5:00 PM SESSION: 605 ROOM: B112

Intensive Practice-Based Preparation in Reading Intervention

TOPIC: Personnel Preparation

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session highlights a rigorous set of experiences designed to develop preservice special educators' literacy knowledge and promote their effective implementation of intensive, evidence-based reading intervention. The role of practice-based opportunities for building sophisticated pedagogical knowledge for assessment and instruction will be discussed, and a description of all program elements will be provided.

LEADER(S): Holly Lane, University of Florida, Gainesville

PRESENTER(S): Vivian Gonsalves, University of Florida, Gainesville; Valentina Contesse, University of Florida, Gainesville; Danielle Pico, University of Florida, Gainesville

4:00–5:00 PM SESSION: 606 ROOM: B113

Let's Connect: Promoting Community and Social Engagement of College Students With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This presentation describes the successes and challenges of facilitating a support club for college students with autism spectrum disorder (ASD). Navigating the demands of college life is challenging. College students with ASD need support beyond academics to ensure their successful connection to people, resources, and experiences within their communities and college campuses.

LEADER(S): Leslie Bross, University of Kansas, Lawrence

4:00–5:00 PM SESSION: 607 ROOM: B114

Alternative Algorithmic Techniques for Teaching Math Computation to Students With Intellectual or Learning Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

In this session, participants will learn how to identify common math errors of students with intellectual or learning disabilities who struggle with math computation. The session highlights the importance of conducting an error analysis, implementing alternative algorithmic techniques for teaching basic computation (addition, subtraction, multiplication, division) of whole numbers, and explicitly teaching mathematical calculations using strategy instruction to affirm relational understanding.

LEADER(S): Joseph Sencibaugh, Webster University, St. Louis, MO

4:00–5:00 PM SESSION: 608 ROOM: B115

The CAPSEL Program: Canine-Assisted Intervention and Education for Struggling Social-Emotional Learners

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Do your students need external motivation, or a caring soul to connect with? Incorporating a trained social-emotional assistance dog into your educational environment and instruction can prove to be the engaging tool you need! The presenters will share how working with their social-emotional assistance dog enabled them to motivate and model prosocial behaviors for students experiencing social communication deficits, autism spectrum disorder, developmental delays and behavioral health concerns.

LEADER(S): Tracey Stoll, Learning Solutions, LLC, Norwood, MA

4:00–5:00 PM SESSION: 609 ROOM: B116

Leveraging the Natural Leadership of Special Educators Within Schoolwide Leadership Teams

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

What are the inherent leadership roles? What are some solutions for overcoming potential obstacles responsible for the underrepresentation of special educators as teacher leaders? This session will present an overview a variety of skills that special educators inherently possess that make them ideal members of school leadership teams, and how to promote their participation.

LEADER(S): Amanda Passmore, University of Illinois at Chicago

PRESENTER(S): Courtney Barcus, The University of Illinois at Chicago; Geraldo Tobon, The University of Illinois at Chicago

4:00–5:00 PM SESSION: 610 ROOM: B117

Missed Opportunities: Imagine the Possibilities!

TOPIC: Administration/Supervision

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

There are numerous missed opportunities that occur across time in schools and classrooms. We reflect and often conclude that a different action plan or procedure could have been utilized, or at least recognized the moment as an opportunity. The proactive components were missed, and a chance to interact with someone about an important moment had passed. Could that be better anticipated and planned for in the future?

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

PRESENTER(S): Kristin Hirschmann, Seattle University, WA

4:00–5:00 PM SESSION: 611 ROOM: B118

Results of Animal Watch VI: Graphics Literacy

TOPIC: Visual Impairments

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

Skills to locate and interpret information in graphs and maps is important for academic success. The AnimalWatch Vi: Building Graphics Literacy team developed 10 instructional units used by students in Grades 5-10. Pre/post assessment results will be shared, including particular skills that improved by using the curriculum.

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

MULTIPLE PRESENTATIONS

4:00–5:00 PM • SESSION: 612 • ROOM: C121

STRONG PARTNERSHIPS: THE FOUNDATION OF EFFECTIVE CO-TEACHING

TOPIC: Collaboration and Inclusive Practices

FORMAT: Multi-Presentation Session

MODERATOR: Timara Davis, University of Central Florida, Orlando

Co-Teaching: The Professional Behind the MASK

Are you frustrated with the co-teaching experience? Come to this interactive, multi-presentation session to learn how to lead the co-teaching relationship into a collaborative experience that utilizes both teachers' abilities, talents, and expertise to meet the needs of the whole classroom. The MASK strategy will help you to manage co-teaching stress, accept co-teaching as a valuable tool, strengthen relationships, and create keystones that allow each co-teacher to personally grow.

LEADER(S): Regina Christian, Teacher Mod Squad, Douglasville, GA

Negotiating Professional Differences to Provide Greater Access to Secondary Mathematics

This multi-presentation session highlights the findings of case studies examining the personal and professional relationships between special and general education pairs supporting students in secondary mathematics. These case studies identify how various pairs of teachers work through differences in philosophical approaches, negotiating expertise, and defining their identity and role within the collaborative relationship.

LEADER(S): Sarah Watt, Miami University, Oxford, OH

4:00–5:00 PM SESSION: 613 ROOM: C122

DDEL Showcase: Building Cultural Competence to Address the Needs of Diverse Exceptional Learners

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Panel

Teachers in CEC's State of the Profession survey reported low levels of competence in culturally responsive practices and working with diverse families. This session will address common pitfalls and best practices for building educators' sense of efficacy and competence in serving students of diverse cultural, lingusitic, and gender identities.

LEADER(S): Endia Lindo, Texas Christian University, Fort Worth

PRESENTER(S): Camille Byrd O'Quin, Illinois State University, Normal; Nicole DeClouette, Georgia College & State University, Milledgeville; Bryan Cichy-Parker, Pacific University, Forest Grove, OR

4:00–5:00 PM SESSION: 614 ROOM: C123

ADHD: Classroom-Based Interventions for General and Special Education Settings

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This session highlights the results and implications of a single-case design meta-analysis that evaluated the effectiveness, evidenced-based status (per Council for Exceptional Children and What Works Clearinghouse standards), and moderators of effects for behavioral, instructional, self-management, and environmental interventions for students with attention deficit hyperactivity disorder (ADHD) implemented in general and special education settings.

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

4:00–5:00 PM SESSION: 615 ROOM: C124

Inclusive Practices in Rural Schools: Perspectives From General Educators, Special Educators, and School Administrators

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The interactive session focuses on perceptions and perspectives of general educator, special educators, and school administrators in rural schools regarding implementing an inclusion model. Study results will be presented for surveys, interviews, and focus groups. Quantitative and qualitative data will be presented. Session participants will be encouraged to relate their own thoughts on increasing inclusion in their schools.

LEADER(S): Todd Sundeen, University of Northern Colorado, Greeley

4:00–5:00 PM SESSION: 616 ROOM: C125

Implementing the Universal Design for Learning (UDL) Framework for All Learners

TOPIC: Collaboration and Inclusive Practices

FORMAT: Panel

Today's classrooms are diverse, and teachers must use evidence-based practices in order to meet the needs of all learners. In this session, four highly experienced teachers present a panel discussion on the use of the universal design for learning (UDL) framework in classrooms from preschool through college. Participants are encouraged to bring questions for the panel.

LEADER(S): Ruby Owiny, Trinity International University, Deerfield, IL

PRESENTER(S): Kathleen Boothe, Southeastern Oklahoma State University, Durant; Jennifer Walker, University of Mary Washington, Fredericksburg, VA; Marla Lohmann, Colorado Christian University, Lakewood

NOTES:

MULTIPLE PRESENTATIONS

4:00–5:00 PM • SESSION: 617 • ROOM: D137

EARLY CHILDHOOD FOR DEAF/HH

TOPIC: Communicative Disabilities and Deafness

FORMAT: Multi-Presentation Session

Flourishing Families: Perspectives of Parents Raising Toddlers who are DHH

This presentation shares the results of a qualitative study investigating the effect of early intervention on parents and children who are deaf or hard of hearing (DHH) in a center-based program. Using semi-structured interviews, researchers investigated parents' understanding and use of listening and spoken language strategies and their attitudes and perspectives of raising children who are DHH. Implications will be shared.

LEADER(S): Ronda Rufsvold, CCHAT Center, Rancho Cordova, CA

The Image of the Deaf Child: Infusing the Reggio Emilia Approach in Deaf Education

This presentation is based on qualitative research on using the Reggio Emilia approach with young children who are deaf and hard of hearing, with a specific focus on the principle of the image of the child. Participants will build a student-empowering framework of the image of the child.

LEADER(S): Julie Mitchiner, Gallaudet University, Washington, DC

PRESENTER(S): Bobbie Jo Kite, Gallaudet University, Washington, DC

4:00–5:00 PM SESSION: 618 ROOM: D138

Graduate Student Research Colloquium: Exploring the Hallmarks of Excellent Special Education Research

TOPIC: Research

FORMAT: Panel

CEC-DR's Graduate Student Research Colloquium is designed to strengthen the skills and professional network of novice researchers. All graduate students are welcome to join student scholars from other universities in generative discussions with distinguished researchers recognized for making outstanding scientific contributions to special education research.

LEADER(S): Jean Crockett, University of Florida, Gainesville

PRESENTER(S): Mary Theresa Kiely, Queens College, City University of New York; Kristen Merrill O'Brien, George Mason University, Fairfax, VA

MULTIPLE PRESENTATIONS

4:00–5:00 PM • SESSION: 619 • ROOM: E143

MATHEMATICS INSTRUCTION FOR STUDENTS WITH SPECIFIC LEARNING DISABILITIES

TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Multi-Presentation Session

Count Me In: Resources for Intensifying Mathematics Intervention for Students Who Struggle

This interactive session will model how to use the National Center on Intensive Intervention's mathematics intervention resources to intensify instruction for students with severe and persistent learning needs. Participants will receive access to free lessons, guidance documents, videos that model instructional routines, and an online course on intensive mathematics intervention.

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

PRESENTER(S): Tessie Bailey, American Institutes for Research, Austin, TX; Sarah Powell, The University of Texas at Austin

What's the Difference? Aligning Core and Intervention Math Practices and Vocabulary

Math practices and math vocabulary are not always common across core and intervention settings. This can contribute to confusion and poor performance for students who receive instruction in both settings. This session provides educators with evidence-based practices to help bridge the gap between and core and intervention instruction.

LEADER(S): Gena Nelson, Boise State, ID

PRESENTER(S): Kathleen Hughes Pfannenstiel, American Institutes for Research, Austin, TX

MULTIPLE PRESENTATIONS

4:00–5:00 PM • SESSION: 620 • ROOM: E144

OVERCOMING BARRIERS: PRIORITIES, PRACTICES, AND RESOURCES FOR EFFECTIVE IMPLEMENTATION OF ASSISTIVE TECHNOLOGY

TOPIC: Innovations in Special Education Technology
FORMAT: Multi-Presentation Session

Are Schools Ready? Prioritizing Skills to Enhance School-Based Assistive Technology

This presentation will provide participants with insights into barriers to effectively implementing assistive technology (AT) in school settings. Content is drawn from research conducted to establish practitioner priorities related to effective school AT. Participants will learn about the main priorities and practices that can be used to ensure stronger implementation of school-based AT.

LEADER(S): Christopher Emerling, The University of Illinois at Chicago

PRESENTER(S): Daniel Maggin, The University of Illinois at Chicago

What ExCITES Us?: Increasing Accessibility with AT, IT, and AEM

This session will present educators, administrators, and parents with an overview of federal investments to help create an integrated technology ecosystem where assistive technologies, instructional technologies, supporting policies and practices, and accessible educational materials are used in complementary and synergistic ways to help all children, especially those with disabilities, succeed in school and in life.

LEADER(S): Sherri Wilcauskas, CAST Inc., Wakefield, MA

NOTES:

4:00–5:00 PM SESSION: 621 ROOM: E145

Starting, Stopping, or Sustaining? New Empirical Research on Implementation of SWPBIS

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Panel

This session will share results from three empirical studies examining school and district predictors of sustained implementation of schoolwide positive behavior interventions and supports (SWPBIS). Participants will learn about the speed of reaching adequate implementation, elements of technical assistance that influence implementation, and predictors of re-adoption after abandonment.

LEADER(S): Kent McIntosh, University of Oregon, Eugene

PRESENTER(S): Angus Kittelman, University of Oregon, Eugene; Rhonda Nese, University of Oregon, Eugene; Sarah Pinkelman, Utah State University, Logan

4:00–5:00 PM SESSION: 622 ROOM: E146

Toward a True Tier 2 Continuum

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Panel

This panel brings together three different research teams from six universities to discuss adaptive, responsive, research-based approaches to Tier 2 behavior interventions that ensure the stability of core Tier 2 components, while considering malleable features that, when adjusted, increase the likelihood of student success. They will discuss the importance of using data to identify and implement adaptations that are contextually relevant to students' needs.

LEADER(S): Allison Bruhn, The University of Iowa, Iowa City

PRESENTER(S): Catherine Bradshaw, University of Virginia, Charlottesville; Sara McDaniel, University of Alabama, Tuscaloosa; Lee Kern, Lehigh University, Bethlehem, PA; Joseph Wehby, Vanderbilt University, Nashville, TN

4:00–5:00 PM SESSION: 623 ROOM: E147

Evaluating Numerical Reasoning Strategies for Comparing Fractions: A Validated Tool for Classroom Use

TOPIC: STEM

SECONDARY TOPIC: Assessment

FORMAT: Panel

Presenters will report on their development of the Framework for Evaluating Numerical Reasoning Strategies and its use in categorizing student reasoning in the area of number and operations (more specifically, fractions). They will share results of three separate validation studies, including a latent class analysis supporting the 5-category Framework, and provide examples of how to use the Framework to evaluate students' numerical reasoning, along with specific instructional recommendations.

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

4:00–5:00 PM SESSION: 624 ROOM: F149

Incentives and Disencentives for Inclusive Education in Israel

TOPIC: International Programs/Services

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

The presenters of this session share the findings of their study of inclusionary incentives, examining nine key variables: implementation and referral rates, fiscal planning and 'money follows child' budgetary incentives, parental choice and involvement, assessment and evaluation, in-service training, organizational and administrative supports, implementation fidelity, satisfaction with reforms, and organizational climate.

LEADER(S): Thomas Gumpel, The Hebrew University of Jerusalem, Israel

4:00–5:00 PM SESSION: 625 ROOM: F150

Evidence-Based Practices for Students with Adverse Childhood Experiences in Inclusive Settings

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This presentation describes the research and statistics on the effects of adverse childhood experiences on students in inclusive classroom settings. Adverse childhood experiences can lead to an increase in both externalizing and internalizing behaviors. The trauma-informed classroom, however, can promote healing from these adverse experiences. Learn what the trauma-informed classroom looks like, research and statistics on its effect on students, and to implement trauma-informed strategies.

LEADER(S): Alice Rhodes, Asbury University, Wilmore, KY

4:00–5:00 PM SESSION: 626 ROOM: F151

Quality of Life of Parents of Children Identified With ASD/DD in Qatar: Multimodal Narratives

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Few studies exist regarding the quality of life of families residing in the Middle East. This presentation shares the results of a study was exploring parents' perceptions of caring for their children with autism spectrum disorder or developmental delays in Qatar. The goal of studying this marginalized population was to guide opening up multimodal narratives between families and school personnel.

LEADER(S): Barbara Schwartz-Bechet, Misericordia University, Dallas, PA

4:00–5:00 PM SESSION: 627 ROOM: F152

The Gifted Learner: Not Your Traditional Exceptional Student, But the Needs Are Real

TOPIC: Gifted and Talented

FORMAT: Presentation with Q&A

When most people think about exceptional learners, they picture those students who receive special education support under one or more IDEA categories. Children with gifts and talents are also exceptional: They learn very different from the norm and have distinct cognitive, social, and emotional needs. This session explores ways these students are truly diverse.

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

4:00–5:00 PM SESSION: 628
ROOM: OREGON BALLROOM 201

Trauma and Teachers: Building Provider Resilience for Improved Child and Family Outcomes

TOPIC: Personnel Preparation

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Demonstration

In this interactive session, participants will examine the effects of stress and trauma on practitioners and their ability to develop relationships and provide protective factors for children and families. The presenters will share foundational definitions of trauma and resilience, as well as strategies for building resilience in individuals and teams.

LEADER(S): Dorothy Shapland, Metropolitan State University of Denver

4:00–5:00 PM SESSION: 629
ROOM: PORTLAND BALLROOM 252

Program Chair Featured: The Impact of Story-Based Professional Development Videos on MTSS Practices

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session shares the results of an evidence-based online professional development (PD) program on teachers' knowledge and use of multitiered systems of support (MTSS) 'best practice' approaches to supporting student learning. It will include a demonstration of the online PD and findings from the initial 3 years of research.

LEADER(S): Julie Alonzo, University of Oregon, Eugene

4:00–5:00 PM SESSION: 630
ROOM: PORTLAND BALLROOM 255

Taking Action: Empowering Educators to Engage in Action Research to Address Problems of Practice

TOPIC: Research

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Demonstration

Engaging in action research or practitioner-based research provides teachers with valuable opportunities to target problems of practice in any school setting. Participants will be introduced to the planning, acting, developing, and reflecting (PADR) model and examples of authentic action research projects conducted by educators working with students with autism spectrum disorder (ASD). Teacher researchers can be empowered to improve upon school-based issues and be informed consumers of research.

LEADER(S): Jennifer Kouo, Towson University, MD

4:00-5:00 PM SESSION: 631
ROOM: OREGON BALLROOM 204

Engaging with Law Makers to Increase IDEA Funding

TOPIC: Public Policy

FORMAT: Presentation with Q&A

It's no secret that special education is woefully underfunded. The challenge in Washington, DC, remains how to effectively convince law makers to prioritize IDEA funding. Join this session to learn more about CEC-led legislation to increase IDEA funding and engage in CEC's current call to action!

LEADER(S): Kuna Tavalin, Council for Exceptional Children, Arlington, VA

PRESENTER(S): Sharon Walsh, DEC Governmental Relations Consultant, Burke, VA; Myrna Mandlawitz, CASE Legislative Consultant, Washington, DC

4:00–5:00 PM SESSION: F108 ROOM: G129

Research-to-Practice Connections: Future Quest Island-Explorations (Grades 3-5)

FORMAT: Tech Playground

LEADER(S): Lori Cooney, University of Massachusetts Boston

4:00–5:00 PM SESSION: F109 ROOM: G130

Educator Experience: Inquiry Based STEM for Students With Disabilities

FORMAT: Tech Playground

This educator experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. These 15-minute presentations will highlight how technology is implemented in their school district or university. Table 1: Jennifer Buchter, Table 2: Conrad Oh-Young, Table 3: Emily Hoeh, Sarah Howorth, Don McMahon

LEADER(S): Jennifer Buchter, Eastern Illinois University, Charleston; Conrad Oh-Young, California State University, Carson; Emily Hoeh, SUNY Plattsburgh; Sarah Howorth, University of Maine, Orono; Don McMahon, Washington State University, Pullman

4:00–4:45 PM SESSION: 633
ROOM: POSTER 1, HALL E

Visual Supports to Improve Outcomes for Culturally Diverse Students With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

Visual supports help students make concrete associations between words and contexts, which may be more suitable for children with ASD than relying on auditory processing. This poster session presents practical supports and interventions to address language and cultural barriers for individuals with autism spectrum disorders (ASD) who are English learners (ELs). This presentation draws from the research on interventions for this population to recommend potential best practices for practitioners.

LEADER(S): Valeria Yllades, Texas A&M University, Houston

PRESENTER(S): Ching-Yi Liao, University of Central Florida; Jennifer Ganz, Texas A&M University, College Station

4:00–4:45 PM SESSION: 634
ROOM: POSTER 2, HALL E

Increasing Early Number-Sense Skills of Preschool Students With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: STEM

FORMAT: Poster Session

This poster shares the results of a study using 'number talks' to increase number-sense understanding of preschool students with autism spectrum disorder (ASD). Number talks is a socially constructed instruction technique where students engage in conversations around solving mathematical problems. Systematic techniques (prompting, visual supports, and modeling) were added to support the participation and learning of students with ASD. All participants increased in number-sense understanding.

LEADER(S): Bonnie Henning, University of St. Thomas, Minneapolis, MN

PRESENTER(S): Seyma Intepe, Florida State University, Tallahassee; Nanette Hammons, Florida State University, Tallahassee, FL

4:00–4:45 PM SESSION: 635
ROOM: POSTER 3, HALL E

FW-PBIS Implementation and Facility Climate Perspectives of Youth in Secure Facilities

TOPIC: Assessment

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

A shift from reactive and punitive practices in secure juvenile facilities has prompted adoption of multitiered systems of support to address climate and culture concerns. This poster presentation shares the piloting of a facility climate survey and results from focus groups designed to capture youth voice. The presenters have identified themes with implications for practice.

LEADER(S): Kristine Jolivette, The University of Alabama, Tuscaloosa

PRESENTER(S): Jeffrey Sprague, University of Oregon, Eugene

4:00–4:45 PM **SESSION: 636**
ROOM: POSTER 4, HALL E

Inclusive Postsecondary University-Based Programs for Students With Intellectual Disability

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster session shares the results of a qualitative study seeking insights into individual experiences with a university postsecondary program for students with intellectual disability (ages 18-22). Past and present students and parents, as well as peer education coaches and mentors, program staff, and participating professors, were interviewed about their experiences.

LEADER(S): Brianna Grumstrup, University of Nevada, Reno

PRESENTER(S): MaryAnn Demchak, University of Nevada, Reno

4:00–4:45 PM **SESSION: 637**
ROOM: POSTER 5, HALL E

Supporting College Students with Disabilities in Teacher Training Programs

TOPIC: Career Development/Transition

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Increasingly, students with disabilities are fully participating in traditional higher education programs. Those in the field of special education should fully embrace and support preservice teachers with disabilities, but there is little guidance in this area. This poster presentation focuses on providing supports and accessibility that comply with training standards in teacher education programs for these students.

LEADER(S): Andrea Capizzi, Vanderbilt University, Nashville, TN

PRESENTER(S): Alexandra Da Fonte, Vanderbilt University, Nashville, TN

4:00–4:45 PM **SESSION: 638**
ROOM: POSTER 6, HALL E

Evidence-Based Practices for Teaching Place Value to Struggling Learners

TOPIC: Learning Disabilities

SECONDARY TOPIC: STEM

FORMAT: Poster Session

This poster provides teachers with evidence-based practices for teaching place value to students with math difficulties and learning disabilities through understanding sets of 10, positions of digits in numbers, patterns in numbers, composing and decomposing numbers in flexible ways, and the conceptualization of larger numbers.

LEADER(S): Megan Rojo, The University of Texas at Austin

PRESENTER(S): Diane Bryant, The University of Texas at Austin

4:00–4:45 PM **SESSION: 639**
ROOM: POSTER 7, HALL E

How Well Do Teachers Implement Middle School Word-Problem Interventions?

TOPIC: Learning Disabilities

SECONDARY TOPIC: STEM

FORMAT: Poster Session

The presenter of this poster reviewed 30 studies in which teachers implemented math interventions targeting word-problem solving at the middle school level, focusing on fidelity measures reported across studies. In a majority of studies, teachers used a cognitive strategy to teach students how to solve word problems. Although many studies included information to ensure high fidelity (dosage, reliability, implementer training measures), very few included data on the quality of implementation.

LEADER(S): Samantha Bos, The University of Texas at Austin

4:00–4:45 PM **SESSION: 640**
ROOM: POSTER 8, HALL E

The Longitudinal Measurement of Communication Growth in Deafblind Learners

TOPIC: Visual Impairments

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

The primary concern when planning education programming for individuals who are deafblind (DB) is their unique communication needs. Because the ability to adequately track student growth is key, it is important to investigate the longitudinal growth of learners who are DB. This poster shares the results of a study evaluating communication growth over time of DB students using the communication matrix (CM). The presenters share an initial possibility for appropriate measurement of communication.

LEADER(S): Kristi Probst, National Center on Deaf-Blindness, Sands Point, NY

PRESENTER(S): Christy Borders, Illinois State University, Normal

4:00–4:45 PM **SESSION: 641**
ROOM: POSTER 9, HALL E

Of Mice and Men–and Disabilities: Making the Canon Inclusive

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

The literary canon contains many negative misrepresentations of disability that may, without teacher guidance, influence readers' views of disability. This poster presentation provides strategies for teachers to incorporate a disability studies framework into a literature curriculum to support students in confronting attitudes regarding disability, and in building inclusive communities.

LEADER(S): Kerry Cormier, Rowan University, Glassboro, NJ

4:00–4:45 PM **SESSION: 642**
ROOM: POSTER 10, HALL E

Saudi Arabian Teachers' Perceptions of Co-Teaching Models Within Inclusive Classrooms

TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

This poster session presents the results of a study examining teachers' perceptions of implementing co-teaching models within inclusive classrooms in the Kingdom of Saudi Arabia. The study draws conclusions and identifies implications from interviews with a range of teachers.

LEADER(S): Ayesha Alnajar, Saint Louis University, MO

4:00–4:45 PM **SESSION: 643**
ROOM: POSTER 11, HALL E

Challenging Behaviors and Data Collection

TOPIC: Emotional and Behavioral Disorders
SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability
FORMAT: Poster Session

When students exhibit challenging behaviors that impede their learning or the learning of their peers, data collection is a must. This poster presentation focuses on the following data collection techniques for teachers: frequency, rate, duration, partial interval, and momentary time sampling. Teachers will learn when to use each data collection method, how to use it in the classroom, and how to analyze the data. Participants will walk away with a 'helpful hints' page.

LEADER(S): Kacyn Tucker Ramer, Ball State University, Muncie, IN
PRESENTER(S): Lisa Drumb, Ball State University, Muncie, IN

4:00–4:45 PM **SESSION: 644**
ROOM: POSTER 12, HALL E

Early Literacy Programs and Practices for Young Children

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Multi Tiered System of Support (MTSS)
FORMAT: Poster Session

The early years are crucial for optimal developmental and educational outcomes. High-quality early education and care can have long-term benefits for children. This poster presentation shares theories on how young children develop early literacy skills along with information about programs and service-delivery practices.

LEADER(S): Dena Slanda, University of Central Florida, Orlando

4:00–4:45 PM **SESSION: 645**
ROOM: POSTER 13, HALL E

Understanding and Improving the Civics and Citizenship Knowledge of High School Students with Disabilities

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

This poster shares the results of a mixed-methods study undertaken to discover the current level of civics knowledge of high school seniors (n=26 with disabilities) and to identify effective methods for improving this knowledge. There are significant differences in civics knowledge between SWD and their typically developing peers; focus groups with high school special education teachers and social studies teachers illuminated multiple areas where intervention is needed.

LEADER(S): Justin Garwood, University of Vermont, Burlington

4:00–4:45 PM **SESSION: 646**
ROOM: POSTER 14, HALL E

Long-Term Partnership to Elevate Preparation of Special Education Teachers

TOPIC: Personnel Preparation
SECONDARY TOPIC: Administration/Supervision
FORMAT: Poster Session

A mutually beneficial partnership between college and school district has been improved to better prepare preservice teachers to meet the needs of students with special needs and to enhance the pipeline of teachers entering the district. This poster provides an overview of the site-based college course, collaborative induction program, and continuous reflections of participants.

LEADER(S): Nanho Vander Hart, Assumption College, Worcester, MA

4:00–4:45 PM **SESSION: 647**
ROOM: POSTER 15, HALL E

Mentoring Early Career Special Education Teachers Through Social Media; It's Not All Fake News

TOPIC: Personnel Preparation

FORMAT: Poster Session

Education preparation programs (EPP) have a vested interest in the success of their graduates. Given concerns surrounding effectiveness and attrition, some believe EPPs should offer induction support. This poster provides an overview of the induction support offered by one special education preparation program using social media. Participants reported multiple benefits from this faculty-facilitated support.

LEADER(S): Kyena Cornelius, Minnesota State University, Mankato

PRESENTER(S): Lisa Vasquez, Minnesota State University, Mankato; Kimberly Johnson, Minnesota State University, Mankato

4:00–4:45 PM **SESSION: 648**
ROOM: POSTER 16, HALL E

Policies, Principles, Practices That Affect Rural Special Education Teacher Retention: Teacher Perceptions

TOPIC: Administration/Supervision

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster session presents the results of a correlational design study examining demographic and contextual factors related to special education teacher longevity in a rural state in the Midwest. Results showed that a teacher's age and licensure route had a significant influence on years of experience (longevity). In addition, teachers rated self-efficacy, administrative/colleague support, and school district characteristics as the most important contextual factors in their retention.

LEADER(S): Carly Retterath, North Dakota Council for Exceptional Children

4:00–4:45 PM **SESSION: 649**
ROOM: POSTER 17, HALL E

A Pilot Study of IEP Quality in a Teacher Preparation Program

TOPIC: Research

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

Participants at this poster session will learn about a pilot study concerning individualized education program (IEP) quality. The pilot study was conducted across various phases with special education supervisors, special educators, and preservice teachers. An instrument to rate IEP quality and results will be shared.

LEADER(S): Melinda Burchard, Messiah College, Mechanicsburg, PA

PRESENTER(S): Katie Hipple, Messiah College, Mechanicsburg, PA

4:00–4:45 PM **SESSION: 650**
ROOM: POSTER 18, HALL E

Relational Aggression Interventions and Directions for Research: A Metasynthesis

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

This poster presents the results of a meta-synthesis of 26 studies that tested the effectiveness of interventions for preventing or reducing relational aggression in children and adolescents in schools. The presenters focus specifically on findings related to underrepresented or vulnerable groups of students, including those with disabilities.

LEADER(S): Melissa Rotman Nelson, Kent State University, OH

PRESENTER(S): Brian Barber, Kent State University, OH

4:00–4:45 PM **SESSION: 651**
ROOM: POSTER 19, HALL E

21st-Century STEM Learners: Supporting Career Exploration and Readiness for Opportunity Youth

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

Digital tools are altering what is possible. This poster presents the universal design for learning (UDL) tool STEMfolio, created to support opportunity youth working in rebuilding their engagement and development of STEM skills and capacities relevant to diverse postsecondary education, training, and employment pathways. Bring your digital devices and experience STEMfolio first hand.

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

PRESENTER(S): Emma Starr, CAST Inc., Wakefield, MA; Cara Wojcik, CAST Inc., Wakefield, MA

4:00–4:45 PM **SESSION: 652**
ROOM: POSTER 20, HALL E

Augmented Reality's Effect on Education: A Systematic Review

TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

This poster will feature a systematic literature review examining the influence of augmented reality in PK-12 educational settings. The poster will provide participants with descriptions of past and current augmented reality research along with an analysis in education settings.

LEADER(S): Adam Carreon, University of Kansas, Lawrence

PRESENTER(S): Sean Smith, University of Kansas, Lawrence; Kavita Rao, University of Hawaii at Manoa, Honolulu

4:00–4:45 PM **SESSION: 653**
ROOM: POSTER 21, HALL E

Examining Social Validity Within Ci3T Models: Illustrations and Relations Garnered Across a University-District Partnership

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Social validity refers to the social significance of an intervention's goals, acceptability of its procedures, and importance of its effects. This poster presents findings from a university-district partnership to implement comprehensive, integrated, three-tiered (Ci3T) models to meet students' academic, behavior, and social needs. The presenters examined educator perceptions of Ci3T and relations between social validity and treatment integrity.

LEADER(S): Eric Common, University of Michigan-Flint

PRESENTER(S): Wendy Oakes, Arizona State University, Tempe; David Royer, University of Hawai'i at Mānoa, Honolulu; Mark Buckman, University of Kansas, Lawrence; Grant Allen, University of Kansas, Lawrence; Paloma Pérez-Clark, University of Kansas, Lawrence; Kathleen Lynne Lane, University of Kansas, Lawrence

4:00–4:45 PM **SESSION: 654**
ROOM: POSTER 22, HALL E

The State of Elementary Science-Vocabulary Interventions for Students With High-Incidence Disabilities

TOPIC: STEM

SECONDARY TOPIC: Research

FORMAT: Poster Session

Students with high-incidence disabilities often struggle to learn the voluminous and complex terms within science lessons. During this poster session, attendees will receive a list of known evidence-based practices to support high-quality instruction. Implications for implementation and future research will also be discussed.

LEADER(S): Victoria VanUitert, University of Virginia, Charlottesville

4:00–4:45 PM **SESSION: 655**
ROOM: POSTER 23, HALL E

Parents' Perception of Power in the IEP Process

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Poster Session

A nationwide survey on parent perceptions of individualized education program (IEP) team member dynamics reveals that a majority of parents perceive some level of power imbalance. Although parent satisfaction with the IEP process seems to be relatively moderate, many indicated feeling coerced into educational decisions, and have low trust in decisions of teachers.

LEADER(S): Bekis Choiseul-Praslin, University of Oklahoma, Norman

NOTES:

Make time to visit the

TECHNOLOGY PLAYGROUND

Ginkoberry Concourse

Thursday, February 6, 9:45 AM-5:30 PM
Friday, February 7, 9:45 AM-5:00 PM
Saturday, February 8, 8:30 AM-3:15 PM

Presentations in these categories each day.

Vendor Sandbox is a creative space where attendees can interact with vendors who share current technology that supports students with special needs. Each session is 60-minutes.

Educator Experience is led by selected educators who will share how they use technology in their educational setting and the subsequent benefits experienced by students with disabilities. Each session is 15 minutes.

Student Spotlight features K-12 students and provides them with an authentic audience to share their use of assistive and instructional technologies to access their education.

Research-to-Practice Connections is an opportunity to explore innovative technology-based interventions developed and implemented in real special education settings by projects funded from OSEP's Stepping-Up Technology Implementation program.

A special thanks to the Technology Playground sponsors.

Attainment Company www.AttainmentCompany.com · Don Johnston Human Learning Tools · Learning Ally · MED-EL · n2y · Pearson

Saturday, February 8

Convention Workshops (see pages 25–31)
Full Day 8:30 AM–3:30 PM
Half Day, 8:30–11:30 AM

Sessions (8:30 AM–3:15 PM) 188–241

Technology Playground, Ginkoberry Concourse
(8:30 AM–3:15 PM)

Saturday Sessions

MULTIPLE PRESENTATIONS

8:00–10:00 AM • SESSION: 657 • ROOM: E147

INSTRUCTIONAL STRATEGIES TO SUPPORT GIFTED LEARNERS

TOPIC: Gifted and Talented

FORMAT: Multi-Presentation Session

Preparation to Meet the Needs of Gifted Learners: Do You Differentiate?

This presentation shares the results of a study suggesting that classroom practices of teachers do not differ when working with gifted students, except in the area of providing advanced work. Teachers' awareness of the needs of gifted students, however, increases after additional preparation opportunities as well as the ability to plan appropriate differentiated instruction.

LEADER(S): Vicki Caruana, Mount Saint Mary College, Newburgh, NY

Using Real-World Problems and Engaging Technology Tools to Enhance Your Curriculum

To challenge gifted and twice-exceptional students, learning should be situated in real-world contexts where students experience authentic learning while making connections across content areas. These experiences augment talent development, reinforce scientific and mathematical practices, and provide gifted students an outlet for innovation. Participants will explore ways to use problem-based learning, including incorporating interactive technology tools, in their own curricula.

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

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

Supporting 2e Students and English Learners With Disabilities in General Education Classrooms: Low- and High-Tech Supports

Twice exceptional learners (2e) and English learners with disabilities require specialized supports to be able to engage in instruction in inclusive classrooms. This presentation provides practitioners with current classroom examples from a teacher with twice exceptional (2e) students and includes hands-on examples in creating and using teacher-created videos and activities that meet the needs of these specific populations.

LEADER(S): Laura Clarke, Northern Kentucky Cooperative for Educational Services, Cold Spring

PRESENTER(S): Dusty Columbia Embury, Wright State University, Dayton, OH

8:00–9:00 AM SESSION: 658 ROOM: A105

Identifying Essential Instructional Behaviors Related to Student Learning in Small-Group Interventions

TOPIC: Learning Disabilities

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Provide immediate, corrective feedback is an established evidence-based practice (EBP); however, knowing what to target specifically to improve learning is unclear. This presentation shares the results of a study that used a standardized observation tool including 15 instructional behaviors to identify the instructional behaviors most related to student learning during small-group reading instruction.

LEADER(S): Beth Harn, University of Oregon, Eugene

PRESENTER(S): Tasia Brafford, University of Oregon, Eugene; Kyle Reardon, University of Oregon, Eugene; McKenzie Meline, University of Oregon, Eugene

NOTES:

8:00–9:00 AM SESSION: 659 ROOM: A106

Shining a Light on Literacy: Growing Literacy Leaders From Preservice Through Inservice

TOPIC: Personnel Preparation

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Panel

Presenters from two national centers will discuss the role school leaders play in promoting literacy achievement for all students, including those with disabilities. Participants will discuss resources and strategies designed to support leaders in recognizing and facilitating evidence-based literacy practices for diverse learners within multitiered systems of support.

LEADER(S): Lauren Artzi, American Institutes for Research, Washington, DC

PRESENTER(S): Nancy Nelson, University of Oregon, Eugene; James McLeskey, University of Florida, Gainesville; Melinda Leko, University of Wisconsin-Madison

8:00–9:00 AM SESSION: 660 ROOM: A107

Making Sense of the Continuum of Supports for Students With EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This presentation provides an overview of the continuum of evidence-based behavioral supports available for students with emotional and behavioral disorders (EBD) and places them within an empirically derived taxonomy of intensity to assist teachers in developing stronger behavioral programming. Participants will gain insight into the range of empirically supported practices identified through rigorous, systematic evidence reviews and learn how to leverage these methods.

LEADER(S): Daniel Maggin, The University of Illinois at Chicago

PRESENTER(S): Skip Kumm, The University of Alabama, Tuscaloosa; Benjamin Riden, University of Minnesota Duluth

8:00–9:00 AM SESSION: 661 ROOM: A109

Cultural and Historical Influence on Disability Categories in China, Korea, and the United States

TOPIC: International Programs/Services

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This presentation compares different disability categories and the percentages of each category in the United States, Korea, and China. Attendees will also learn how the unique cultural, historic, and societal backgrounds of each country influence the differing identification of disability categories.

LEADER(S): Eunjoo Kim, Indiana University Northwest, Gary

PRESENTER(S): Jie Zhang, The College at Brockport SUNY

8:00–9:00 AM SESSION: 662 ROOM: B111

Diversity in Special Education Classrooms: Is the Research Keeping Up?

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Special education classrooms have become more diverse over the past 20 years. Educators must increasingly implement culturally relevant practices in addition to evidence-based teaching practices. But is the research identifying EBPs reflective of the diversity in classrooms where they are being implemented? Which in turn raises the question: For whom do EBPs work?

LEADER(S): James Sinclair, University of Oregon, Eugene

PRESENTER(S): Christen Knowles, University of Oregon, Eugene

8:00–9:00 AM SESSION: 663 ROOM: B118

Beginning Special Education Teachers: Getting Them Started ... and Keeping Them Going

TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Teacher retention in special education is a problem! Beginning special educators feel underprepared for the students they teach. Using qualitative research, trends and issues were examined to identify why some teachers stay and others leave. The results revealed the supportive structures needed for novice special education teachers to continue teaching.

LEADER(S): Nancy Morrison, Educational Consultant, Burke, VA

PRESENTER(S): Wendy Boehm, Uniquely Kids a Division of Cassody Company Inc., Alexandria, VA

MULTIPLE PRESENTATIONS

8:00–9:00 AM • SESSION: 664 • ROOM: C120

TRAUMA AND ANXIETY: VISUAL ARTS STRATEGIES ADDRESSING THE NEEDS OF TODAY'S CHILDREN

TOPIC: Arts in Special Education

FORMAT: Multi-Presentation Session

So Many Worries/Fears: Supporting Children With Anxiety Through the Visual Arts

How can educators assist students who worry frequently, who become fearful in varied situations, who become physically ill at the thought of taking a test or participating in class activities? These challenges are faced everyday by many educators as they strive to meet the needs of their students. Session focuses on guiding principles for working with students with anxiety and provides an array of visual arts activities designed to assist students as they cope with anxiety, worries, and fears.

LEADER(S): Beverley Johns, MacMurray College, Jacksonville, IL

PRESENTER(S): Adrienne Hunter, Pittsburgh, PA

Using Art to Reach Students Who Have Experienced Trauma

Children who have experienced psychological trauma are less likely to succeed in school and are at risk of dropping out. With the increasing number of students coming to school having suffered some type of trauma, educators and administrators need a better understanding of trauma to provide effective education for all children. This session provides research-based teaching practices to reach students and enhance learning for youth who have suffered trauma using innovative visual arts education.

LEADER(S): Beverley Johns, MacMurray College, Jacksonville, IL;

PRESENTER(S): Adrienne Hunter, Pittsburgh, PA

8:00–9:00 AM SESSION: 665 ROOM: C121

Pivotal Practices for Social-Emotional Teaching in the Early Childhood Classroom

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

The promotion of social and emotional competence and prevention of challenging behavior is critically important for young children. Join this session to learn effective strategies to teach children to identify and cope with emotions, use self-regulation skills, engage in social problem solving, and interact with peers. Participants will be provided with information on free resources that support the use of these evidence-based practices in the classroom.

LEADER(S): Lise Fox, University of South Florida, Tampa

8:00–9:00 AM SESSION: 666 ROOM: C122

'It would have been nice if...': Reflections on Transition from School to Adulthood of Young Adults With Disabilities and their Families

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Positive outcomes for youth with disabilities require effective, collaborative teaming with engaged families and youth, building specific skills through specific future-focused learning opportunities. In predominately rural states with populations experiencing significant poverty, there is a critical need for highly qualified team members fluent in practices that can effectively create these opportunities. The experiences of young adults and their families can influence systemic improvement.

LEADER(S): Suzanne Kucharczyk, University of Arkansas, Fayetteville

PRESENTER(S): Johanna Thomas, University of Arkansas, Fayetteville

NOTES:

8:00–9:00 AM SESSION: 667 ROOM: C123

TRIPLETS: Training Interdisciplinary Educators to Support High-Needs Populations

TOPIC: Personnel Preparation

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This session describes the TRIPLETS personnel preparation project, which pairs scholars in applied behavior analysis and special education master's degree programs to coach new or geographically isolated educators serving students with high-intensity needs in implementing high-leverage practices. One team trained a teacher how to assess challenging behavior, implement a trial-based functional assessment, analyze data to identify function of behavior, and create a function-based intervention.

LEADER(S): Amy Spriggs, University of Kentucky, Lexington

PRESENTER(S): Maddie Calzi, University of Kentucky, Lexington; Hannah Keene, University of Kentucky, Lexington; Sally Shepley, University of Kentucky, Lexington; Justin Lane, University of Kentucky, Lexington; Mark Kruger, University of Kentucky, Lexington

8:00–9:00 AM SESSION: 668 ROOM: C124

Practitioner-Implemented Naturalistic Developmental Behavior Interventions: Social Validity Practices

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session shares the results of a systematic review evaluating the components (goals, procedures, outcomes) and features of social-validity assessment practice studies in which researchers trained practitioners to implement naturalistic developmental behavior interventions (NDBIs) with young children with disabilities. NDBIs are evidence-based approaches implemented by the adults in a child's natural environment. Social validity may influence maintenance of practitioner implementation.

LEADER(S): Sophia D'Agostino, Hope College, Holland, MI

8:00–9:00 AM SESSION: 669 ROOM: C125

Assistive Technology Skills and Instruction for High School Students

TOPIC: Visual Impairments

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

This session presents the results from a survey about assistive technology commonly used by high school students with visual impairments, their related needs, and teacher-reported barriers to meeting students' needs. This information can be used to develop more effective educational programming for students, which will allow for greater access to their school environment, as well as prepare them for postsecondary education or employment.

LEADER(S): Nicholas Trotter, Florida State University, Tallahassee

PRESENTER(S): Sandra Lewis, Florida State University, Tallahassee

8:00–9:00 AM SESSION: 670 ROOM: D133

Promoting the Future Success of Students With Learning Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session shares recent research focused on the outcomes for students with learning disabilities (LD) once they leave high school. Attendees will learn how leaders and teachers apply research on successful adults with LD to assess, understand, and develop programming for their current kindergarten through post-graduate students.

LEADER(S): Elizabeth Mendelsohn, Winston Preparatory School, New York, NY

8:00–9:00 AM SESSION: 671 ROOM: D135

Using Virtual Manipulatives to Support Acquisition and Maintenance of Mathematics Concepts and Skills

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

This session synthesizes multiple research studies regarding the effectiveness of virtual manipulatives as a tool for secondary students with intellectual disability, autism spectrum disorder, and other developmental disabilities on developmentally appropriate mathematics. Presenters and attendees will discuss the benefits and limitations of virtual manipulatives as well as their efficacy and implementation.

LEADER(S): Emily Bouck, Michigan State University, East Lansing

PRESENTER(S): Jiyoon Park, Michigan State University, East Lansing

8:00–9:00 AM SESSION: 672 ROOM: D136

The Impact of Embedded Items on Reading Comprehension Performance

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Reading comprehension items placed within text rather than at the end may remove measurement of confounding constructs such as working memory and attention. This presentation will report results from a study that examined student performance on traditional and embedded item types. Benefits to content, measurement, and equity are discussed.

LEADER(S): Meg Guerreiro, Northwest Evaluation Association, Portland, OR

PRESENTER(S): Elizabeth Barker, Northwest Evaluation Association, Portland, OR; Janice Johnson, Northwest Evaluation Association, Portland, OR

8:00–9:00 AM SESSION: 673 ROOM: D137

Tips and Tricks for Writing SMART Behavior Goals

TOPIC: Assessment

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

A well-designed individualized education program (IEP) is critical to ensure students with exceptionalities receive a free and appropriate education (FAPE). This session shares tips for developing measurable behavioral goals and practical strategies for effective progress monitoring. Participants will receive resources and materials.

LEADER(S): Marla Lohmann, Colorado Christian University, Lakewood;

PRESENTER(S): Brittany Hott, University of Oklahoma, Norman; Kathleen Randolph, University of Colorado, Colorado Springs

8:00–9:00 AM SESSION: 674 ROOM: D138

Improving Elementary Students' Word-Problem Solving: Teach Students to Use Equations!

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

Word-problem solving is hard for elementary students with math difficulty. The presenters of this session taught students to use equations to represent the structure of a word problem. Students receiving explicit instruction on setting up and solving equations within a word-problem intervention demonstrated improved performance over students not receiving such instruction. Attendees will learn practical strategies to teach students how to use equations when solving word problems.

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

PRESENTER(S): Katherine A. Berry, The University of Texas at Austin

8:00–9:00 AM SESSION: 675 ROOM: D139

Assessing Fidelity of Implementation of the Self-Determined Learning Model of Instruction in Inclusive, Secondary Classrooms

TOPIC: Research

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This presentation focuses on development of a fidelity framework and measurement tool for the self-determined learning model of instruction (SDLMI), an evidence-based intervention. The presenters review existing fidelity frameworks, with an emphasis on those that address issues related to the implementation of complex, student-directed interventions such as SDLMI. They also report on the framework developed for examining fidelity of the SDLMI and factors that influence it.

LEADER(S): Karrie Shogren, University of Kansas, Lawrence

PRESENTER(S): Sheida Raley, University of Kansas, Lawrence

8:00–9:00 AM SESSION: 676 ROOM: E142

Accessible Technology and Postsecondary Students with Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

During interviews at a community college, students with disabilities shared their perspectives on technology resources and revealed how accessible technology provided benefits with academic activities and social participation. Technology became most useful when it enabled student participation in real-life situations involving reading or writing, especially with improved access to Internet content.

LEADER(S): Catherine Lipson, North Coast School of Education, Santa Rosa, CA

8:00–9:00 AM SESSION: 677 ROOM: E143

In Their Own Words: The Postsecondary Experiences of Young Adults With ASD

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Research reports bleak outcomes for transition-age youth with autism spectrum disorder (ASD). Less is known, however, about the personal experiences of this population–including satisfaction with postsecondary activities, personal victories, barriers, and feedback on their preparedness. In-depth interviews with recent graduates will provide insight and guidance for transition-related professionals and families.

LEADER(S): Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

PRESENTER(S): Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

8:00–9:00 AM SESSION: 678 ROOM: E144

Mining the Field: Are Buzzwords Getting the Best of Us?

TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

RTI, MTSS, co-teaching, UDL, differentiation, restorative justice, no excuses, project-based learning, culturally responsive pedagogies, intervention, trauma-informed schooling…. How are schools measuring the impact and quality of the various practices initiated? Charter schools across the country are working to align autonomy and flexibility with the right recipe of education practices. Come learn about the challenges and opportunities surrounding authentic implementation of best practices.

LEADER(S): Stephanie Lancet, National Center for Special Education in Charter Schools

PRESENTER(S): Megan Ohlssen, National Center for Special Education in Charter Schools

8:00–9:00 AM SESSION: 679 ROOM: E145

Recent Research Developments on Career and Technical Education for Students With Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Panel

This session's panel will discuss recent research establishing positive correlations between the participation of students with disabilities (SWD) in career and technical education (CTE) courses in high school and later graduation and employment outcomes, while emphasizing that there is currently no causal evidence linking SWD participation in CTE to later outcomes.

LEADER(S): Roddy Theobald, American Institutes for Research, Seattle, WA

PRESENTER(S): Tessie Bailey, American Institutes for Research, Austin, TX

8:00–9:00 AM SESSION: 680 ROOM: E146

Scaling Up DBI: Teaching, Developing, and Building Independence in Partner Schools

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Administration/Supervision

FORMAT: Panel

Data-based individualization (DBI) has achieved increase recognition and use over the past decade. Districts and regions are now starting to scale up. This process is challenging and raises many new issues and concerns. This panel will discuss ways one large school district and one large regional technical assistance center have approached the issue of scaling up. The presenters describe DBI, implementation strategies, and successes and challenges.

LEADER(S): Devin Kearns, University of Connecticut, Storrs

PRESENTER(S): Jason Borges, New York City Public Schools, NY

NOTES:

8:00–9:00 AM SESSION: 681 ROOM: F149

Making the Most of Independent Work Time: There's Nothing Wrong with Worksheets if You're Doing It Correctly

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Many teachers see worksheets as a bad thing, but when used correctly they can be an effective tool for both practicing key concepts and supporting student engagement–which ultimately maximize success. Within this context, the presenters will share a series of strategies (choice making, precision requests, feedback, precorrection, high-probability request sequences to support engagement), all of which can be embedded in or enhanced by the use of appropriate worksheets.

LEADER(S): Timothy Landrum, University of Louisville, KY

PRESENTER(S): Robin Ennis, The University of Alabama at Birmingham; Brandy Brewer, University of Louisville, KY

8:00–9:00 AM SESSION: 682 ROOM: F150

Teacher2Teacher: Building Collaborative Relationships Between Parents and School Professionals

TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This session focuses on the parent-professional journey in special education: 'goodness of fit,' how to identify child and family strengths, and reciprocal communication. Meeting a family's basic needs requires a nurturing, predictable environment; consistent caregiving; stimulating interactions; supporting the developmental trajectory; providing opportunities to take risks and overcome challenges; structure and clear boundaries; and the stable context of family and community.

LEADER(S): Michele Havens, Imagine Academy

PRESENTER(S): Lisa Schwartz, Womens Healthcare at Schering-Plough/Global Safety for Womens Health Products, NJ

8:00–9:00 AM SESSION: 683 ROOM: F151

Parents and Teachers-The Dynamic Duo

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Parents and teachers don't often realize the full potential of their unique working relationship. Come to this session to learn about strategies for creating an effective and trust-based relationship focused on success for all students, including communication styles, managing time and expectations, team advocacy, creating personalized tools, and goal setting. Free up valuable time and resources so students, teachers, and parents can all have a happier and more successful school experience.

LEADER(S): Teresa Heatherman, TST Boces, Ithaca, NY

PRESENTER(S): Viola Ruiz, Parent, Harlingen, TX

8:00–9:00 AM SESSION: 684 ROOM: F152

Strength-Based Evaluations and IEPs

TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

Explore the fundamentals of utilizing a strength-based meeting structure to develop high-quality, student-focused individualized education programs (IEPs). Strength-based IEP meetings are student-focused, collaborative, data-based, and procedurally accurate. Strength-based IEP meetings focus on shifting and creating a culture of openness, honesty, respect, and courtesy. Gain insights into how strength-based IEPs provide IEP teams with a structure that supports an environment of mutual purpose.

LEADER(S): Sharine Carver, Issaquah School District, WA

PRESENTER(S): Joan Lawson, Issaquah School District, WA

8:00–9:00 AM SESSION: 685
ROOM: OREGON BALLROOM 201

Sticky Notes Support Strategic Student Outcomes

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Although there are few peer-reviewed articles specifically citing sticky notes (SN) as a strategy for intervention, there are studies using SN as a low-technology tool in learning contexts. This session offers a research plan for SN intervention to increase comprehension and data collection, and also to support parental involvement and efficacy and student learning. Participants will have an opportunity for hands-on exploration of SN strategies!

LEADER(S): Shawn Bush, Los Angeles Unified School District, CA

8:00–9:00 AM **SESSION: 686**
ROOM: OREGON BALLROOM 202

Transforming STEM Literacy Learning and Enhancing Team-Teaching to Support Diverse Learners

TOPIC: STEM

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Project TALENT (Transforming Agricultural Literacy-learning and Enhancing Team-teaching) provided professional development for STEM teachers working in rural west Texas serving a large population of underserved students. With support from agricultural experts and business leaders, teachers learned to identify, extract, and incorporate real-world issues into classroom instruction through simulation, replication, and problem-based learning undergirded with co-teaching to support diverse learners.

LEADER(S): Jane Casey, Texas A&M University-Central Texas, Killeen

PRESENTER(S): Shelley Harris, Texas A&M University-Central Texas, Killeen

8:00–9:00 AM **SESSION: 687**
ROOM: OREGON BALLROOM 203

Making Middle School Math Accessible to Struggling Learners

TOPIC: STEM

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Wondering how to help struggling learners catch up within a core classroom or in an intervention setting? The presenters of this session share some response-to-intervention (RTI) research and stories from the field where front-loading and back-filling led to success! Participants will experience 'ready for Monday' engagement strategies within the context of proportional reasoning.

LEADER(S): Shelley Kriegler, Center for Mathematics and Teaching, Sherman Oaks, CA

8:00–8:45 AM **SESSION: 690**
ROOM: POSTER 1, HALL E

Evidence-Based Literacy Practices for English Learners With Significant Cognitive Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

How to provide literacy instruction to English learners with significant cognitive disabilities is a question that is increasingly posed by educators. Although the evidence base is relatively small, it has doubled since last reviewed. This poster summarizes a comprehensive literature review of evidence-based practices and implications for policy and practitioners.

LEADER(S): Kristin Liu, National Center on Educational Outcomes, University of Minnesota, Minneapolis

PRESENTER(S): Michael Dosedel, Martha Thurlow, and Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis

8:00–8:45 AM **SESSION: 691**
ROOM: POSTER 2, HALL E

Stakeholder Perceptions of Text Reading in Adolescents With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster session presents teacher and parent reports of text reading behaviors in 547 high school students with autism spectrum disorder (ASD). Findings indicate that, on average, while students with ASD are applying their reading skills in school and at home some of the time, frequency varies by context and diploma track.

LEADER(S): Nancy McIntyre, Frank Porter Graham Institute, University of North Carolina, Chapel Hill

PRESENTER(S): Laura Hall, San Diego State University, CA; Christopher Brum, San Diego State University, CA

8:00–8:45 AM **SESSION: 692**
ROOM: POSTER 3, HALL E

Targeting Academic and Social Skills at a Summer Camp for Youth With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster session shares the results of a study exploring the effect of individualized reading interventions on the oral reading fluency of children with autism spectrum disorder who attended a summer camp. A brief experimental analysis, in which several reading interventions were presented in random order, was conducted with each participant to determine which intervention might be most effective. Interventions were administered individually by trained camp staff during 30-min sessions.

LEADER(S): Adrianna Caballero, Ball State University, Muncie, IN

8:00–8:45 AM **SESSION: 693**
ROOM: POSTER 4, HALL E

Supports and Resources Valued by Postsecondary Students With Autism Spectrum Disorder

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Students with autism spectrum disorder (ASD) may require additional supports in order to reap the benefits of postsecondary degree completion. This poster session presents findings from a study that identified supports most valued by students with ASD seeking a postsecondary degree. Implications for those providing supports in secondary and postsecondary settings are included.

LEADER(S): Andrew Scheef, University of Idaho, Moscow

8:00–8:45 AM **SESSION: 694**
ROOM: POSTER 5, HALL E

You're Hired! Using VR to Support Interviewing Skills in Individuals With ASD

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster presentation shares the results of a project that integrated virtual reality (VR) into a school-to-work transition curriculum as a way to improve job-interviewing skills for high school students with autism spectrum disorder (ASD). The VR will be demonstrated, the program explained, and positive evaluation data will be shared.

LEADER(S): Patricia Arter, Winthrop University, Rock Hill, SC

PRESENTER(S): Monica Law, Marywood University, Scranton, PA

8:00–8:45 AM **SESSION: 695**
ROOM: POSTER 6, HALL E

National Analysis of the Disciplinary Exclusion of Black Students With and Without Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Despite decades of data documenting discriminatory discipline of Black students in schools, there is limited research focusing exclusively on Black students with disabilities. This poster presentation shares the results of a study documenting current discipline characteristics for Black students, with and without disabilities, at nearly 95,000 schools using rates and weighted risk ratios. Results, along with implications for research, policy, and practice, will be provided.

LEADER(S): Simone Adams, Clemson University, SC

PRESENTER(S): Antonis Katsiyannis, Clemson University, SC

8:00–8:45 AM **SESSION: 696**
ROOM: POSTER 7, HALL E

5 Ways the HLPs Can Help You Become a Culturally Relevant Special Educator

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Student achievement requires more than just 'good teaching' practices. Students need teachers who utilize highly effective practices in a manner that they can relate to. High leverage practices (HLPs) can help teachers effectively implement culturally relevant strategies into their instruction to meet the needs of a diverse classroom.

LEADER(S): Toni Franklin, Columbus State University, GA

PRESENTER(S): Maria Peterson-Ahmad, Western Oregon University, Monmouth

8:00–8:45 AM **SESSION: 697**
ROOM: POSTER 8, HALL E

Math Word Problem Interventions for ELs With Disabilities: Recommendations From Research

TOPIC: Learning Disabilities

SECONDARY TOPIC: STEM

FORMAT: Poster Session

Math word problems are among the most complex and difficult areas in the elementary math curriculum. This poster shares the results of a systematic review of existing intervention studies, and outlines strategies and implementation procedures that have been found to be effective for teaching word problem-solving skills to English learners with disabilities.

LEADER(S): Jing Wang, The University of Illinois at Chicago

PRESENTER(S): Norma Lopez-Reyna, The University of Illinois at Chicago

8:00–8:45 AM **SESSION: 698**
ROOM: POSTER 9, HALL E

Practicum Perspectives: Using Reflective ePortfolio Processes to Develop Knowledge and Skills

TOPIC: Visual Impairments

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Graduates from an orientation and mobility program will provide examples of instructional artifacts from their practicum ePortfolios that represent growing competencies in designing motivating instruction for diverse learners. Data-based decisions on the use of instructional approaches and the incorporation of mentor feedback will be shared.

LEADER(S): Amy Parker, Portland State University, OR

PRESENTER(S): Kimmy Ceasar, North Coastal Consortium for Special Education, San Marcos, CA

8:00–8:45 AM **SESSION: 699**
ROOM: POSTER 10, HALL E

Implementation Models of Personalized Learning: Considerations for Students With Disabilities

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster session is for special education educators and administrators. The results of a regional study on personalized learning models and students with disabilities will be shared. Attendees will learn through case studies what general education teachers are experiencing in classrooms using personalized learning that includes students with disabilities.

LEADER(S): Michelle Powers, Augustana University, Sioux Falls, SD

8:00–8:45 AM **SESSION: 700**
ROOM: POSTER 11, HALL E

Culturally Responsive Co-Teaching Within Inclusive Settings: Serving Students With Disabilities

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presentation focuses on how teachers can best provide culturally responsive instruction in today's classrooms. Participants will learn strategies to help co-teachers effectively co-plan and co-teach lessons with culturally responsive teaching skills. Challenges and solutions to serving culturally and linguistically diverse students with disabilities in an inclusive setting will be discussed.

LEADER(S): Natalie Varela, Northern Arizona University, Flagstaff

8:00–8:45 AM **SESSION: 701**
ROOM: POSTER 12, HALL E

Decreasing Off-Task Behavior for Students in Elementary School: Interventions and Environmental Suggestions

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

This poster shares the results of a systematic review summarizing empirical articles examining off-task behavior interventions, conducted to identify a list of current interventions, the common elements of effective interventions, and their influences on academic, behavioral, and social domains. Based on the selected empirical articles, a series of suggestions of learning environment redesign will be presented.

LEADER(S): Xin Xu, University of Connecticut, Storrs

8:00–8:45 AM **SESSION: 702**
ROOM: POSTER 13, HALL E

How Do We Prepare Special Education Teachers to Support English Learners with Disabilities?

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This poster presents findings from a literature review of studies on preservice and inservice programs to reveal what has been used to fully support special education teachers in the field. The results obtained from a qualitative study, including special education teachers teaching English learners (ELs) with disabilities, will be shared.

LEADER(S): Andrea Prola, University of Illinois at Chicago

PRESENTER(S): Norma Lopez-Reyna, The University of Illinois at Chicago

8:00–8:45 AM **SESSION: 703**
ROOM: POSTER 14, HALL E

Promotoras Scholars: Increasing and Diversifying Teacher Preparation Pathways Through Professional Development and Curricular Changes

TOPIC: Personnel Preparation

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presents the results of a university professional development project resulting in a freshman-learning community designed to increase and diversify the special education teacher workforce. This includes the process to develop curriculum designed to recruit, retain, credential, and graduate Hispanic and low-income students in the teaching field and evaluate the student learning outcomes.

LEADER(S): Mary Dingle, Humboldt State University, Arcata, CA

8:00–8:45 AM **SESSION: 704**
ROOM: POSTER 15, HALL E

Voices from Early Career Special Educators: Translating Teacher Prep to Practice and Practice to Teacher Prep

TOPIC: Personnel Preparation

FORMAT: Poster Session

To better serve students with exceptionalities, special education teacher programs must know what best prepares teachers. This poster shares the results of a pilot study designed to gain insight into early career special educators' perspectives and views on various aspects of their preparation. Findings and implications will be discussed.

LEADER(S): Stephanie Woodley, Eastern Illinois University, Charleston

PRESENTER(S): Christina Edmonds-Behrend, Eastern Illinois University, Charleston

8:00–8:45 AM **SESSION: 705**
ROOM: POSTER 16, HALL E

Using Behavior Skills Training to Teach Preservice Teachers: A Novel Approach

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Poster Session

This poster presents data from a study investigating the use of behavior skills training (BST) to teach undergraduate students (N=12) in a traditional classroom. BST was used to teach functional understanding of the Cattell-Horn-Carroll theory of intelligence and its application to drafting strengths and weaknesses in present levels of performance.

LEADER(S): David Rehfeld, Baylor University, Waco, TX

PRESENTER(S): Marie Kirkpatrick, Baylor University, Waco, TX; Tracey Sulak, Baylor University, Waco, TX

8:00–8:45 AM **SESSION: 706**
ROOM: POSTER 17, HALL E

Effects of SRSD Instruction on Elementary Students' Writing Following Teacher Online Training

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster shares the results of a pretest/postest, cluster randomized control design study assessing the effects of self-regulated strategy development (SRSD) instruction on the writing performance of upper elementary students in inclusive settings whose teachers received SRSD Writing to Learn online training. Results of students writing assessments, teacher and student perceptions, and teacher knowledge of SRSD, are described.

LEADER(S): Michelle Popham, Clemson University, SC

PRESENTER(S): Janie Hodge, Clemson University, SC

8:00–8:45 AM **SESSION: 707**
ROOM: POSTER 18, HALL E

Early Literacy Interventions in Africa: Implementation and Effectiveness

TOPIC: Research

SECONDARY TOPIC: International Programs/Services

FORMAT: Poster Session

Literacy has been linked to a country's economic growth and better life outcomes for their citizens. This poster shares the results of a systematic review exploring early literacy interventions conducted in African countries and the effects on reading outcomes for K-3 students. The characteristics of the interventions, implementation features, and effectiveness will be discussed.

LEADER(S): Zainab Umar, The University of Texas at Austin

PRESENTER(S): Jessica Toste, The University of Texas at Austin; Marissa Filderman, The University of Texas at Austin

8:00–8:45 AM **SESSION: 708**
ROOM: POSTER 19, HALL E

Racial Disproportionality and Disparities in Inclusion of Students With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presents the results of the Special Education Elementary Longitudinal Study, which examined the correlation of race, ethnicity, disability, and language proficiency with inclusion time of students with disabilities in general education settings. Minority-group students are less likely to be included in general education classrooms than White students. In addition, the total hours students spend in general education classroom increases when students are more fluent in English.

LEADER(S): Yeji Kim, The University of Texas at Austin

8:00–8:45 AM **SESSION: 709**
ROOM: POSTER 20, HALL E

Utilizing Preservice Teachers' Multiple Knowledges to Engage Families of Children With Disabilities

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This poster presentation demonstrates how a collaboration between special education and early childhood education faculty encouraged students to draw on multiple knowledges to engage with a virtual parent in a parent-teacher conference simulation focused on providing support for a parent with a child who was recently diagnosed with developmental disabilities.

LEADER(S): Larisa Callaway-Cole, California State University Channel Islands

PRESENTER(S): Talya Drescher, California State University Channel Islands

8:00–8:45 AM **SESSION: 710**
ROOM: POSTER 21, HALL E

Disaster Preparedness and Recovery for Students With Disabilities: The Role of Educators

TOPIC: Public Policy

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster describes the effect of natural disasters on both adults and children with disabilities, along with steps educators can take to help their students and their families be prepared for either evacuation or sheltering in place. Specific strategies for supporting individuals and their families during disaster recovery and suggestions for mitigation for future events will also be presented.

LEADER(S): Patricia Lynch, Texas A&M University, College Station

8:00–8:45 AM **SESSION: 711**
ROOM: POSTER 22, HALL E

Trauma-Informed Practices in the Classroom

TOPIC: Maltreatment

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

Adverse childhood experiences and trauma have lasting effects on the education and life of a child. Unfortunately, teachers are not as prepared as they should be to instruct these students. This poster surveys the effects of trauma on students and identifies trauma-informed teaching strategies attendees can put to immediate use in their classrooms to address student needs.

LEADER(S): Tarah Waite, Southern Utah University, Cedar City

PRESENTER(S): Brinlee Chappell, Southern Utah University, Cedar City; Elizabeth Boucher, Southern Utah University, Cedar City; McCall Chappell, Southern Utah University, Cedar City

8:00–8:45 AM **SESSION: 712**
ROOM: POSTER 23, HALL E

Characteristics of PBIS Within High Schools

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Poster Session

There is overwhelming evidence supporting positive behavior interventions and supports (PBIS) as an effective approach to improving student behavior–and emerging evidence for academics. However, most research on the efficacy, systems, and procedures have been at the elementary and middle school levels. This poster shares the results of a search for studies for high schools implementing PBIS with a minimum of Tier 1 implementation.

LEADER(S): Sara Estrapala, University of Iowa, Iowa City

8:00–8:45 AM **SESSION: 713**
ROOM: POSTER 24, HALL E

A Meta-Analysis of Word Problem-Solving Interventions for Elementary Students At Risk for Math Disabilities

TOPIC: STEM

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster presents the results of a meta-analysis assessing the effect of word problem-solving (WPS) interventions on the WPS accuracy of elementary-age students with or at risk for math disability (MD). Demographic factors and instructional components that underlie effective studies were also investigated.

LEADER(S): Jennifer Kong, The University of New Mexico, Albuquerque

PRESENTER(S): Christy Yan, The University of New Mexico, Albuquerque; Lee Swanson, The University of New Mexico, Albuquerque

9:15–10:15 AM SESSION: 716 ROOM: A105

Streamlining a Nonfiction Comprehension Intervention: Is Comprehensive Always Best?

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The presenters of this session share the methods and results from a recently completed randomized controlled trial of a strategy-oriented nonfiction reading comprehension intervention for at-risk fourth graders. They will compare two versions of the program, a comprehensive 'full' version and a slimmed-down 'simple' version. Discussion will be centered around the advantages and disadvantages of each approach.

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

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

9:15–10:15 AM SESSION: 717 ROOM: A106

Connecting Math Word-Problem Solving and Reading Comprehension: The Role of Language Comprehension

TOPIC: Learning Disabilities

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Students with learning disabilities (LDs) experience worse outcomes across word-problem solving and reading comprehension than students who have difficulty in only one area. The presenters of this session describe this as 'higher-order comorbid LDs,' and will share the results of a study evaluating the role of language comprehension as a means of improving both academic outcomes.

LEADER(S): Pamela Seethaler, Vanderbilt University, Nashville, TN

9:15–10:15 AM SESSION: 718 ROOM: A107

Social Support, Self-Efficacy, and Burnout of Special Educators of Students With EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

The presenters of this session share results from a survey of special educators working with students with emotional and behavioral disorders (EBD). Come to learn which sources of support (administrative, colleague, paraprofessional) as well as which types of support (emotional) enhance special educators' self-efficacy and lessen burnout. Attendees will gain a greater understanding of how the work environment is associated with self-efficacy and burnout of special educators.

LEADER(S): Nelson Brunsting, Wake Forest University, Winston-Salem, NC

PRESENTER(S): Elizabeth Bettini, Boston University, MA; Marcia Rock, University of North Carolina, Greensboro; Eric Common, University of Michigan-Flint; David Royer, University of Hawai'i at Mānoa, Honolulu

NOTES:

9:15–10:15 AM • SESSION: 719 • ROOM: A109

DIGGING DEEP INTO HLPS

TOPIC: Personnel Preparation
FORMAT: Multi-Presentation Session

Improving Specially Designed Instruction Through High-Leverage Practices

Specially designed instruction (SDI) describes content and instructional methods designed to address the unique needs of students with disabilities. High-leverage practices (HLPs) are fundamental to effective instruction for students with disabilities and thus an important aspect of SDI. Presenters will explain how HLPs are integrated into SDI in districts.

LEADER(S): Dia Jackson, American Institutes for Research, Washington, DC

PRESENTER(S): Jalima Alicea, Baltimore City Public Schools, MD

What's the Big IDEA? Promoting High-Leverage Practices to Enhance Education Outcomes

This presentation highlights faculty use of high-leverage practices (HLPs) to inform preservice candidates about effective teaching strategies for inclusive learning environments. The presenter will demonstrate utilization of professional development, resource materials, and coaching opportunities that promote HLPs in low-performing schools with diverse student populations.

LEADER(S): Julie Lowery, Delta State University, Cleveland, MS

9:15–10:15 AM SESSION: 720 ROOM: B111

Developing Mutually Beneficial Clinical Partnerships: Promoting Teachers' Ability to Educate Diverse Students in Inclusive Environments

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

This panel will discuss the importance of developing mutually beneficial partnerships that provide a clear vision for effective teaching and promote effective practice-based learning opportunities for teacher candidates and inservice teachers working in inclusive environments. They will highlight how universities affiliated with the CEEDAR Center promote such partnerships and the evidence of effectiveness. Participants will learn strategies they can use to develop similar types of partnerships.

LEADER(S): Cara Richards-Tutor, California State University, Long Beach

PRESENTER(S): Mary Brownell, CEEDAR Center, University of Florida, Gainesville; Amy Lingo, University of Louisville, KY

NOTES:

MULTIPLE PRESENTATIONS

9:15–10:15 AM • SESSION: 721 • ROOM: B118

INSTRUCTIONAL STRATEGIES FOR ENGLISH LEARNERS WITH LEARNING DISABILITIES

TOPIC: Cultural and/or Linguistic Diversity
FORMAT: Multi-Presentation Session

Promoting High-Quality Discourse Among Bilingual Students With Learning Disabilities

Presenter will provide practitioners with strategies to increase mathematical discourse among bilingual students with LD. These strategies play to students' strengths and minimize the difficulties encountered due to disability and English language proficiency. Through these strategies, teachers can engage bilingual students with LD in their mathematical communities and improve mathematical learning.

LEADER(S): Geraldo Tobon, The University of Illinois at Chicago

Reading Instruction Strategies for Upper-Elementary Students With Learning Disabilities Who are English Learners

Reading comprehension in content areas is important for academic success beginning in upper elementary grades. Vocabulary and word knowledge directly influence comprehension of content areas. Students with learning disabilities in reading have difficulty comprehending text when presented with new vocabulary and unknown words. Reading is a challenging task for these monolingual English speakers and is an even larger challenge for students who are English learners.

LEADER(S): Annie Draeger, University of Oregon, Eugene

9:15–10:15 AM SESSION: 722 ROOM: C120

Enhancing the Learner's Capacity to Learn

TOPIC: International Programs/Services
SECONDARY TOPIC: Pioneers/Historical Perspectives
FORMAT: Presentation with Q&A

The focus of this session is on describing various learning disorders, from those that impact academic performance to those that affect us in life. The presenters will also discuss some outcome studies demonstrating cognitive and academic performance change in these areas as a result of students engaging in the Arrowsmith Program's cognitive exercises.

LEADER(S): Tara Bonner, Arrowsmith Program, CA

9:15–10:15 AM SESSION: 723 ROOM: C121

Implementing the Routines-Based Model With Fidelity, Families (and, Frankly, Fabulousness)

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Presentation with Q&A

This presentation shares the journey of a strong early intervention (birth-5 years) program to go from good to great-going through four stages of implementation to install the XYZ model, a collection of integrated evidence-based practices. The program explored the need for change and options for meeting that need, tweaked some administrator functions to support ongoing coaching, and began coaching initial implementers. The 5-year plan will result in full implementation.

LEADER(S): Robert McWilliam, The University of Alabama, Tuscaloos

PRESENTER(S): Kevin Anderson, David Andrews, Kristi Byfield, Julie Schweigert, and Cami Stevenson, Multnomah Early Childhood Program, Portland, OR

NOTES:

9:15–10:15 AM SESSION: 724 ROOM: C122

Coding and Communicating: Promoting Shared Interests in Robotics by Children With ASD and Their Peers

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

Robotics is an area of STEM that has gained widespread and lasting popularity, and descriptive analysis suggests it may be the ideal forum to enable students with disabilities to develop shared interests, enhance communication, and improve their coding skills with their peers. This session shares the results of a project evaluating the effects of a robotics camp (including explicit instruction) on social/communication and coding ability of elementary-aged children with ASD and their peers.

LEADER(S): Victoria Knight, University of British Columbia, Vancouver, Canada

PRESENTER(S): Thea Brain, Early Autism Project Inc., Vancouver, Canada; Daniela Marco, University of British Columbia, Vancouver, Canada

9:15–10:15 AM SESSION: 725 ROOM: C123

The FIRST STEP to Success. Thank you-next!

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Demonstration

Join this lighthearted and informative hands-on session to learn about the most recent advancements to the well-known and well-loved social and behavioral intervention FIRST STEP Next. The presenters will demonstrate the best 'green card behavior' for using this intervention in preschool and primary classrooms!

LEADER(S): Jon Lee, Northern Arizona University, Flagstaff

PRESENTER(S): Ally Miller, University of Louisville, KY; Laura Johnson, University of Louisville, KY

9:15–10:15 AM SESSION: 726 ROOM: C124

Support Preservice Teachers' Cognitive, Affective, and Behavioral Development: A Holistic Approach to Teacher Preparation

TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

The special education field is highly stressful. The use of holistic and core reflection approaches (core qualities, self-care, strength-based approaches, relationship development) helped preservice teachers become more intentional, competent, and collaborative. As their own sense of well-being improved, so did their sense of efficacy in the classroom. The discussion will describe and reflect on the benefits of implementing a holistic approach with preservice or beginning teachers.

LEADER(S): Megan Farnsworth, Southern Oregon University, Ashland

PRESENTER(S): Jo-Anne Lau-Smith, Southern Oregon University, Ashland; Sarah Razzano, Southern Oregon University, Ashland

NOTES:

MULTIPLE PRESENTATIONS

9:15–10:15 AM • SESSION: 727 • ROOM: C125

MAXIMIZING SERVICES FOR STUDENTS WITH VISUAL IMPAIRMENTS

TOPIC: Visual Impairments

FORMAT: Multi-Presentation Session

Advocating for Appropriate Service Intensity by Itinerant Vision Professionals

What does your administrator need to know in order to understand the need for more support and/or additional personnel in your visual impairment/orientation and mobility program? This presentation provides strategies for having the conversation about needing more support as an itinerant service provider based on service-intensity tool results and workload analysis.

LEADER(S): Rona Pogrund, Texas Tech University, Lubbock

PRESENTER(S): Shannon Darst, Stephen F. Austin State University, Nacogdoches, TX

Maximizing O&M and TSVI Services in Rural and Remote Areas: Research and Practice

This presentation shares the outcomes of a mixed-methods content validation study on the approaches for maximizing itinerant educational services to individuals in rural and remote communities. Practical approaches and ways to promote equity, as well as ethical considerations, will be explored.

LEADER(S): Amy Parker, Portland State University, OR

9:15–10:15 AM SESSION: 728 ROOM: D133

Coding with Ozobots: Creating Soft Skills in STEM Classrooms for Students with Disabilities

TOPIC: STEM

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

This presentation shares initial results from a multinational project focused on integrating coding and robotics in middle-level classrooms, along with a scale validation for soft-skills data collection. The robotics intervention is intended to support social and emotional growth of students with disabilities and develop technical habits of mind to further support their STEM learning experiences. Feedback from attendees will be sought in order to better refine the project.

LEADER(S): Jenn Gallup, Idaho State University, Pocatello

PRESENTER(S): Dianne Chambers, Notre Dame University, Perth, Australia; Celal Perihan, Idaho State University, Pocatello

9:15–10:15 AM SESSION: 729 ROOM: D135

Inside the Classroom: Educators Enhancing Comprehension Development for Students With ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Providing instruction to students with autism spectrum disorder (ASD) can be challenging due to students' unique learning styles, particularly in the area of reading comprehension. This session shares the results of a study examining educators' practice in literacy instruction for students with ASD. Teachers and educational leaders can utilize the findings to help determine strategies and supports as well as guide professional development for helping students with ASD develop literacy skills.

LEADER(S): Gina Braun, The University of Illinois at Chicago

PRESENTER(S): Marie Tejero Hughes, The University of Illinois at Chicago

NOTES:

9:15–10:15 AM SESSION: 730 ROOM: D136

Implementing the Reread-Adapt and Answer-Comprehend Intervention with Transition-Age Students With ID

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

This session focuses on a project designed to improve the reading rate and comprehension of 18- to 21-year-old students with intellectual disability (ID). Results indicated an increase in decoding accuracy across five participants, although there were limited increases in reading rate and comprehension. Adequate reading skills are necessary (though not sufficient) for individuals with ID to participate in postsecondary education and achieve their goals.

LEADER(S): Jeremy Ford, Boise State University, ID

PRESENTER(S): Julia Gorman, Boise State University, ID

9:15–10:15 AM SESSION: 731 ROOM: D137

Does Procedural Compliance With the IEP Document Affect Student Achievement?

TOPIC: Accountability Systems for Students with Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This session explores the relationship between the individualized education program (IEP) document and student achievement outcomes as measured by state 'high-stakes' assessments. Previous investigations suggest that there is little connection between the content of a student's IEP and instruction; this research examines whether an increase in procedural compliance with state standards in the IEP positively influences student performance on statewide assessments.

LEADER(S): Christine Robertson, Muskegon Public Schools, MI

9:15–10:15 AM SESSION: 732 ROOM: D138

When Math Is Not a Universal Language: Evidence-Based Vocabulary Instruction in Middle School Mathematics

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Middle school students with disabilities often struggle with reading and literacy skills, including vocabulary, and require support in content-area classes where weak vocabulary knowledge can negatively affect achievement and deep understanding. This session presents the results of a study examining the effect of a performance feedback and coaching intervention on middle school math teachers' use of explicit vocabulary instruction. The session will present the study's results and implications.

LEADER(S): Kate Peeples, Illinois State University, Normal

9:15–10:15 AM SESSION: 733 ROOM: D139

Restorative Practices in a Diverse Urban Elementary School: A Mixed-Methods Examination of Year One Implementation

TOPIC: Research

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Researchers are beginning to examine the implementation and efficacy of restorative practices (RP) as an alternative to punitive discipline approaches. This presentation will share findings from a mixed-methods bounded case study that adds to the body of knowledge exploring how schools are implementing RP. This presentation specifically describes findings from the first year of RP implementation at an elementary school, and how the school aligned RP to other behavioral supports.

LEADER(S): Colby Kervick, University of Vermont, Burlington

9:15–10:15 AM SESSION: 734 ROOM: E142

Postschool Success and Effective Practices for Secondary Students With Disabilities: Practical Resources for Practitioners

TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

This presentation provides information about the most up-to-date findings on predictors of postschool success and effective instructional strategies for students with disabilities. Participants will gain knowledge of new predictors of postschool success; knowledge of practices for teaching academic, employment, and life skills; and awareness of resources to help them select and implement effective practices.

LEADER(S): Dawn Rowe, National Technical Assistance Center on Transition/East Tennessee State University

PRESENTER(S): Charlotte Alverson, University of Oregon, National Post-School Outcomes Center, Eugene; Valerie Mazzotti, University of North Carolina at Charlotte

9:15–10:15 AM SESSION: 735 ROOM: E143

Evidence-Based Transition Practices for Elementary and Middle School Students With Emotional and Behavioral Disorders

TOPIC: Career Development/Transition

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This presentation examines the results of a literature review focusing on evidence-based transition practices. Though several reviews have examined EBPs in transition for youth with disabilities, they typically focus on secondary transition and postschool outcomes. This review centers on EBPs implemented with students with emotional and behavioral disorders at the elementary and middle school level.

LEADER(S): Leonard Troughton, The University of Southern Mississippi, Hattiesburg

PRESENTER(S): Kinga Balint Langel, University of Minnesota Duluth

NOTES:

MULTIPLE PRESENTATIONS

9:15–10:15 AM • SESSION: 736 • ROOM: E144

HELPING STUDENTS WITH COMPLEX COMMUNICATION NEEDS FIND THEIR VOICE THROUGH AT AND AAC

TOPIC: Innovations in Special Education Technology

FORMAT: Multi-Presentation Session

I Have Something to Say! Using AT to Address Complex Communication Needs

This presentation focuses on how to support students with complex communication needs using assistive technology (AT) to augment interaction opportunities. By simplifying verbal communication needs to visually segmented information, students can arrange words into phrases that relay their desires and preferences. Learn the positive research and practitioner findings of nonverbal students with moderate disabilities who use different AT supports to advocate for their wishes and preferences.

LEADER(S): Claudia Otto, Oklahoma State University-Tulsa

PRESENTER(S): Gretchen Cole-Lade, Oklahoma State University, Stillwater

Supporting Communication Growth Through the Use of AAC and Engaging Read-Aloud

Augmentative and alternative communication (AAC) devices are increasingly being used for students with complex communication needs. This single-case study follows a preschooler's communication development accessing AAC via an eye-gaze LAMP device, including communication output as well as types and purposes of communication. This session will present strategies for incorporating AAC into serve-and-return exchanges, lessons, and activities, and allow participants to collaboratively problem-solve.

LEADER(S): Ann-Bailey Lipsett, Lipsett Learning Connection, Springfield, VA

9:15–10:15 AM SESSION: 737 ROOM: E145

Successful Transition to Adulthood: Do We Really Need to Teach Shopping, Sex, and Social Skills?

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Living independently is an envisioned postschool outcome for many individuals with intellectual disability. One roadblock is insufficient autonomy skills. This presentation shares the results of a study assessing which autonomy skill–self and family care, self-management, recreation, or social and vocational skills–was the greatest predictor of successful independent living.

LEADER(S): Jane Finn, Hope College, Holland, MI

PRESENTER(S): Vicki Lynn Holmes, Hope College, Holland, MI; Libbey Horton, Hope College, Holland, MI; Sophia D'Agostino, Hope College

NOTES:

MULTIPLE PRESENTATIONS

9:15–10:15 AM • SESSION: 738 • ROOM: E146

BEHAVIOR SUPPORTS WITHIN MULTI TIERED SYSTEMS OF SUPPORT

TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Multi-Presentation Session

MODERATOR: Brandi Simonsen, University of Connecticut, Storrs

Supporting Students With Disabilities Within a PBIS Framework

This session focuses on why a positive behavior intervention and support (PBIS) framework is critical to support all students, including students with disabilities; shares a continuum of research-based PBIS practices to support students with disabilities in classrooms; and highlights the effects of implementing these practices within a PBIS framework for students with disabilities.

LEADER(S): Brandi Simonsen, University of Connecticut, Storrs

PRESENTER(S): Sang Gyu Byun, University of Connecticut, Storrs; Anthony Gambino, University of Connecticut, Storrs; Sandra Sears, University of Connecticut, Storrs

Thinking Functionally About Behavior Interventions: Practical Function-Based Interventions and Adaptations for Tier 2

Do your students engage in problem behavior to access adult or peer attention? Do your students engage in problem behavior to escape from tasks? Does this problem behavior interfere with instruction? Identifying the function of student behavior can lead to more effective and efficient Tier 2 behavioral interventions for at-risk students. This session will highlight practical function-based strategies teachers can implement in their classrooms to reduce problem behavior and increase engagement.

LEADER(S): Caitlyn Majeika, University of North Texas, Denton

Implementation of K-12 PBIS in Preschool Classrooms

This session shares the results of a study examining the implementation of K-12 positive behavior interventions and supports (PBIS) in preschool classrooms. Implementating K-12 PBIS in preschool classrooms, instead of the more developmentally appropriate pyramid model, creates a contextual mismatch which may negatively affect outcomes such as teacher self-efficacy and student behavior.

LEADER(S): Jennifer Solano, Tustin Unified School District, CA

9:15–10:15 AM SESSION: 739 ROOM: F149

Students With Disabilities in Higher Education: The Need for Inclusive Teaching Practices

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

The presenters of this session conducted a survey of over 1,400 university faculty members to determine the extent to the practices of universal design for learning (UDL) were used in their teaching. Results indicated varied use of instructional practices associated with UDL (e.g., accessible formats to course documents, alternate testing formats, providing PowerPoints in advance of lectures). Results of the survey will be discussed along with implications for practice and future research.

LEADER(S): Debra Holzberg, University of North Carolina, Greensboro

9:15–10:15 AM SESSION: 740 ROOM: F150

Why Won't My Students Listen? (and What to Do About It!)

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Presentation with Q&A

Listening skills are strongly associated with student language and learning outcomes. Come to this session to learn why listening might be difficult for your students, and how to maximize listening in your classroom. Participants will review a variety of easy-to-implement listening strategies and will brainstorm how to apply those strategies to their own practice.

LEADER(S): Dana Kan, Vanderbilt University, Nashville, TN

9:15–10:15 AM SESSION: 741 ROOM: F151

Using Computerized CBM to Assess Math Skills for Students With Intellectual Disability

TOPIC: Assessment

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Using computerized curriculum-based measurement (CBM) to assess students with intellectual disability in math is promising. This session shares the results of studies investigating computerized assessment for students with disabilities. It will help practitioners, policy makers, educators, and researchers to improve assessment practices and decision-making processes.

LEADER(S): Saeed S. Alqahtani, Prince Sattam bin Abdulaziz University, Saudi Arabia

9:15–10:15 AM SESSION: 742 ROOM: F152

Parent Mentoring: Empowering Families for Positive School Partnerships

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

Families often feel isolated and overwhelmed as they navigate the special education system. This presentation shares information about the development of a parent mentor program, as well as findings from a study of data collected during the first year of program implementation. Implications for school professionals are discussed.

LEADER(S): Heidi Cornell, Wichita State University, KS

PRESENTER(S): Jennifer Stone, Wichita State University, KS

9:15–10:15 AM SESSION: 743
ROOM: OREGON BALLROOM 201

Supporting Struggling Middle School Readers With Main Idea Generation During Content-Area Instruction

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Demonstration

Middle school teachers who provide content-area instruction may lack awareness of research-based practices for enhancing reading comprehension. Come to this session to learn how to (a) integrate an explicit paraphrasing process (Get the Gist) within content-area instruction (science, social studies, English language arts) to support struggling readers with main idea generation and (b) provide high-quality feedback on students' responses.

LEADER(S): Elizabeth Stevens, Georgia State University, Atlanta

PRESENTER(S): Sarah Fishstrom, The University of Texas at Austin

9:15–10:15 AM SESSION: 744
ROOM: OREGON BALLROOM 202

Challenging Autism With Exercise

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Demonstration

In the nation's largest survey of parents of individuals with autism spectrum disorder, parents rated exercise as the #1 treatment for their children. Exercise is shown to reduce maladaptive behaviors, enhance focus, and improve academics. Utilizing technology with other evidence-based practices, participants will leave with the exercises, knowledge, and confidence to add exercise as an intervention in the classroom.

LEADER(S): Amber Pantaleo, Exercise Connection

9:15–10:15 AM **SESSION: 745**
ROOM: OREGON BALLROOM 203

Student Self-Management of Transition: Technology to Enhance Self-Determination

TOPIC: Career Development/Transition

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

Having students take the lead on facilitating their own transition planning and involving students in the individualized education program (IEP) process are evidence-based practices. Technology that is designed specifically to enhance self-determination can provide student-focused planning tools that facilitate self-management of transition activities, individualized goal development, and ongoing collaboration with stakeholders.

LEADER(S): Tobias Rickard, Eugene 4J School District, OR

PRESENTER(S): Thomas Keating, Cognitopia, Eugene, OR; Josh Barbour, Linn Benton Lincoln ESD, Albany, OR

9:15–10:15 AM **SESSION: 746**
ROOM: OREGON BALLROOM 204

Equity in Access to Behavior Analytic Services: An Exploration of Regions

TOPIC: Research

SECONDARY TOPIC: Public Policy

FORMAT: Panel

In an analysis of available data on behavior analysts across the US, the presenters investigated the inequities of behavior analysts across different geographical areas. Panelists will discuss data in states with vast rural regions analyzing inequity of practitioners in rural states to support behavioral needs of students in different education settings.

LEADER(S): Erin Farrell, University of St. Thomas, Minneapolis, MN

PRESENTER(S): Don McMahon, Washington State University, Pullman; L. Lynn Stansberry Brusnahan, University of St. Thomas, Minneapolis, MN; Sarah Howorth, University of Maine, Orono; Benjamin Riden, University of Minnesota Duluth

9:15–10:15 AM **SESSION: S100** **ROOM: G129**

Research-to-Practice Connections: Stepping Up KinderTEK: Expanding Early Math Instruction for Students With Disabilities

FORMAT: Tech Playground

LEADER(S): Mari Strand Cary, University of Oregon, Eugene; Sam Choo, University of Oregon, Eugene

9:15–10:15 AM **SESSION: S101** **ROOM: G130**

Educator Experience: NumberShire – Evidence-Based Educational Game

FORMAT: Tech Playground

LEADER(S): Marcia Moore, University of Oregon, Eugene; Lina Shanley, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene; Marah Sutherland, University of Oregon, Eugene

9:15–10:00 AM **SESSION: 749**
ROOM: POSTER 1, HALL E

The Evidence Base of Video-Self Modeling for Older Students With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Poster Session

Video modeling (VM) and variations of VM (e.g., video self-modeling; VSM) use video recordings to provide learners with models for increasing desired behaviors. VM and VSM have been classified as evidence-based practices (EBPs) for individuals with autism spectrum disorder (ASD); it remains unclear whether these practices can be considered EBPs for older students. This poster session updates previous reviews and classifies the evidence base of VM specifically for older students with ASD.

LEADER(S): Drew Tunstall, Ka'u High School and Pahala Elementary School, HI

PRESENTER(S): Sara Cook, University of Hawaii at Manoa, Honolulu

9:15–10:00 AM **SESSION: 750**
ROOM: POSTER 2, HALL E

Telepractice: Parents and Practitioners Coaching in Naturalistic Strategies to Increase Communication Skills for Adolescents with ASD

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Poster Session

Telehealth coaching is a tool used to increase parents' fidelity for working with their children and decrease the gap between available services and intervention requirements. This poster presents the process of using telepractice to provide naturalistic strategies for parents with adolescents with autism spectrum disorder (ASD). Communicative interaction in adolescents requires communication interventions in a more complex interaction than an interventions used with young children.

LEADER(S): Sanikan Wattanawongwan, Texas A&M University, College Station

PRESENTER(S): Jennifer Ganz, Texas A&M University, College Station; Valeria Yllades, Texas A&M University, Houston; Claudia Dunn, Texas A&M University, College Station

9:15–10:00 AM **SESSION: 751**
ROOM: POSTER 3, HALL E

Modifying Assessment Administration for Students With Intellectual and Developmental Disabilities

TOPIC: Assessment

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster reports the modified administration protocol for assessing students with intellectual and developmental disabilities (IDD) who are participating in a randomized control trial. The presenters modified the pretest and progress monitoring testing batteries to incorporate additional practice items and a prompting procedure. They will discuss their rationale for the modifications and report findings and implications for modifying standardized assessment procedures for students with IDD.

LEADER(S): Guy Martin, Vanderbilt University, Nashville, TN

9:15–10:00 AM **SESSION: 752**
ROOM: POSTER 4, HALL E

Teacher-Created Technology-Based Activities for Teaching Functional and Vocational Skills to High School Students with Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

This poster session shares the results of three applied research studies conducted by interning teachers and demonstrates teacher-made technology-based activities. The studies focused on improving functional skills (budgeting) or vocational-focused skills (job interviewing, completing job applications) for high school students with disabilities through the use of readily accessible technologies . Research and classroom implications will be shared, along with ideas for implementation.

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

PRESENTER(S): Ashley Shepperd, University of Tennessee, Knoxvile

9:15–10:00 AM **SESSION: 753**
ROOM: POSTER 5, HALL E

Transition Perceptions of Youth With Emotional/Behavioral Disorders: A Comprehensive Literature Review

TOPIC: Career Development/Transition

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Youth perspectives are critical for driving individualized and strength-based transition programming. Qualitative research has highlighted the voices of youth with emotional and behavioral disorders (EBD) to better understand complex transition interactions and perspectives. This poster session presents the results of a literature review synthesizing findings into six major themes: goal setting, instruction, self-determination, social support, behavioral support, and school structures.

LEADER(S): Kristopher Yeager, University of Nevada, Las Vegas

PRESENTER(S): Joseph Morgan, University of Nevada, Las Vegas

9:15–10:00 AM **SESSION: 754**
ROOM: POSTER 6, HALL E

Toward a Culture of Disability, Redux

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Positioning disability as a fundamental aspect of culture could promote an improved understanding of the experience of disability. To drive the acceptance of disability as a vital aspect of culture, disability awareness strategies should be examined and implemented. This poster presentation shares the results of a systematic literature review examining disability awareness programming for youth with disabilities and preservice and inservice teachers.

LEADER(S): Samantha Papp, The University of Southern Mississippi, Hattiesburg

NOTES:

9:15–10:00 AM **SESSION: 755**
ROOM: POSTER 7, HALL E

Special Education Status and Behavioral/Emotional Risk Levels Among Latinx Students

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

Referral processes are among the reasons for the disproportionate representation of racial, ethnic, and linguistic minority students in special education. Compared to teacher referral, the use of a screening instrument to identify students with behavioral/emotional risk (BER) can offer a more systematic and objective approach. With a sample of Latinx students (n=1,637), this study considered special education status data compared with English proficiency levels and BER screening results.

LEADER(S): Kelsey Gaier, Lehigh University, Bethlehem, PA

9:15–10:00 AM **SESSION: 756**
ROOM: POSTER 8, HALL E

A Look at Saudia Arabia: Perceptions of Students Who Are Gifted With Specific Learning Disabilities

TOPIC: Learning Disabilities

SECONDARY TOPIC: Gifted and Talented

FORMAT: Poster Session

This poster shares new research exploring the needs and perceptions of general and special education teachers regarding students who are gifted with specific learning disabilities (twice exceptional, 2e). The challenges, concerns, and issues they face are examined. The research provides insight into current special education challenges and affords the necessary momentum to stimulate and add impetus to far-reaching debates on meeting the needs of 2e learners in Saudi Arabia.

LEADER(S): Mohamed Aladsani, Duquesne University, Pittsburgh, PA

9:15–10:00 AM **SESSION: 757**
ROOM: POSTER 9, HALL E

Turning on Touch Thinking: From Tactile Discrimination to Braille Letter Identification

TOPIC: Visual Impairments

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster presents strategies to develop tactile discrimination skills for beginning braille reading with students who previously made limited progress in tactile reading skills. 'Turning on Touch Thinking' is a road map to use hands for learning to make sense of a braille symbol under a finger.

LEADER(S): Donna McNear, Independent Consultant, Cambridge, MN

9:15–10:00 AM **SESSION: 758**
ROOM: POSTER 10, HALL E

Understanding the 'Why' of Inclusion for Students With Significant Disabilities

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

The precedent for inclusive education was set in the least restrictive environment (LRE) clause of PL 94-142 in 1975. Although strides have been made since then, most schools still treat inclusive education as new and challenging. This poster presentation highlights reasons to support inclusive school communities for students with the most significant cognitive disabilities.

LEADER(S): Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis

PRESENTER(S): Terri Vandercook, TIES Center, National Center on Educational Outcomes, University of Minnesota, Minneapolis

9:15–10:00 AM **SESSION: 759**
ROOM: POSTER 11, HALL E

Promoting Upstander Behavior to Address Bullying in Schools

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Maltreatment

FORMAT: Poster Session

There is growing national awareness of the negative and long-term consequences associated with bullying. While there is growing research on programs to address bullying, few interventions target the bystander–yet most that do are successful in decreasing bullying. Targeting the bystander and giving them the tools and encouragement to intervene as 'upstanders' should be an integral component of bullying interventions. Practical, research-based steps for teachers will be presented.

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

9:15–10:00 AM **SESSION: 760**
ROOM: POSTER 12, HALL E

Models of Prevention: A Systematic Review of Social-Emotional Learning in Secondary Schools

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

The presenters of this poster will discuss results from a systematic review on social-emotional learning (SEL) in secondary schools when implemented at the primary level of prevention. They will show current SEL intervention programs implemented, discuss the outcome measures used in studies, and assess the quality of studies of SEL in secondary schools.

LEADER(S): Paloma Pérez-Clark, University of Kansas, Lawrence

PRESENTER(S): Mark Buckman, University of Kansas, Lawrence

9:15–10:00 AM **SESSION: 761**
ROOM: POSTER 13, HALL E

Young English Learners With Math Difficulties: A Longitudinal Study

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Research

FORMAT: Poster Session

Children with Spanish as a first language consistently yield low mathematics scores on national assessments such as NAEP. Although their difficulties have been partially attributed to cross-language transfer, linguistic complexity, and reading skill, the role of cognition has been overlooked. This presentation assesses three models (domain-specific knowledge, phonological memory, executive processing) to highlight classroom variables that mediate and compensate for cognitive influences.

LEADER(S): Monica Asencio, The University of New Mexico, Albuquerque

PRESENTER(S): Stefania Petcu, The University of New Mexico, Albuquerque; Lee Swanson, The University of New Mexico, Albuquerque

9:15–10:00 AM **SESSION: 762**
ROOM: POSTER 14, HALL E

edTPA: Do Classroom Environments Impact Special Education Teacher Candidate Scores?

TOPIC: Personnel Preparation

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This poster presents the results of a study evaluating classroom demographic factors (e.g., number of students taught, disability type) and their relationships to edTPA scores for a cohort of undergraduate special education teacher candidates. Find out how these results can shape future internship placements and gain suggestions for future research.

LEADER(S): Teresa Owens, High Point University

9:15–10:00 AM **SESSION: 763**
ROOM: POSTER 15, HALL E

Promoting Teachers' Use of Data-Based Decision Making Through Effective Professional Development

TOPIC: Personnel Preparation

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

Data-based decision making is an important process for improving student outcomes. In this poster, the presenter explores research-based principles for effective professional development strategies for teachers' use of data-based decision making.

LEADER(S): Seyma Birinci, University of Minnesota, Minneapolis

9:15–10:00 AM **SESSION: 764**
ROOM: POSTER 16, HALL E

Inviting Therapy Dogs Into Your School? Consider the Standards of Practice

TOPIC: Administration/Supervision

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Schools are increasingly incorporating use of therapy dogs in special education classrooms, a practice supported by existing research. Therapy dog visits might seem easy to arrange and implement, but knowing the standards of practice for animal-assisted interventions is essential to safe human–animal interactions and effective educational opportunities. This poster session presents guidelines for a protocol, co-planning between the therapy dog handler and educator, and reflective practice.

LEADER(S): Dawn Sandt, University of Toledo, OH

9:15–10:00 AM **SESSION: 765**
ROOM: POSTER 17, HALL E

Support Professionals' Beliefs About Autism, Transition, and Work

TOPIC: Research

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Positive expectancy beliefs are a predictor for transition success. Little is known about what direct support professionals (DSP) believe about transition-age clients with autism spectrum disorder (ASD) and their transition to work. This poster presents descriptive themes about ASD and work-expectancy derived from interviews with nine DSPs who support transition-age youth with ASD.

LEADER(S): Christina Howard, University of St. Augustine for Health Sciences, FL

9:15–10:00 AM **SESSION: 766**
ROOM: POSTER 18, HALL E

Data-Based Flexible Grouping: Providing Differentiated Instruction to Meet Student Needs in Reading

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Despite research demonstrating the benefits of using data to group students for targeted small-group instruction, teachers may not consistently do this due to the planning requirements involved. This poster illustrates how to use data to group students and plan instruction tailored to students' needs.

LEADER(S): Rachel Kaplan, University of Florida

PRESENTER(S): Danielle Pico, University of Florida, Gainesville

9:15–10:00 AM **SESSION: 767**
ROOM: POSTER 19, HALL E

Service-Delivery Effects on the Remediation of Speech-Sound Disorders: A Local Randomized Clinical Trial

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presentation shares data from a small-scale randomized clinical trial (N=35) comparing the effect of shorter, more frequent therapy sessions to that of longer, less frequent therapy sessions on multiple speech-sound treatment outcomes for school-age children. Results are presented at the condition and whole-group levels, with specific implications for service delivery.

LEADER(S): David Rehfeld, Baylor University, Waco, TX

PRESENTER(S): Tracey Sulak, Baylor University, Waco, TX

9:15–10:00 AM **SESSION: 768**
ROOM: POSTER 20, HALL E

Glimpses Into the Minds of Young Writers: How Children Plan Texts With Art

TOPIC: Arts in Special Education

SECONDARY TOPIC: Learning Disabilities

FORMAT: Poster Session

This poster session focuses on fourth- and fifth-grade students with learning disabilities and their pre-writing with art and its effect on idea generation for writing. Presenters employed visual analysis methods and memoing to compare students' texts with their iPad app drawings. Students made a visual of some story components, but not all. Students' art was a type of reference point for some of the ideas that they mentally supplemented so as to have a complete story sequence.

LEADER(S): Michael Dunn, Washington State University, Vancouver

PRESENTER(S): Darcy Miller, Washington State University, Pullman

9:15–10:00 AM **SESSION: 769**
ROOM: POSTER 21, HALL E

Educating, Empowering and Engaging Parents Through a University Partnership With a Community-Based Organization

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster describes how a university partnered with a local parent advocacy group to support families of individuals with autism spectrum disorder (ASD) in an underserved community. Parents and self-advocates alike were inspired, enabled, and empowered by community professionals. Highlights include the importance of self-care for caregivers, ASD advocacy and awareness, next steps for youth aging out of services, respite care, and the importance of community-based options for families.

LEADER(S): Catrina Dorsey, The University of Illinois at Chicago

PRESENTER(S): Kimberly Johnson Evans, Chicagoland Autism Connection, Chicago, IL

9:15–10:00 AM **SESSION: 770**
ROOM: POSTER 22, HALL E

Supporting Meaningful Discussion in the Mathematics Classroom for Students With ASD

TOPIC: STEM

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster identifies and provides implementation guidance for a set of strategies intended to support meaningful participation in mathematics discussion for students with autism spectrum disorder (ASD). Strategies are derived from a review of the literature on communication limitations associated with ASD, effective mathematical discourse, and social and academic communication intervention.

LEADER(S): Stephanie Morano, University of Virginia, Charlottesville

PRESENTER(S): Anna Myers, University of Virginia, Charlottesville

9:15–10:00 AM SESSION: 771
ROOM: POSTER 23, HALL E

Technology-Based VRA Strategy for Use in Mathematics Instruction for Students With ASD

TOPIC: STEM

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

This poster shares the results of a study exploring transformation of the concrete-representational-abstract (CRA) instructional strategy to a technology-supported virtual-representational-abstract (VRA) strategy for use in mathematics instruction for students with autism spectrum disorder (ASD). Elementary students with ASD were taught to use technology-based materials in a VRA instructional sequence delivered via model-lead-test to help them gain foundational mathematics concepts/skills.

LEADER(S): Nanette Hammons, Florida State University, Tallahassee, FL

10:30–11:30 AM SESSION: 774 ROOM: A105

JOHN WILLS LLOYD OUTSTANDING DOCTORAL RESEARCH AWARD PRESENTATION

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The Division for Learning Disabilities' John Wills Lloyd Outstanding Doctoral Research Award recognizes excellence in doctoral research that contributes to the field of learning disabilities. Doctoral students in particular are encouraged to attend this session for a presentation by the 2020 award recipient.

LEADER(S): Sam Gessel, Vanderbilt University, Nashville, TN; Lisa Gideon, The University of Texas at Austin

10:30–11:30 AM SESSION: 775 ROOM: A106

The Impact of Observation-Generated Performance Feedback on Teacher Learning

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

Teachers learn best when they receive feedback and support. This presentation highlights the significance of providing teachers with observation-generated performance feedback. Using examples from a single-subject study with preservice teachers, the presenters discuss ways that teacher educators and coaches can objectively collect data during observations and provide specific feedback to help increase teachers' use of evidence-based practices.

LEADER(S): Valentina Contesse, University of Florida, Gainesville

10:30–11:30 AM SESSION: 776 ROOM: A107

Improving Reading Instruction for Students With EBD: Challenges, Considerations, and Promising Practices

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session focuses on three articles from a special issue of Beyond Behavior: practices for elementary-grade students with and at risk for emotional and behavioral disorders (EBD), practices for secondary-grade students with and at risk for EBD, and methods administrators can employ to support reading instruction in self-contained settings.

LEADER(S): John McKenna, University of Massachusetts, Lowell

PRESENTER(S): Joseph Ryan, Clemson University, SC; Justin Garwood, University of Vermont, Burlington; Stephen Ciullo, Texas State University, San Marcos; Elizabeth Bettini, Boston University, MA

10:30–11:30 AM SESSION: 777 ROOM: A109

Preparing Teachers for Interdisciplinary Collaboration and Reading Intervention

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Effective implementation of response to intervention (RTI) has implications for the way educators should work together, yet preservice teachers often have limited opportunities for interdisciplinary collaboration. This session describes the implementation and impact of a reading clinic where preservice general and special educators collaborated to serve elementary students in need of reading support.

LEADER(S): Phyllis Robertson, Texas A&M University Corpus Christi

10:30–11:30 AM SESSION: 778 ROOM: B111

Implementing Positive Behavioral Interventions and Supports With a Native Voice

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Positive behavior intervention and support (PBIS) is a framework that should be culturally responsive and adapted to the context in which it is used. This presentation shares a project that is deconstructing and reconstructing PBIS, through the perspectives of a tribal nation, with the goal of improving outcomes for American Indian students.

LEADER(S): Clayton Keller, Minnesota Department of Education, Roseville

PRESENTER(S): Govinda Budrow, Fond Du Lac Tribal and Community College, Cloquet, MN

10:30–11:30 AM SESSION: 779 ROOM: B118

Ethical and Legal Guidelines for Effective Supervision of Paraeducators

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Teachers often report that they have had minimal training in working effectively with paraeducators; they have little understanding of their role in supervision and what is required of them. This session will review legislation regarding the training and supervision of paraprofessionals, and state regulations and policy that go beyond federal minimum standards. Participants will learn about training paraeducators, assigning tasks, roles, effective delegation, and ways to promote teamwork.

LEADER(S): Kent Gerlach, Pacific Lutheran University, Tacoma, WA

10:30–11:30 AM SESSION: 780 ROOM: C120

Engineering Curriculum for Students with Intellectual Disability and Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

The Engineering for All project (AIS NSW School Research Project) focuses on building knowledge and skills in engineering and applied research, and incorporates universal design for learning elements. This session shares the results of a study of elementary students who participated in universally designed engineering curriculum. Results demonstrate a significant difference between students who engaged in engineering curriculum from those in the control group on habits of mind.

LEADER(S): Bree Jimenez, Mater Dei School, University of Sydney, Australia

10:30–11:30 AM SESSION: 781 ROOM: C121

Developing Phonological Awareness Skills in Preschool and Kindergarten Students

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

Every word you hear, say, or write goes through the phonological system. Developing and enhancing children's phonological skills is a vital aspect of literacy learning. Based on current research, participants will learn the developmental sequences of phonological awareness. Instructional strategies include embedded routines and intentional activities for helping young children develop these important skills. Come learn how to best facilitate the learning needs of your students.

LEADER(S): Amy DeLaRosa, Kansas MTSS and Alignment

10:30–11:30 AM SESSION: 782 ROOM: C123

Looking in the Mirror: Collaboration for Equitable Assessment in Teacher Preparation Coursework

TOPIC: Personnel Preparation

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

A year-long collaboration of faculty members focused on increasing equitable assessment practices. Members met monthly to increase their knowledge of equitable practices and share, review, and revise their course assignments. The overarching goal of the project is to better prepare preservice teachers to meet the needs of P-12 exceptional learners.

LEADER(S): Katrina Hovey, Western Oregon University, Monmouth

PRESENTER(S): Natalie Danner, University of Nebraska Kearney; Anne Ittner, Western Oregon University, Monmouth; Alicia Wenzel, Western Oregon University, Monmouth

NOTES:

10:30–11:30 AM • SESSION: 783 • ROOM: C124

MULTIPLE/SEVERE DISABILITIES

TOPIC: Communicative Disabilities and Deafness
FORMAT: Multi-Presentation Session

Increasing Communication for Adolescents With ASD During Social Interactions With Peers

Social interactions are critical to the quality of life for adolescents with and without disabilities. This presentation details findings of a study that evaluated the effects of videos with integrated VSDs on the communication opportunities fulfilled by adolescents with ASD and complex communication needs during social interactions with peer partners.

LEADER(S): Salena Babb, Pennsylvania State University, State College

Instructional Practices to Promote Language and Literacy in Children Who Are Deaf With Disabilities

This presentation will share evidence-based and promising practices in language and literacy for learners who are Deaf or Hard of hard of hearing with a specific learning disability, intellectual disability, autism or who are Deafblind.

LEADER(S): Susan Bruce, Boston College, Chestnut Hill, MA
PRESENTER(S): Christy Borders, Illinois State University, Normal

10:30–11:30 AM SESSION: 784 ROOM: C125

Using Telepractice to Coach Caregivers of Children With Visual Impairments to Increase the Independent Living Skills of Their Children

TOPIC: Visual Impairments
SECONDARY TOPIC: Parent/Family/School Partnerships
FORMAT: Presentation with Q&A

Children with visual impairments need independent living skills instruction. Their caregivers have opportunities to teach those skills but may need support to provide effective instruction. A telepractice caregiver coaching intervention was implemented with three caregiver-child dyads through a single-case research design. Caregiver instructional strategies and child independent living skills both increased through regular telepractice caregiver coaching.

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

10:30–11:30 AM SESSION: 785 ROOM: D133

School-Based Physical Activity Interventions for Students with Significant Disabilities: A Systematic Review and Analysis

TOPIC: Physical/Health/Multiple Disabilities
SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability
FORMAT: Presentation with Q&A

This presentation summarizes a systematic review of physical activity (PA) interventions in schools for students with intellectual, intellectual/developmental, and multiple disabilities, referred to as significant disabilities (SD). Eligible studies were evaluated for research quality according to established guidelines, and determination made about evidence-based practices (EBPs) across studies meeting standards.

LEADER(S): Brianna Grumstrup, University of Nevada, Reno

10:30–11:30 AM SESSION: 786 ROOM: D135

Memory, Cognitive, and Narrative Writing Abilities in Children With Autism Spectrum Disorder

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

Writing is a cognitively challenging task; broader research has shown that both cognitive abilities and specific memory processes affect writing abilities. However, research is limited regarding the writing challenges of children with autism spectrum disorder (ASD). This session shares the results of a study examining the relationships between cognitive abilities and memory processes (verbal working memory, symbolic memory, story memory) with narrative writing abilities in children with ASD.

LEADER(S): Matthew Zajic, University of Virginia, Charlottesville

10:30–11:30 AM SESSION: 787 ROOM: D136

From Theory to Practice: Examining and Improving the Writing Skills of Students in Special Populations

TOPIC: Research

SECONDARY TOPIC: Assessment

FORMAT: Panel

Writing is a critical skill that many students struggle to develop. This presentation will describe two studies focusing on low writing abilities: one among juvenile offenders that revealed the importance of sentence- and discourse-level skills for overall writing abilities, and another including middle school students at risk for writing difficulties. The panelists will highlight the importance of spelling and discourse-level language skills as part of writing instruction.

LEADER(S): Deborah Reed, University of Iowa, Iowa Reading Research Center, Iowa City

PRESENTER(S): Derek Rodgers, University of Iowa, Iowa City; David Houchins, Georgia State University, Atlanta; Adrea Truckenmiller, Michigan State University

10:30–11:30 AM SESSION: 788 ROOM: D137

Video Artifacts: Supporting Teacher Professional Development in Mathematics Instruction for English Language Learners

TOPIC: STEM

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

Although traditional sit-and-get models of professional development have been proven ineffective, there are very few alternatives that are widely adopted. The presenters will discuss how video artifacts can support synchronous and asynchronous teacher-team inquiry and analysis of instructional practice, align to job-embedded best practices, and support a professional learning experience that results in improved outcomes for English language learners in mathematics classrooms.

LEADER(S): Kiera Chase, ConnectED, Oakland, CA

10:30–11:30 AM SESSION: 789 ROOM: D138

Using an Adaptive Intervention Framework to Enhance Tier 2 Behavior Interventions

TOPIC: Research

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

This session presents the findings of a randomized control trial of an adaptive intervention framework (AIF) designed to help school-based practitioners in selecting and adapting Tier 2 behavior interventions. The AIF includes variables for making intervention selections, an array of intervention options, tailoring variables to determine when to adapt, and a guide for decision making. Results will be presented on student behavior, teacher behavior, social validity, and treatment integrity.

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

PRESENTER(S): Lee Kern, Lehigh University, Bethlehem, PA; Alyssa Van Camp, Vanderbilt University, Nashville, TN; Samantha Kelly, Lehigh University, Bethlehem, PA; Caitlyn Majeika, University of North Texas, Denton; Kelsey Gaier, Lehigh University, Bethlehem, PA

10:30–11:30 AM SESSION: 790 ROOM: D139

How to Support Inference Making in Young Children Using Technology and Read-Alouds

TOPIC: Research

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

This session presents a software application (TeLCI) designed to support inference making in young children who are not yet proficient decoders. The presenters will share the theoretical basis and empirical evidence supporting the app, provide a demonstration, and show how teachers can use TeLCI components during read-alouds.

LEADER(S): Kristen McMaster, University of Minnesota, Minneapolis

PRESENTER(S): Britta Bresina, University of Minnesota, Minneapolis

NOTES:

10:30–11:30 AM SESSION: 791 ROOM: E142

What New Can We Learn About Students With Disabilities From NLTS 2012?

TOPIC: Career Development/Transition

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The National Longitudinal Transition Study 2012 (NLTS 2012) surveyed 12,000 parents and 12,000 transition-age students with disabilities. NLTS 2012 gathered information on student/family characteristics, individualized education program (IEP) and transition planning participation, school services and supports, future goals, and other insights on these students and families which provide a fresh look at their experiences.

LEADER(S): David Johnson, University of Minnesota, Minneapolis

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

10:30–11:30 AM SESSION: 792 ROOM: E143

CEC Mentorship: Helping Teachers Succeed Through 'First Years.' This Could Be You!

TOPIC: Starting the Teaching Career

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

Interactive discussions about how mentoring supports both new and veteran educators at any 'new' stage of teaching. The presenters will share the framework for CEC mentoring, and how you can join the mentoring process. Video statements and themes of three cohorts in the year-long mentoring with be presented.

LEADER(S): Bethany McConnell, University of Pittsburgh, Johnstown

MULTIPLE PRESENTATIONS

10:30–11:30 AM • SESSION: 793 • ROOM: E144

USING APPS AND OTHER TECHNOLOGY TO SUPPORT INSTRUCTION IN LITERACY AND MATHEMATICS

TOPIC: Innovations in Special Education Technology

FORMAT: Multi-Presentation Session

Integrating Apps Into Mathematics Intervention

It can be difficult for special educators to select a mathematics mobile application, simply because of the large number of apps available! This hands-on session will share information about pedagogical features for students with disabilities that can help guide educators' decision making. Presenters will discuss criteria for selecting apps and how to integrate them into mathematics instruction for students with disabilities.

LEADER(S): Jiyeon Park, The University of Texas at Austin

PRESENTER(S): Diane Bryant, The University of Texas at Austin

Using Technology and Evidence-Based Strategies for Literacy Instruction

Attendees of this interactive and hands-on session will learn how to combine technology (mobile applications, software) with evidence-based strategies to support literacy instruction of culturally and linguistically diverse students with autism spectrum disorder and developmental disabilities. Presenters will highlight strategies to support students who are also English language learners.

LEADER(S): Jugnu Agrawal, George Mason University, Fairfax, VA

PRESENTER(S): Gulnoza Yakubova, University of Maryland, College Park

NOTES:

10:30–11:30 AM SESSION: 794 ROOM: E145

Development of the Video-Based Pakistan Sign Language Vocabulary for Students With Hearing Impairments

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

This session presents an online resource which helps students to learn different Pakistan sign-language vocabulary words drawn from the Grade 4 science curriculum. An educational website was created to teach students with hearing impairments, introducing a new domain of learning (i.e. learning through online resources or interactive learning interfaces) especially for this population. The project holds promise for replication in developing countries.

LEADER(S): Shafaq Rubab, University of Management and Technology, Lahore, Pakistan

PRESENTER(S): Anya Evmenova, George Mason University, Fairfax, VA; Muhammad Zia, University of Education, Lahore (Faisalabad Campus)

10:30–11:30 AM SESSION: 795 ROOM: E146

Defining Data Literacy: Are We Even Speaking the Same Language?

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

When it comes to data literacy, are you feeling illiterate? Understanding of data literacy varies significantly within and across states and districts. This interactive session will provide a national definition of data literacy and demonstrate how a common understanding of its four essential elements will lead to improved student and system outcomes.

LEADER(S): Tessie Bailey, American Institutes for Research, Austin, TX

10:30–11:30 AM SESSION: 796 ROOM: E147

Navigating the Legal Potholes in Higher Education Section 504 Services

TOPIC: Public Policy

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

This session reviews the outcomes of case law and Office of Civil Rights decisions involving institutions of higher education from 1973 to the present. A historical-comparative analysis and literature review will inform higher education institutions of guidelines for creating and sustaining appropriate policies and programs for students eligible for support under Section 504.

LEADER(S): Midge Simmons, Wayne State College, NE

PRESENTER(S): Devin Kelly, Oregon Active Foundation, Tigard

10:30–11:30 AM SESSION: 797 ROOM: F149

Co-Teachish

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Presentation with Q&A

Many educators struggle implementing their vision for co-teaching. By narrowing the focus, intentionally building micro skills, identifying approximations of the skill in practice, and celebrating these moments, educators can increase efficacy for their co-teach programs. We'll show that you don't have to be perfect to be effective! You just have to 'co-teachish.'

LEADER(S): Randi Fielding, Florence Unified School District, AZ

PRESENTER(S): Pam Fesko, Florence Unified School District, AZ

10:30–11:30 AM SESSION: 798 ROOM: F150

Successful Collaboration and Relationship Building Between Speech-Language Pathologists and Teachers

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Communicative Disabilities and Deafness

FORMAT: Presentation with Q&A

This presentation will review current research examining the importance of collaborative work environments for speech-language pathologists (SLPs) in school-based settings. In particular, presenters will focus on the barriers to and supports for effective collaboration between SLPs and teachers. Best practices regarding collaboration to support children with communication impairments will be reviewed.

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

PRESENTER(S): Kelly Farquharson, Florida State University, Tallahassee; Andrea Barton-Hulsey, Florida State University, Tallahassee

10:30–11:30 AM SESSION: 799 ROOM: F151

Behavior Skills Training Implemented With Parents of Children With Disabilities

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Behavior skills training (BST) has been used to teach evidence-based intervention strategies to practitioners-how effective is it at teaching parents of children with disabilities? In this session, the presenters describe the methods of their systematic review and results of a meta-analysis that show BST is an effective parent training strategy. They will discuss practical considerations when implementing BST with parents in natural settings and identify future directions for research.

LEADER(S): John Schaefer, Cleveland State University, OH

10:30–11:30 AM SESSION: 800 ROOM: F152

Teacher2Teacher: The Gamified Classroom: Adventures in Education

TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Packed with lesson planning tips, instructional design ideas, and plug-and-play teaching resources, this session challenges teachers to think differently and to create classrooms where students willingly step outside of their comfort zones and attempt the impossible. Learn how to layer motivational techniques of gameplay over curriculum to increase student collaboration, communication, critical thinking, and creativity–allowing for customization, scaffolding, and on-the-fly differentiation.

LEADER(S): John Meehan, Bishop O'Connell High School, Arlington, VA

PRESENTER(S): Mary Desmarais, Bishop O'Connell High School

10:30–11:30 AM SESSION: 801
ROOM: OREGON BALLROOM 201

Budget Drained? No-Cost Transition Curricula and Assessments

TOPIC: Career Development/Transition

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

Secondary special education teachers are tasked with administering transition assessments and delivering related curriculum to address student needs. Although there are many professionally developed materials that are of high quality, acquiring them may not align well with a teacher's budget. This session provides attendees with an overview of materials that are available at no cost.

LEADER(S): Andrew Scheef, University of Idaho, Moscow

10:30–11:30 AM SESSION: S102 ROOM: G129

Research-to-Practice Connections: Developing NumberShire Integrated Tutor System: Improving Math Outcomes for Students With Disabilities

FORMAT: Tech Playground

LEADER(S): Sam Choo, University of Oregon, Eugene; Lina Shanley, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene

10:30–11:30 AM SESSION: S103 ROOM: G130

Educator Experience: Using Virtual Reality to Support Students With Disabilities

FORMAT: Tech Playground

LEADER(S): Don McMahon, Washington State University, Pullman; Amanda McMahon, Washington State University, Pullman

10:30–11:15 AM SESSION: 804
ROOM: POSTER 1, HALL E

A Systematic Review of Communication Outcomes of Pivotal Response Treatment

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Poster Session

Pivotal response treatment (PRT) is an evidence-based practice for improving communication skills in learners with autism spectrum disorder (ASD). This poster presentation reviews the communication outcomes described in PRT research along with ways practitioners can ensure communication interventions address the full range of skills necessary for competent communication in learners with ASD.

LEADER(S): Heather Forbes, University of Kansas, Lawrence

PRESENTER(S): Jenee Vickers Johnson, University of Kansas, Lawrence; Jason Travers, University of Kansas, Lawrence

10:30–11:15 AM **SESSION: 805**
ROOM: POSTER 2, HALL E

Evidence-Based Practices for Students With ASD: Third Generation

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Poster Session

In 2015, Wong et al.'s comprehensive review of research provided practitioners with information about evidence-based practices (EBPs) for students with autism spectrum disorder (ASD). This poster presentation provides an update of the previous review, incorporating more than 700 new articles. Modifications of the EBP categories and new categories of practice will be presented.

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

PRESENTER(S): Kara Hume, Frank Porter Graham Child Development Institute, UNC, Chapel Hill; Jessica Steinbrenner, Frank Porter Graham Child Development Institute, UNC, Chapel Hill

10:30–11:15 AM **SESSION: 806**
ROOM: POSTER 3, HALL E

Ethical Standards in ABA Service Delivery for Students With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Applied behavior analytic (ABA) approaches are considered the primary evidence-based intervention for students with autism spectrum disorder (ASD). Registered behavior technicians (RBTs) are responsible for implementing ABA services in homes, schools, and other settings. The presenters of this poster describe ethical issues and explain applicable Behavior Analyst Certification Board standards to guide practice and ensure ethical standards are maintained.

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

PRESENTER(S): Cori More, University of Nevada, Las Vegas; Stanley Zucker, Arizona State University, Tempe

10:30–11:15 AM **SESSION: 807**
ROOM: POSTER 4, HALL E

Video Modeling for Teaching Reading to Students With Disabilities or At Risk

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster presents the results of a synthesis of studies on using video modeling for teaching reading skills to PreK-12 students with disabilities or at risk. The presenters will demonstrate how video modeling was implemented for reading instruction and describe the effects of video modeling on teaching reading skills to students with disabilities or at risk.

LEADER(S): Min Wook Ok, Daegu University, South Korea

PRESENTER(S): Sarah Howorth, University of Maine, Orono

10:30–11:15 AM **SESSION: 808**
ROOM: POSTER 5, HALL E

Teaching College Students With Intellectual and Developmental Disabilities Skills to Promote Self-Advocacy in the Workplace

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Poster Session

Individuals with intellectual and developmental disabilities (IDD) who enter the workforce may have to actively access accommodations. Self-advocacy is a critical skill for individuals with disabilities in accessing accommodations. This poster presents the results of a study examining the effects of self-advocacy instruction on the ability of four college students with IDD to request workplace accommodations in their internships. Results will be presented along with implications for practice.

LEADER(S): Debra Holzberg, University of North Carolina, Greensboro

10:30–11:15 AM **SESSION: 809**
ROOM: POSTER 6, HALL E

Preschool Instructional Practices to Serve Native American Students With Special Needs

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

The topic of instructional practices for Native American students with special needs is among the least researched and least documented topics in education. This poster presentation highlights existing literature on the subject of preschool inclusion practices in Native American communities as well as implications for future research.

LEADER(S): Candi Running Bear, Northern Arizona University, Flagstaff

10:30–11:15 AM **SESSION: 810**
ROOM: POSTER 7, HALL E

Writing Sequences of Students With Disabilities: Level and Trend Effects of Writing Interventions

TOPIC: Learning Disabilities

SECONDARY TOPIC: Assessment

FORMAT: Poster Session

This poster presents the results of a meta-analysis of the effects of writing interventions on the level and trend of writing fluency of students with disabilities and writing difficulties, in addition to potential moderating effects related to student demographics and writing task. Writing intervention, including direct instruction and self-regulated strategy development, produced gradual improvement in the trend of writing sequences for students with learning disabilities.

LEADER(S): Shawn Datchuk, University of Iowa, Iowa City

10:30–11:15 AM **SESSION: 811**
ROOM: POSTER 8, HALL E

Strategies that Support the Inclusion of Children With Visual Impairments in Early Childhood Settings

TOPIC: Visual Impairments

SECONDARY TOPIC: Early Childhood and Early Intervention

FORMAT: Poster Session

This poster presents a variety of methods and interventions that enable children with visual impairments to be effectively included in early childhood classrooms. Topics addressed include simple modifications that make hands-on activities more engaging for children with visual impairments, the benefits of preview/review, how to use task analysis to help develop a greater comprehension of basic concepts, and how to use simple craft materials to create multisensory activities.

LEADER(S): Kathy Boisvert, Blackstone-Millville Regional School District, MA

10:30–11:15 AM **SESSION: 812**
ROOM: POSTER 9, HALL E

Formative Assessment as an Intervention: Preservice Teachers' Instructional Planning Knowledge

TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

This poster presents the results of a study investigating how formative assessment affects preservice teachers' knowledge of planning equitable instruction for diverse learners. The study utilized a design-based research paradigm to examine the effect of formative assessment as an intervention. Understanding how formative assessment procedures have informed preservice teachers' knowledge, skills, and introspections can influence education policy, curriculum design, and assessment practices.

LEADER(S): Linnie Greenlees, Texas Tech University, Lubbock

10:30–11:15 AM **SESSION: 813**
ROOM: POSTER 10, HALL E

Patterns of Strengths and Weaknesses: Utah's Perspective

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

Patterns of strengths and weaknesses (PSW) has recently been identified as an additional support for response to intervention (RTI). This poster presentation describes what PSW is and will include survey results from the state of Utah about the effectiveness of PSW in individual classrooms.

LEADER(S): Tarah Waite, Southern Utah University, Cedar City

10:30–11:15 AM **SESSION: 814**
ROOM: POSTER 11, HALL E

Teaming in South Carolina to Increase Successful Outcomes, Preschool to Postsecondary

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

This poster presents the results of a qualitative study examining the barriers and challenges that interagency teams in South Carolina faced across education settings. Interagency teams at both the preschool and postsecondary level were categorized as either established, developing, struggling, or nonexistent. Do you know the common characteristics of communities that have effective teams versus communities that have struggled to form a team or have not initiated interagency team?

LEADER(S): Leah Cordoni, University of South Carolina, Columbia

PRESENTER(S): Kerri Kannengieser, University of South Carolina, Columbia

10:30–11:15 AM **SESSION: 815**
ROOM: POSTER 12, HALL E

Collaboration Efforts Between Counselors and Special Educators In Training

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

This poster presents the results of a study of collaborative interactions among graduate students in special education and school counseling in diverse urban, university, and multi-ethnic inner-city school environments. Data regarding changing participant perceptions over three semesters, along with scenarios, activities, and shared learning experiences among participants will be presented.

LEADER(S): Kimmie Tang, California State University, Dominguez Hills

PRESENTER(S): Caron Mellblom-Nishioka, California State University, Dominguez Hills; Gwen Brockman, California State University, Dominguez Hills; Carol Sullivan, California State University, Dominguez Hills

10:30–11:15 AM **SESSION: 816**
ROOM: POSTER 13, HALL E

It Takes a Village: Working With Families of Students With EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Families of children with emotional and behavioral disorders (EBD) report a high amount of stress, a struggle to find appropriate community services for their children, and courtesy stigma from professionals within the school systems. School professionals are required to provide a free and appropriate education to students with EBD, but often struggle to support families of students with EBD. This poster presents ways that educators can support families of students with EBD.

LEADER(S): Sara Vega, University of Nevada, Reno

10:30–11:15 AM **SESSION: 817**
ROOM: POSTER 14, HALL E

Using Computer-Based Technology to Support Culturally and Linguistically Diverse Learners With Exceptionalities

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

Many educators are unsure about how to incorporate computer-based technology (CBT) into curriculum. The complexities of this challenge increases when examining how to use CBT as a delivery vehicle to support classroom learning for culturally and linguistically diverse learners with exceptionalities (CLDE). This poster presentation will provide resources for educators to incorporate CBT in their classrooms to meet the needs of CLDE.

LEADER(S): Morris Council, University of West Georgia, Carrollton

10:30–11:15 AM **SESSION: 818**
ROOM: POSTER 15, HALL E

Building Community Partnerships: An Investment in Teacher Preparation

TOPIC: Personnel Preparation

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

This poster shares the results of university-led focus groups with relevant community stakeholders and resulting qualitative analyses to identify the skills needed for new teachers to be 'ready day one' upon hire after completing a comprehensive teacher preparation program. Findings indicate three salient themes across focus group participants. Implications will be discussed.

LEADER(S): Michelle Dean, California State University Channel Islands

PRESENTER(S): Talya Drescher, California State University Channel Islands

10:30–11:15 AM **SESSION: 819**
ROOM: POSTER 16, HALL E

If I'm So Smart, Why Do I...?

TOPIC: Gifted and Talented

FORMAT: Poster Session

This poster presentation shares how to address the dual needs of those who are twice exceptional (gifted with attention deficit hyperactivity disorder, ADHD). Addressing the dual needs of both exceptionalities is essential to maximizing the potential of these students. Classroom strategies will be provided.

LEADER(S): Debbie Troxclair, Lamar University, Beaumont, TX

10:30–11:15 AM **SESSION: 820**
ROOM: POSTER 17, HALL E

Increasing School Leaders' Efficacy as Advocates for Students With Disabilities

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster presents the results of an effort to design and implement a strategic plan targeted to increase school leaders' efficacy as chief advocate and champion for students with disabilities. Data collected from the researcher-designed instrument indicated additional professional development was necessary in the area of special education. A follow-up study building upon these findings examined how to increase attendance at professional development offerings as well as build knowledge.

LEADER(S): Kristy Davis, High Point University, NC

10:30–11:15 AM **SESSION: 821**
ROOM: POSTER 18, HALL E

Relationships of Executive Function, Self-Regulation, and Problem Behavior of Students With EBD

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Poster Session

Students with emotional and behavioral disorders (EBD) exhibit difficulties in self-regulation (SR) and executive functioning (EF). Generally, assessment and interventions target functions of behavior, although there is convincing evidence that increasing SR processes and EF can positively influence student outcomes. The presenters of this poster examine the usefulness of the BRIEF2 and TRF as measurements of SR, essential to increasing EF.

LEADER(S): Megan Worth, University of Florida, Gainesville

PRESENTER(S): Daniel Poling, University of Florida, Gainesville; Stephen Smith, University of Florida, Gainesville

10:30–11:15 AM **SESSION: 822**
ROOM: POSTER 19, HALL E

Is PBIS Trauma-Informed? A Synthesis of Research on Two Frameworks

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Maltreatment

FORMAT: Poster Session

Given the success of positive behavior interventions and supports (PBIS) across different demographics and school contexts, it could be inferred that PBIS is an effective system to address the needs of students who have experienced prolonged exposure to toxic stress. This poster reviews the intersection of the literature bases for PBIS and trauma-informed instructional practices to determine the effectiveness combined implementation. Future research directions will also be discussed.

LEADER(S): Jennifer McKenzie, Southern Utah University, Cedar City;

PRESENTER(S): Samantha Cress, Southern Utah University, Cedar City

1:00–2:00 PM **SESSION: 825** **ROOM: A105**

Data Mountain: Improving the Oral Reading Fluency of Struggling Readers in the Elementary Grades

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session reviews the results of a randomized controlled trial testing the effectiveness of a self-determination program, Data Mountain (DM), on improving the oral reading fluency of struggling readers in Grades 2-5. Hierarchical linear models evaluated three conditions: DM delivered in small groups, DM delivered individually, and a reading practice-only comparison group. DM students read on average 25 more words than and had an average increase of twice the rate of comparison students.

LEADER(S): Lisa Didion, The University of Iowa, Iowa City

PRESENTER(S): Jessica Toste, The University of Texas at Austin

NOTES:

1:00–2:00 PM SESSION: 827 ROOM: A107

The Effect of Working Conditions on Instructional Practices Used With Students With EBD

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Students with emotional and behavioral disorders (EBD) need high-quality instruction; special education teachers (SETs) need administrators to support them in their work. Improving working conditions may increase the quality of instruction provided and improve outcomes. The presenters of this session conducted a national survey to examine how working conditions in self-contained settings for students with EBD related to SETs' reported self-efficacy and use of quality instructional practices.

LEADER(S): Michelle Cumming, Florida International University, Miami

PRESENTER(S): Elizabeth Bettini, Boston University, MA; Kristen Merrill O'Brien, George Mason University, Fairfax, VA; Nelson Brunsting, Wake Forest University, Winston-Salem, NC

1:00–2:00 PM SESSION: 828 ROOM: A109

How Do Teachers of Incarcerated Youth Conceptualize Assessment?

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

This session shares the results of a study examining how teachers of incarcerated youth view the purposes of assessment. Teacher interviews revealed that teachers are skeptical of standardized assessments, demonstrating and understanding of threats to validity posed by the use of standardized assessments with their unique student population. Come learn about how teachers can select and use appropriate assessment instruments that capitalize on the relationships they build with students.

LEADER(S): Fumio Someki, College of Staten Island, CUNY

PRESENTER(S): David Allen, College of Staten Island, CUNY

1:00–2:00 PM SESSION: 829 ROOM: B111

A Jump-Start for Kindergarten: Providing Opportunities to Explore Math Language

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: STEM

FORMAT: Presentation with Q&A

The presenters of this session worked with 50 teachers to implement a math-focused read-aloud program in preschool classrooms. Each week, teachers read a math-focused book and provided three related activities to promote child exploration of the math language in the book. At the end of 12 weeks, students demonstrated improved early math skills.

LEADER(S): Suzanne Forsyth, University of Texas, Austin

PRESENTER(S): Sarah Powell, The University of Texas at Austin

1:00–2:00 PM SESSION: 830 ROOM: B113

Vocabulary CHAAOS: Effective Instruction for Secondary Students With LD

TOPIC: Learning Disabilities

SECONDARY TOPIC: Research

FORMAT: Demonstration

Teachers of seventh-grade students with learning disabilities (LD) incorporated 12 weeks of vocabulary activities in their special education classes. Students learned the words significantly better than the control group. After 2 years of instruction, students also outperformed controls on a standardized measure of vocabulary. This session demonstrates these effective activities.

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

PRESENTER(S): Victoria Sanchez, University of California, Riverside; Kristen Beach, University of North Carolina at Charlotte

1:00–2:00 PM SESSION: 831 ROOM: B114

BCBA and School-Based Supports: Partnering to Build a Strong Behavior Response

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This workshop will engage participants in the problem-solving process to build a framework and comprehensive plan including prevention, intervention and data collection specifically for meeting students' behavior needs.

LEADER(S): Kristen Bordonaro, Exceptional Learners Collaborative, Buffalo Grove, IL

PRESENTER(S): Megan Clarke, Exceptional Learners Collaborative, Buffalo Grove, IL; Molly Monk, Exceptional Learners Collaborative, Buffalo Grove, IL

1:00–2:00 PM SESSION: 832 ROOM: B115

Postschool Outcomes and Follow-Up for Young Adults With Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

The session will present postsecondary outcome data for a cohort of 191 young adults with autism spectrum disorder (ASD) 1 year after exiting high school. This sample of young adults were involved in the Center on Secondary Education for Students with ASD (CSESA), a 2-year multisite comprehensive intervention for students with ASD.

LEADER(S): Bonnie Kraemer, San Diego State University, CA

PRESENTER(S): Sara McDaniel, San Diego State University, CA; Brianne Tomaszewski, University of North Carolina, Chapel Hill; Kate Szidon, Waisman Center, University of Wisconsin-Madison; Leann DaWalt, University of Wisconsin, Madison

1:00–2:00 PM SESSION: 833 ROOM: B116

Making 3-D Maps for Travelers Who Are Blind or Visually Impaired

TOPIC: Visual Impairments

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

Tactile maps are a longstanding intervention for students with visual impairments and blindness. Advances in 3-D printing mean that teachers no longer need to spend hours gluing, carving, or otherwise assembling maps from found materials. This demonstration will support participants in designing and producing their first 3-D printed maps.

LEADER(S): Bryan Moles, University of Illinois at Chicago/Chicago Public Schools

1:00–2:00 PM SESSION: 834 ROOM: B118

Naturalistic Observation Diagnostic Assessment for Autism

TOPIC: Assessment

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Early intervention for autism improves outcomes. People living in remote areas encounter obstacles in obtaining a diagnosis. The presenters of this session will demonstrate a diagnostic service via smart phones and mobile apps that can be used to diagnose autism spectrum disorder remotely. Research has demonstrated excellent reliability and validity when compared to in-person assessment.

LEADER(S): Gwen Mitchell, University of Idaho, Moscow

PRESENTER(S): Julie Fodor, University of Idaho, Moscow

1:00–2:00 PM SESSION: 835 ROOM: C120

Proceed With Caution: Using Web-Based Resources Effectively

TOPIC: Personnel Preparation

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Educators frequently use social media platforms such as Pinterest and Teachers Pay Teachers for guidance on teaching. In this session, the presenters explore the reasons why these websites are popular with educators, describe potential risks and benefits, and provide examples of resources provided. Educators should identify and learn the critical elements of effective practices from trustworthy sources, and then use sites such as these to facilitate implementation.

LEADER(S): Lydia Beahm, University of Virginia, Charlottesville

PRESENTER(S): Lysandra Cook, University of Virginia, Charlottesville; Bryan Cook, University of Virginia, Charlottesville

1:00–2:00 PM SESSION: 836 ROOM: C121

Able Voices: Photography for Self-Expression, Empowerment, and Advocacy

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Arts in Special Education

FORMAT: Presentation with Q&A

Photovoice is a participatory photography method that puts cameras in the hands of underrepresented individuals as a powerful tool for self-expression, empowerment, and advocacy. The presenter–a parent, educator, photographer, and advocate–shares her personal story of taking photos of her nonverbal son to help him build relationships with adults and peers at school, provides research-based evidence on the power of photography, and offers a detailed tutorial on the photovoice program.

LEADER(S): Jen Vogus, The Arc Williamson County, Franklin, TN

1:00–2:00 PM SESSION: 837 ROOM: C122

School Crime Differences Between Students With and Without Disabilities: A Longitudinal Study

TOPIC: Research

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

This session presents the results of a 4-year longitudinal study comparing school-related crime rates of students with disabilities versus typically developing peers. The study included over 4.3 million typically developing students and more than 626,000 students with all types of disabilities in 2,467 schools. Proportionally, students with disabilities engaged in a significantly higher crime rate at school in comparison to their peers each year, and across all 4 years.

LEADER(S): Edward Sabornie, North Carolina State University, Raleigh

1:00–2:00 PM SESSION: 838 ROOM: C123

Putting the 'Fun' in Functional Behavior Assessment

TOPIC: Assessment

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Demonstration

This session demonstrates a free electronic tool to graph antecedent, behavior, and consequence data and which makes behavior intervention planning as easy as ABC. This Excel program is so user friendly you don't even have to know how to use Excel! The tool generates a summary statement that can be used to write a data-based intervention plan incorporating the elements needed for a multimodal plan: revision of the environment, replacement of the behavior, and reframing of the response.

LEADER(S): Laura Riffel, Behavior Doctor Seminars, Overland Park, KS

1:00–2:00 PM SESSION: 839 ROOM: C124

Teachers' Reflection on Inclusive and Appropriate Project-Based Learning for Struggling Learners

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

Middle-school inclusion teachers reflected on their 3-week project-based learning (PBL) unit–specifically, their struggling learners' participation and performance, and how to structure PBL for inclusive classrooms. Focus group data themes indicate effectiveness for struggling learners when scaffolding and structure are provided. Implications for designing and implementing inclusive PBL will be shared.

LEADER(S): Haerin Park, Boston College, Chestnut Hill, MA

PRESENTER(S): David Scanlon, Lynch School of Education and Human Development, Boston College, MA

1:00–2:00 PM SESSION: 840 ROOM: C125

Let's Argue: Helping Students With Learning Disabilities Develop Argumentative Writing Skills

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

This session presents the results of a study where a teacher used the self-regulated strategy development (SRSD) framework to teach the argumentative writing process to students with learning disabilities. Supports, materials, and teacher training to make the intervention successful will be discussed.

LEADER(S): Courtney Pleasant, Illinois State University, Normal

PRESENTER(S): Allison Kroesch, Illinois State University, Normal; Yojanna Cuenca-Carlino, Illinois State University, Normal

1:00–2:00 PM SESSION: 841 ROOM: D133

Documentary Film, Representation, and School-Based Professional Development for Teachers of Struggling Readers

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Presentation with Q&A

This session focuses on the use of documentary film as a tool for collaboration and amplification within a school-based reading professional development project. Participants will be able to view samples of documentary episodes. Special focus will be placed on challenges related to race and representation and strategies leveraged to ensure a culturally humble approach.

LEADER(S): Kristi Cheyney-Collante, University of Florida, Gainesville

1:00–2:00 PM SESSION: 842 ROOM: D135

Restorative Practices to Repair Relationships Between Families and Schools

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This session provides participants with strategies to help repair relationships between families and school staff damaged by the special education dispute process. Participants will learn how to apply restorative practices to heal after conflict, communicate effectively, and move forward to improve collaborative education decision making for students.

LEADER(S): Amy Kilpatrick, University of Northern Colorado, Greeley

1:00–2:00 PM SESSION: 843 ROOM: D136

Special Education Litigation and Privilege: Prevailing Parties and the Effects of Change in Burden of Proof

TOPIC: Public Policy

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session presents results from a special education litigation study in California: How does a student's legal representation, being a plaintiff, and district's wealth affect the probability of the student prevailing? What are the effects of the Supreme Court's Schaffer decision on overall litigation patterns? Students were more likely to fully or partially prevail when represented by an attorney. As district size and wealth increased, students were less likely to receive favorable outcomes.

LEADER(S): Tiina Itkonen, California State University Channel Islands

PRESENTER(S): Manuel Correia, California State University Channel Islands

1:00–2:00 PM SESSION: 844 ROOM: D137

A Technology-Based Tier 2 Mathematics Intervention to Promote Problem-Solving Skills

TOPIC: STEM

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Presentation with Q&A

An understanding of the foundational concepts and problem solving that underlie measurement and data analysis is critical to becoming mathematically proficient. The presenters of this session discuss findings from a recent study involving second-grade students with math difficulties and practical implications for integrating technology into Tier 2 mathematics instruction.

LEADER(S): Jessica Turtura, University of Oregon, Eugene

PRESENTER(S): Kathleen Jungjohann, University of Oregon, Eugene; Tasia Brafford, University of Oregon, Eugene

1:00–2:00 PM SESSION: 845 ROOM: D138

Check-In/Check-Out: Facilitating Performance Feedback During Vocational Training for Youth with Disabilities

TOPIC: Career Development/Transition

SECONDARY TOPIC: Autism Spectrum Disorder/Intellectual Disability

FORMAT: Presentation with Q&A

Studies continue to highlight the lack of supervisor-focused interventions and strategies needed in building natural supports between supervisors and employees with intellectual disability (ID). This presentation focuses on using the check-in/check-out (CICO) intervention with supervisors during vocational training to improve the performance of both supervisors and individuals with ID.

LEADER(S): Olivia R. Hester, Texas A&M University

1:00–2:00 PM SESSION: 846 ROOM: D139

Video Assignments with Canvas: Postsecondary Students with ID/ASD

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Career Development/Transition

FORMAT: Presentation with Q&A

Within a larger technology integration study, postsecondary instructors used video assignments with the Canvas learning management system (LMS) to make course content accessible for first-year students with disabilities. Although 2016-2017 was the first year the campus used Canvas, both instructors and students reported benefits from using the system.

LEADER(S): Catherine Lipson, North Coast School of Education, Santa Rosa, CA

1:00–2:00 PM SESSION: 847 ROOM: E142

Teachers Who Find Themselves Through Autoethnography: Gaining Cultural Responsiveness

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Presentation with Q&A

The cultural diversity in academic settings necessitates responsiveness on the part of teachers and requires a greater understanding of both their level of cultural understanding and the experiences that enhance cultural responsive. This presentation shares the results of a qualitative autoethnographic study asking teachers to describe and illustrate how they acquired their current cultural values.

LEADER(S): Francie Murry, University of Northern Colorado, Greeley

1:00–2:00 PM SESSION: 848 ROOM: E143

Instructional Practices in Inclusive Settings: General Education Teachers' Perceptions of Exceptional and Diverse Learners

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

The focus of this session is a study exploring general educators' perceptions of inclusive instruction in a middle school inclusive English language arts classroom and how their perspectives influenced their teaching practices in this setting. The study sought to identify the philosophies, behaviors, and teaching methods teachers utilize in planning and delivering instruction in inclusive instructional settings.

LEADER(S): Linnie Greenlees, Texas Tech University, Lubbock

1:00–2:00 PM SESSION: 849 ROOM: E144

How Do State Interpretations of 'Least Restrictive Environment' Affect Student Experiences?

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

In their state regulations, states interpret the 'least restrictive environment' (LRE) provision in the Individuals With Disabilities Education Act (IDEA). States may add to IDEA language or organize it in different ways. This session will share an analysis of state changes to IDEA and implications for access to the general education curriculum and opportunities to learn.

LEADER(S): Sheryl Lazarus, National Center on Educational Outcomes, University of Minnesota, Minneapolis

MULTIPLE PRESENTATIONS

1:00–2:00 PM • SESSION: 850 • ROOM: E145

LITERACY ISSUES FOR STUDENTS AND TEACHERS WITHIN MTSS

TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Multi-Presentation Session

MODERATOR: Cheryl Varghese, University of North Carolina, Chapel Hill

Aligning Early Elementary Teachers' Knowledge of Reading Instruction With Practice

Successful implementation of Tier 2 reading interventions is based on teachers having sufficient knowledge in reading instruction. Understanding ways to improve teachers' knowledge and practice is especially important in schools with fewer qualified teachers and more students requiring Tier 2 support. Findings from this study suggest that teachers with greater knowledge of phonological awareness instruction are able to implement higher quality Tier 2 reading interventions with students.

LEADER(S): Cheryl Varghese, University of North Carolina, Chapel Hill

PRESENTER(S): Mary Bratsch-Hines, University of North Carolina, Chapel Hill; Sarah Pedonti, University of North Carolina, Chapel Hill; Lynne Vernon-Feagans, University of North Carolina, Chapel Hill

Strategies for Effective Morphological Instruction to Support Reading Across MTSS Tiers

In this lesson, attendees will learn research-based strategies and practices for teaching effective morphological analysis to struggling readers. In addition to seeing videos of exemplar instruction, and deepening their understanding of morphology's role in student's literacy development, teachers will leave with materials to support them immediately integrating these practices into instruction.

LEADER(S): Kelly Acosta, University of Florida, Gainesville

PRESENTER(S): Hyojong Sohn, University of Florida, Gainesville

Tier 1 Interventions to Improve the Writing Fluency of Students With Mild and Moderate Disabilities

In this session, presenters discuss findings from two single-case design studies investigating the effects of a supplemental writing fluency intervention. In both studies, students receiving Tier 1 services–including those with intellectual disability and learning disabilities–participated in a series of short, explicit instruction and timed practice lessons. As a result of intervention, students improved their sentence and paragraph writing fluency.

LEADER(S): Derek Rodgers, University of Iowa, Iowa City

PRESENTER(S): Shawn Datchuk, University of Iowa, Iowa City

1:00–2:00 PM SESSION: S104 ROOM: G129

Research-to-Practice Connections: Effective Online Curriculum for Improving Science Learning for All

FORMAT: Tech Playground

LEADER(S): Fatima Terrazas-Arellanes, University of Oregon, Eugene

1:00–2:00 PM SESSION: S105 ROOM: G130

Educator Experience: KinderTEK Experience in the Classroom

FORMAT: Tech Playground

LEADER(S): Cathy Watkins, University of Oregon, Eugene; Cathy Dorrah-Stewart, University of Oregon, Eugene; Marcia Moore, University of Oregon, Eugene

1:00–1:45 PM SESSION: 853
ROOM: POSTER 1, HALL E

Moving Evidence-Based Practices Into the Classroom for Students With ASD: Program Fidelity and Positive Student Outcomes

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Positive outcomes have been documented for students with autism spectrum disorder (ASD) when programs and curricula are implemented with fidelity. Teachers, related service staff, and paraprofessionals are able to implement evidence-based practices, including those based on applied behavior analysis, when provided ongoing coaching and support. This poster session presents the Oregon Program Autism Training Sites Project (OrPATS), a model of coaching and support, and its results.

LEADER(S): Joel Arick, Oregon Program Autism Training Sites and Supports (OrPATS), Portland

PRESENTER(S): Darby Lasley, Star Autism Support, Portland, OR

1:00–1:45 PM SESSION: 854
ROOM: POSTER 2, HALL E

Access to the General Education Science Curriculum for Students With Intellectual Disability: A Multiple-Probe Intervention

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

This poster presentation shares findings from a single-case multiple-probe study that examined the effect of teacher training and coaching around strategies to facilitate access to the general curriculum in science for students with intellectual disability (ID) on teacher intervention fidelity and student outcomes. Implications for research and practice are discussed.

LEADER(S): Carly Roberts, University of Washington, Seattle

PRESENTER(S): Elizabeth Saliba, University of Washington, Seattle

1:00–1:45 PM SESSION: 855
ROOM: POSTER 3, HALL E

Developing and Implementing an Inclusive Teacher Education Program Using Standard-Based Curricula Across Disciplines

TOPIC: Assessment

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The poster presentation will share the journey of developing and implementing an inclusive teacher preparation program using standard-based curricula across disciplines. Crosswalk examples between CAEP and CEC standards and assessment examples will be shared to demonstrate the process of creating meaningful assessments for a dual-certification teacher education program.

LEADER(S): Jie Zhang, The College at Brockport SUNY

PRESENTER(S): Eunjoo Kim, Indiana University Northwest, Gary; Janka Szilágyi, The College at Brockport SUNY

1:00–1:45 PM SESSION: 856
ROOM: POSTER 4, HALL E

Project SEARCH: Successful Transitions

TOPIC: Career Development/Transition

SECONDARY TOPIC: Parent/Family/School Partnerships

FORMAT: Poster Session

Project SEARCH is an international program that provides specific and useful training for students with disabilities in their last year of high school or who have graduated from high school. Through three different internships, coupled with transition coursework, students learn both hard and soft skills needed for successful employment. Project SEARCH now has 500 programs in 45 states and nine countries. This poster presentation will describe how to start this program in your community.

LEADER(S): Rea Kirk, University of Wisconsin, Platteville

1:00–1:45 PM **SESSION: 857**
ROOM: POSTER 5, HALL E

Summer Experiences for Individuals With Exceptionalities: A STEM Program Using Self-Regulated Learning

TOPIC: Career Development/Transition

SECONDARY TOPIC: STEM

FORMAT: Poster Session

Students with disabilities often experience academic, behavioral, and emotional challenges to a greater extent than those without disabilities. Such challenges result in grim outcomes for postsecondary transition. One potential solution is summer programs targeting specific skills for postsecondary transitions. This poster presentation describes a residential summer program focused on communication using self-regulated learning grounded STEM activities.

LEADER(S): Jenn Gallup, Idaho State University, Pocatello

1:00–1:45 PM **SESSION: 858**
ROOM: POSTER 6, HALL E

Caregiver Involvement in Communication Skills for Individuals With ASD and IDD Across Cultures: A Meta-Analysis

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

After receiving training by professionals, families of individuals with autism spectrum disorder (ASD) and intellectual and developmental disabilities (IDD) show improvement in their implementation of evidence-based practice and in child communication behaviors. This poster shares the results of a meta-analysis of single-case studies published in English, Chinese, and Japanese conducted to determine the effects of caregiver involvement for promoting communication skills of children with ASD/IDD.

LEADER(S): Ching-Yi Liao, University of Central Florida

PRESENTER(S): Jennifer Ganz, Texas A&M University, College Station; Kimberly Vannest, University of Vermont, Burlington; Sanikan Wattanawongwan, Texas A&M University, College Station; Valeria Yllades, Texas A&M University, Houston

1:00–1:45 PM **SESSION: 859**
ROOM: POSTER 7, HALL E

Number Lines for Teaching Math Word Problem Solving to English Learners

TOPIC: Learning Disabilities

SECONDARY TOPIC: STEM

FORMAT: Poster Session

English learners (ELs) with disabilities experience multiple obstacles when solving math word problems, stemming from the intersection of their emerging English skills and mathematics disability. This poster shares results from a study that used number lines and other similar visual representations to support word problem representation for ELs with disabilities.

LEADER(S): Jing Wang, The University of Illinois at Chicago

PRESENTER(S): Norma Lopez-Reyna, The University of Illinois at Chicago

1:00–1:45 PM **SESSION: 860**
ROOM: POSTER 8, HALL E

Teaching Middle School English Learners and Students With LD to Write Scientific Explanations

TOPIC: Learning Disabilities

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster shares the results of a multiple probe in multiple baseline design study on the effectiveness of a scientific writing intervention. The intervention targets causality, an important scientific concept, and provided middle school students with learning disabilities (LD) or who are English learners (EL) with cognitive and linguistic resources using self-regulated strategy development (SRSD) to deliver instruction.

LEADER(S): Yewon Lee, University of Maryland, College Park

PRESENTER(S): Susan De La Paz, University of Maryland, College Park

NOTES:

1:00–1:45 PM **SESSION: 861**
ROOM: POSTER 9, HALL E

Incorporating Evidence-Based Strategies in Content Areas to Support Exceptional and Diverse Learners

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Learning Disabilities
FORMAT: Poster Session

Teachers are challenged to meet the needs of exceptional and diverse students. This poster presentation uses vignettes to demonstrate how content-area teachers can implement five evidence-based strategies: building prior knowledge, building vocabulary, explicit instruction, visual representation, and opportunities to respond. Research supports the benefit of incorporating instructional strategies that enhance the accessibility of course content.

LEADER(S): Katrina Hovey, Western Oregon University, Monmouth
PRESENTER(S): Rhonda Miller, Coastal Carolina University, Conway, SC; Yan Wei, Southern Connecticut State University, New Haven; Lydia Gerzel-Short, Northern Illinois University, DeKalb

1:00–1:45 PM **SESSION: 862**
ROOM: POSTER 10, HALL E

Journey Mapping in Education: Deepening Insights for Educators and Researchers

TOPIC: Collaboration and Inclusive Practices
SECONDARY TOPIC: Learning Disabilities
FORMAT: Poster Session

Learner needs are as varied as their fingerprints. Using storytelling and visualization, journey mapping is a perfect tool for investigating that variability and is well aligned to the universal design for learning (UDL) framework, research, and design. Roll up your sleeves and learn how you can add journey mapping to your professional toolkit.

LEADER(S): Kim Ducharme, CAST Inc., Wakefield, MA
PRESENTER(S): Tracey Hall, CAST Inc., Wakefield, MA; Kristin Robinson, CAST Inc., Wakefield, MA

1:00–1:45 PM **SESSION: 863**
ROOM: POSTER 11, HALL E

Supporting Students With Physical, Health, and Multiple Disabilities Within an Itinerant Teacher Model

TOPIC: Physical/Health/Multiple Disabilities
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

This poster shares the results of a survey of itinerant teachers in California. Results reveal a variety of itinerant models used to support students with physical, health, and multiple disabilities. Among the themes explored are educational placement, accommodations and modifications, assistive technology, and physical access to education environments.

LEADER(S): Angie Juarez, Alhambra Unified School District, CA

1:00–1:45 PM **SESSION: 864**
ROOM: POSTER 12, HALL E

Mastering Task 3 edTPA Instruction and Reporting Requirements: A Criterion-Referenced Programmatic Assessment and Activity-Based Intervention

TOPIC: Starting the Teaching Career
SECONDARY TOPIC: Personnel Preparation
FORMAT: Poster Session

This poster describes how the use of both a criterion-referenced programmatic assessment and an activity-based intervention (ABI) can support preschool, elementary, and early childhood special education student teachers' successful completion of Task 3 of the edTPA. Participants will acquire necessary skills demonstrated to increase edTPA scores.

LEADER(S): JoAnn Johnson, St. Cloud State University, MN
PRESENTER(S): Naomi Rahn, West Virginia University, Morgantown

1:00–1:45 PM **SESSION: 865**
ROOM: POSTER 13, HALL E

Large-Group Video Modeling to Increase Social Interactions in Inclusive Classrooms

TOPIC: Early Childhood and Early Intervention
SECONDARY TOPIC: Collaboration and Inclusive Practices
FORMAT: Poster Session

For some young children with disabilities, learning appropriate social skills takes direct and explicit instruction, not only for the targeted child but also for their peers. Implementing a classwide video modeling intervention demonstrated a functional relation and very high positive effects in increasing social interactions post intervention. Results generalized to the playground.

LEADER(S): Jennifer Buchter, Eastern Illinois University, Charleston
PRESENTER(S): Samantha Riggleman, Saint Joseph's University, Philadelphia; Maryssa Mitsch, San Francisco State University, CA; Conrad Oh-Young, California State University, Carson

1:00–1:45 PM **SESSION: 866**
ROOM: POSTER 14, HALL E

Can Paraprofessionals Effectively Implement Behavior Interventions for Students With Disabilities?

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Poster Session

Due to the important role paraprofessionals play in assisting teachers in addressing challenging behavior of students with disabilities, it is critical to determine whether paraprofessionals can successfully implement behavioral interventions for students with disabilities and the specific conditions under which paraprofessional-delivered behavioral interventions are more or less effective. This meta-analytic literature review summarizes experimental studies on this topic.

LEADER(S): Megan Carpenter, University of North Carolina at Charlotte

1:00–1:45 PM **SESSION: 867**
ROOM: POSTER 15, HALL E

Interdisciplinary Preparation in Low-Incidence Disabilities: Five Years of Lessons Learned

TOPIC: Personnel Preparation

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Effective implementation of response to intervention (RTI) has implications for the way educators should work together, yet preservice teachers often have limited opportunities for interdisciplinary collaboration. This poster describes the implementation and impact of a reading clinic where preservice general and special educators collaborated to serve elementary students in need of reading support.

LEADER(S): Phyllis Robertson, Texas A&M University Corpus Christi

PRESENTER(S): Karen McCaleb, Texas A&M University, Corpus Christi

1:00–1:45 PM **SESSION: 868**
ROOM: POSTER 16, HALL E

Professional Development for Preparing Inclusive School Administrators: What Leaders Say

TOPIC: Administration/Supervision

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

School leaders play a role in shaping the culture of schools, and determine and enact the basic assumptions of school culture. This poster session presents the results of a focus group study examining the beliefs of school leaders in a large urban school district who were students in a doctoral-level leadership preparation program.

LEADER(S): Jillian Livingstone, Taylor School District, MI/University of Central Florida, Orlando

PRESENTER(S): Suzanne Martin, University of Central Florida, Orlando; Dena Slanda, University of Central Florida, Orlando

1:00–1:45 PM **SESSION: 869**
ROOM: POSTER 17, HALL E

Reliability Assessment of an Observation Tool to Measure the Quality of Praise

TOPIC: Research

SECONDARY TOPIC: Measuring Special Education Teacher Effectiveness

FORMAT: Poster Session

Behavior-specific praise (BSP) is an evidence-based practice that promotes positive academic and behavioral outcomes. The presenters of this poster developed the BSP observation tool (BSP-OT) to measure efficacious characteristics of praise, such as specificity, contingency, and variability. They will describe the tool and discuss the results of a reliability assessment.

LEADER(S): Andy Markelz, Ball State University, Muncie, IN

PRESENTER(S): Benjamin Riden, University of Minnesota Duluth

NOTES:

1:00–1:45 PM **SESSION: 870**
ROOM: POSTER 18, HALL E

Classroom Working Alliance: Differences Between Special Education and General Education Teachers and Association With Student Engagement

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

Classroom working alliance is the emotional bond and collaboration between teachers and students. Currently, little is known about working alliance for middle school students with disabilities, and less about how alliance differs between special education and general education teachers. This poster presents the results of a study examining student and teacher ratings of working alliance and how these relate to student engagement.

LEADER(S): Amanda McClelland, The University of Texas at Austin

PRESENTER(S): Jessica Toste, The University of Texas at Austin

2:15–3:15 PM **SESSION: 873** **ROOM: A105**

Reading Interventions for Students With or At Risk for Dyslexia

TOPIC: Learning Disabilities

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Panel

In this session, panelists present findings from three studies investigating reading interventions for students with or at risk for dyslexia: a systematic review of reading interventions for this population and the results from two intervention studies for students in early and upper elementary grades. They will conclude with a summary of evidence-based practices for teachers.

LEADER(S): Christy Austin, The University of Texas at Austin

PRESENTER(S): Elizabeth Stevens, Georgia State University, Atlanta; Colby Hall, University of Texas Health Science Center at Houston

2:15–3:15 PM **SESSION: 874** **ROOM: A106**

Behavior Analysis Principles and the Classroom

TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Research has revealed that students with disabilities engage in challenging behaviors at higher rates than their peers–and that educators have an overall feeling of not being equipped to address challenging behaviors. This session is designed to increase teachers' knowledge of behavior analytic principles, including antecedent-behavior-consequence contingency, the functions of behavior, replacement behavior, reinforcement, and punishment–illustrated with real-life scenarios.

LEADER(S): Lisa Drumb, Ball State University, Muncie, IN

2:15–3:15 PM **SESSION: 875** **ROOM: A107**

'What Did I Just Read?' Using the SRSD Framework to Improve the Reading Comprehension of Youth in Alternative Education Settings

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

Youth in alternative education settings frequently display deficits in reading comprehension skills. To address this deficit, youth in two alternative education settings were taught the TRAP strategy using the self-regulated strategy development (SRSD) framework. Results of the two studies, as well as considerations for implementing the strategy in alternative education settings, are presented.

LEADER(S): Sara Sanders, The University of Alabama, Tuscaloosa

PRESENTER(S): Lauren Rollins, The University of Alabama, Tuscaloosa; Elizabeth Michael, The University of Alabama, Tuscaloosa; Cody Harris, Pine Hills Youth Correctional Facility, Miles City, MT; Kristine Jolivette, The University of Alabama, Tuscaloosa

2:15–3:15 PM **SESSION: 876** **ROOM: A109**

A Call to Action: How Teacher Training Programs in Jamaica Are Responding to the Needs of Students With Disabilities

TOPIC: International Programs/Services

FORMAT: Panel

In Jamaica, there has been a shift toward innovative programming and degree options in teacher education. However, evidence also point to pervasive challenges within teacher preparation in offering courses and/or degree options in special education. This presentation examines special education in Jamaica, particularly teacher training to support children with disabilities.

LEADER(S): Tracy McLeod, Westfield State University, MA

2:15–3:15 PM SESSION: 877 ROOM: B111

Designing Early Childhood Functional Assessment-Based Interventions: A Systematic Approach

TOPIC: Early Childhood and Early Intervention

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Presentation with Q&A

This session presents the results of a study examining the effectiveness of a workshop to support early childhood educators in independently conducting functional behavior assessments (FBA) and designing functional assessment-based interventions (FABI) to address challenging behaviors. Teachers' knowledge about FABI development improved, and they reported that the training was feasible, acceptable, and effective to address challenging behaviors of children in their classroom.

LEADER(S): Irem Bilgili-Karabacak, Lehigh University, Bethlehem, PA

PRESENTER(S): Lee Kern, Lehigh University, Bethlehem, PA; Brenna Wood, Portland State University, OR

2:15–3:15 PM SESSION: 878 ROOM: B113

Reframing the Assessment Process: Guidelines for Teams Working with Students who are Deafblind

TOPIC: Visual Impairments

SECONDARY TOPIC: Assessment

FORMAT: Presentation with Q&A

However, obtaining accurate assessment data can be problematic for teachers, particularly for those who serve students who are deafblind (DB). While standardized tests are often considered the gold standard, they can be inappropriate for learners who are DB. To obtain a high-quality assessment, a team approach can provide the comprehensive information needed to accurately portray a student's growth, strengths, and needs. This presentation will identify some barriers and general guidelines.

LEADER(S): Kristi Probst, National Center on Deaf-Blindness, Sands Point, NY

2:15–3:15 PM SESSION: 879 ROOM: B114

Safety for Students With ASD: Should This Be a Higher Priority?

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Public Policy

FORMAT: Presentation with Q&A

Safety for students with autism spectrum disorder (ASD) should constitute a far more important priority within elementary special education. A growing body of evidence suggests that students with ASD are, on average, almost 3 times more likely to die compared to their typically developing peers. Programs for students with ASD should make safety a priority.

LEADER(S): Jack Scott, Florida Atlantic University, Boca Raton

2:15–3:15 PM SESSION: 880 ROOM: B115

Behavior Supports for Everyone: A Jargon-Free, Research-Based Approach to Problem Behavior Individuals With Severe Disabilities

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Challenging behavior can have a devastating effect on the lives of students, their families, and teachers. Unfortunately, many effective interventions are buried in behavior plans using complex technical and undecipherable terminology. In this session, the presenters will break down functional assessment and intervention using common terminology and rich examples, providing insights toward addressing challenging behavior derived from the research literature (and distilled into doable practices).

LEADER(S): Robert Pennington, University of North Carolina at Charlotte

PRESENTER(S): Charles Wood, University of North Carolina at Charlotte; Cary Trump, University of Georgia, Athens

2:15–3:15 PM SESSION: 881 ROOM: B116

The Adolescent and Young Adult Activity Card Sort as a Transition Assessment Tool for Individuals with Autism Spectrum Disorder

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Assessment

FORMAT: Demonstration

This presentation will discuss the use of the Adolescent and Young Adult Activity Card Sort as a transition assessment tool for individuals with autism spectrum disorder. This assessment can be used to elicit the young adult's perspective in planning transition services and activities.

LEADER(S): Brianne Tomaszewski, University of North Carolina, Chapel Hill

PRESENTER(S): Kate Szidon, Waisman Center, University of Wisconsin-Madison; Leann DaWalt, University of Wisconsin, Madison

2:15–3:15 PM SESSION: 882 ROOM: B118

MOCCA: A Unique Measure of Reading Comprehension

TOPIC: Assessment

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This session focuses on research and development of a diagnostic reading comprehension assessment called MOCCA. MOCCA diagnoses and differentiates between students who struggle with reading comprehension based on their cognitive process during reading. Participants will learn about the theory and psychometrics behind MOCCA.

LEADER(S): Gina Biancarosa, University of Oregon, Eugene

PRESENTER(S): Benjamin Seipel, California State University, Chico

2:15–3:15 PM SESSION: 883 ROOM: C120

The Impact of Professional Development on Teacher Knowledge and Practice in Literacy

TOPIC: Personnel Preparation

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This presentation shares the results of a study assessing the impact of a 30-hour literacy professional development on teacher knowledge and practice. Results indicated teacher knowledge increased; however, improved teacher practice was not sustained. The presentation is for administrators and teacher preparation personnel interested in learning about implementation of practice following training.

LEADER(S): Ann Jolly, Charlotte-Mecklenburg Schools, NC

PRESENTER(S): Kristen Beach, University of North Carolina at Charlotte; Danielle Wysenski, University of North Carolina at Charlotte

2:15–3:15 PM SESSION: 884 ROOM: C121

Developing Effective Mentors: Crafting Cohesive Learning Opportunities Across Teacher Education and Induction

TOPIC: Personnel Preparation

SECONDARY TOPIC: Administration/Supervision

FORMAT: Presentation with Q&A

This presentation describes the critical role effective mentors play in beginning teacher education and induction, creating a cohesive approach to teacher development in special education teachers' formative years. Presenters describe the research underlying effective mentoring as well as research-based strategies and approaches that teacher education programs and school districts can use to improve the skills of mentor teachers in providing beginners instructional and social/emotional support.

LEADER(S): Mary Brownell, CEEDAR Center, University of Florida, Gainesville

PRESENTER(S): Kim Paulsen, Vanderbilt University, Nashville, TN; Tara Ferland, University of Florida, Gainesville

2:15–3:15 PM SESSION: 885 ROOM: C122

Real-World Advocacy: What Are Teachers Willing to Stand Up For?

TOPIC: Personnel Preparation

FORMAT: Presentation with Q&A

Although many see them as natural advocates, in the real world, teachers are often forced to pick their battles. In this session, the presenters will share data from a study on educator advocacy activity and the strategies these professionals successfully use when advocating for themselves and their students.

LEADER(S): Margaret Bienvenu, University of Louisiana at Lafayette

PRESENTER(S): Maria Ruiz, University of Louisiana at Lafayette

2:15–3:15 PM SESSION: 886 ROOM: C123

UDL and Academic Skills for Students With Disabilities, K-12: A Systematic Analysis

TOPIC: Research

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Demonstration

Universal design for learning (UDL) is intended to meet the needs of all students in integrated settings. Most UDL research has centered on perceptions. However, scant research has examined academic skills. The presenters of this session reviewed 15 UDL academic interventions. They will demonstrate UDL principles for academic subjects.

LEADER(S): Pamela Wolfe, Penn State University, State College

PRESENTER(S): Sojung Jung, Penn State University, State College

2:15–3:15 PM SESSION: 887 ROOM: C124

Scientific Argumentation and Students with Disabilities: New Horizons

TOPIC: Research

SECONDARY TOPIC: Learning Disabilities

FORMAT: Presentation with Q&A

The information presented in the session will serve as an introduction for how to teach scientific argumentation to students with disabilities. The fundamentals of scientific argumentation (i.e., claim, evidence, justification) will be defined. Participants will engage in an argument session, to enable them to model the activity for their students.

LEADER(S): Mindy Gumpert, Old Dominion University, Norfolk, VA

2:15–3:15 PM SESSION: 888 ROOM: C125

Using Video Prompting to Teach Daily Living Skills to Individuals with Disabilities

TOPIC: Research

FORMAT: Presentation with Q&A

This presentation provides an overview of the use of video prompting to teach daily living skills to individuals with intellectual disability. The presenters will discuss the importance of using hand-held devices for video prompting, in light of empirical studies, and will demonstrate steps in using this methodology by highlighting specific tasks illustrated in selected studies.

LEADER(S): Jordan Stierle, Clemson University, SC

PRESENTER(S): Sharon Walters, Clemson University, SC

2:15–3:15 PM SESSION: 889 ROOM: D133

Parent-Teacher Collaboration: How Is It Defined and Fostered?

TOPIC: Parent/Family/School Partnerships

FORMAT: Presentation with Q&A

Collaboration is key in special education; however, how teachers and parents view and foster this practice varies. This session shares the results of a study examining teacher and parent views on collaboration, exploring the impact of student disability and placement on collaboration. Findings and implications will be discussed.

LEADER(S): Stephanie Woodley, Eastern Illinois University, Charleston

PRESENTER(S): Christina Edmonds-Behrend, Eastern Illinois University, Charleston

2:15–3:15 PM SESSION: 890 ROOM: D135

Project Collaborate: How Special Education Communities Inform Positive Outcomes for Students With EBD

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Research indicates the importance of collegial partnerships and teachers' social and emotional competencies (SEC) on improving students' outcomes, especially for special educators (SPEDs) working with students with emotional and behavioral disorders (EBD). This presentation shares findings from a longitudinal study investigating associations among SPEDs' social networks, SECs, and student outcomes.

LEADER(S): Michael Valenti, Pressley Ridge, Pittsburgh, PA

2:15–3:15 PM SESSION: 891 ROOM: D136

Windows and Mirrors for Students With Disabilities in Children's Literature

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

Educating students with disabilities using grade-level standards requires curricula that include positive representations of people with disabilities. Teachers' careful selection of children's literature supports inclusion, and the learning of all students. This session shares the results of a content analysis addressing the representation of youth with emotional, behavioral, or learning disabilities in children's books. Issues and guidelines are included.

LEADER(S): Jeanne Connelly, Iowa State University, Ames

PRESENTER(S): Soo Ahn, Iowa State University, Ames

2:15–3:15 PM SESSION: 892 ROOM: D137

Makerspace Professional Development Needs of Middle School Teachers: Implications for Including Students With Learning Disabilities

TOPIC: STEM

FORMAT: Presentation with Q&A

The presenters of this session discuss emerging research that is leading to a model of professional development (PD) for middle school STEM teachers to support inclusive maker classrooms. Analysis of teacher interviews, classroom observations, and instructional materials revealed that teachers acknowledge the need for ongoing PD, and are able to incrementally integrate universal design for learning (UDL) components into their lesson planning after participating in PD and embedded coaching.

LEADER(S): Johnell Bentz, University of Illinois, Urbana-Champaign

2:15–3:15 PM SESSION: 894 ROOM: D139

Using Technology to Promote Positive Classroom Environments

TOPIC: Innovations in Special Education Technology

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

There has been a shift from traditional classroom management procedures (token economies, positive/negative reinforcement strategies, surface management techniques) to using technology to encourage positive classroom behavior. Electronic behavior management programs can benefit teachers, students, and families; when implemented correctly, they can help reduce problematic student behavior, increase desired behavior, reduce teacher stress and burnout, and facilitate home-school communication.

LEADER(S): Benjamin Riden, University of Minnesota Duluth

PRESENTER(S): Andy Markelz, Ball State University, Muncie, IN; Kathleen Randolph, University of Colorado, Colorado Springs

2:15–3:15 PM SESSION: 895 ROOM: E142

Ci3T in Hawai'i: Building a Tiered Model of Prevention in a New Locale

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Emotional and Behavioral Disorders

FORMAT: Presentation with Q&A

In this session, presenters describe the journey of getting systems change started in a new locale with comprehensive, integrated, three-tiered (Ci3T) models of prevention. They will highlight steps taken that supported initial successes through learning about and embracing the local contexts, culture, and expectations on the island of O'ahu in the Kingdom of Hawai'i.

LEADER(S): David Royer, University of Hawai'i at Mānoa, Honolulu

PRESENTER(S): Wendy Oakes, Arizona State University, Tempe

2:15–3:15 PM SESSION: 896 ROOM: E143

Guided Training: Helping Educators Implement Culturally Adapted Behavior Strategies in the Classroom

TOPIC: Cultural and/or Linguistic Diversity

SECONDARY TOPIC: Research

FORMAT: Presentation with Q&A

This presentation provides an in-depth look at a study providing educators with guided training to implement culturally adapted behavior strategies intended to positively affect student engagement and behavior. The training focuses on educators' use of critical reflection to discuss biases, develop a process to implement cultural adaptations, and develop positive outcome expectancies.

LEADER(S): Christerralyn Brown, University of Illinois at Chicago

2:15–3:00 PM SESSION: 899
ROOM: POSTER 1, HALL E

Transition to Adulthood for Youth With Disabilities: Perceptions of Korean Immigrant Parents in the U.S.

TOPIC: Career Development/Transition

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster session presents the results of a study exploring Korean immigrant mothers' perspectives on transition services provided to their children with developmental disabilities and their attitudes and perceptions of the effect of disabilities on postsecondary education, employment, social belonging, leisure, and independent living. The series of in-depth interviews with mothers provides a pragmatic understanding of transition service needs and gives voices to those who may be marginalized.

LEADER(S): Bora Lee, California State University, Los Angeles

2:15–3:00 PM SESSION: 900
ROOM: POSTER 2, HALL E

There are No IEPs in College!

TOPIC: Autism Spectrum Disorder/Intellectual Disability

SECONDARY TOPIC: Career Development/Transition

FORMAT: Poster Session

Accommodations and modifications received by students with disabilities during their elementary and secondary years are often not available when they go to college. This poster session distills the process college students with disabilities have to follow in order to receive accommodations: identifying their disability, providing documentation of, and developing a accommodation plan–which will not include many modifications they may be used to (extra time on assignments, modified grading).

LEADER(S): Eric Hartz, Madison Metropolitan School District, WI

PRESENTER(S): Jessika Schultz, Madison Metropolitan School District, WI

2:15–3:00 PM SESSION: 901
ROOM: POSTER 3, HALL E

Fidelity of Practice: Implementation of a Classroom Continuum to Enhance MTSS for Challenging Behaviors

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Collaboration and Inclusive Practices

FORMAT: Poster Session

The same logic of providing a tiered continuum of evidence based increasingly intensive supports (characteristic of schoolwide multitiered systems of support, MTSS) can be adapted to individual classrooms to advance schoolwide approaches. This poster highlights content from a recently published article with practices for developing each tier of the continuum and highlight practices which can promote the systematic implementation and fidelity of these practices, though tangible examples.

LEADER(S): Reesha Adamson, Missouri State University, Springfield

PRESENTER(S): Barbara Mitchell, University of Missouri, Columbia; John McKenna, University of Massachusetts, Lowell

NOTES:

2:15–3:00 PM **SESSION: 902**
ROOM: POSTER 4, HALL E

The Early Writing Project: Tools, Learning Modules, and Coaching for Data-Based Individualization

TOPIC: Multi Tiered System of Support (MTSS)

SECONDARY TOPIC: Research

FORMAT: Poster Session

This poster provides an overview of The Early Writing Project, which provides tools, learning modules, and coaching to support teachers' use of data-based individualization(DBI) to improve early writing outcomes for student with intensive needs. The presenters will also share evidence of the efficacy of this professional development system.

LEADER(S): Kristen McMaster, University of Minnesota, Minneapolis

PRESENTER(S): Erica Lembke, University of Missouri, Columbia; Elizabeth Lam, University of Minnesota, Minneapolis; Ahmed Alghamdi, University of Minnesota, Minneapolis; Emma Shanahan, University Of Minnesota, Minneapolis

2:15–3:00 PM **SESSION: 903**
ROOM: POSTER 5, HALL E

Becoming a Teacher: Narratives of Credential Candidates With Disabilities

TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster presentation shares interviews of teacher credential candidates with learning disabilities (LD), as researchers seek to understand how these students navigate program requirements. The presenters use a social model of disability theory to examine systems that provide access or barriers to aspiring teachers with LD, and will share approaches to creating inclusive teacher education programs.

LEADER(S): Erin Whitney, California State University, Chico

PRESENTER(S): Aaron Koch, California State University, Chico; Karen Schreder, California State University, Chico; Tal Slemrod, California State University, Chico

2:15–3:00 PM **SESSION: 904**
ROOM: POSTER 6, HALL E

Facing Their Fears: Preservice Teachers Build Family-Professional Partnerships

TOPIC: Parent/Family/School Partnerships

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

What do culturally relevant partnerships with parents look like? The Family Professional Partnership Project is designed to provide preservice special education teachers with skills to collaborate with parents of students with disabilities who differ from them culturally. These mutually beneficial collaborations lead to improved student outcomes.

LEADER(S): Nicole DeClouette, Georgia College & State University, Milledgeville

PRESENTER(S): Caroline Corley, Georgia College & State University, Milledgeville

2:15–3:00 PM **SESSION: 905**
ROOM: POSTER 7, HALL E

Using Self-Regulated Learning to Evaluate the Effectiveness of Inclusion for Students With Visual Impairments

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Visual Impairments

FORMAT: Poster Session

This poster presentation shares the results of a project evaluating Saudi Arabian general education teachers' practices to promote the inclusion of students with visual impairments (VI) based on self-regulated learning theory (SRL). Classroom observations and self-perception measures were conducted. Data highlight opportunities in classroom interactions that influence the learning experience of students with VI.

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

NOTES:

2:15–3:00 PM **SESSION: 906**
ROOM: POSTER 8, HALL E

School and District Improvement Through Inclusive Principal Leadership

TOPIC: Collaboration and Inclusive Practices

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

All students deserve an education that prepares them for lifelong learning and success. This poster presentation highlights strategies and resources to support state, local, and school leaders in their efforts to improve outcomes for students with disabilities by improving principal leadership. Presenters will share high-quality materials and resources available through the CEEDAR Center, the Center for Great Teachers and Leaders, CASE, and CCSSO.

LEADER(S): Kaylan Connally, Council of Chief State School Officers, Washington, DC

PRESENTER(S): Lynn Holdheide, Center on Great Teachers & Leaders, American Institutes for Research, Washington, DC; James McLeskey, University of Florida, Gainesville; Luann Purcell, Council of Administrators of Special Educations, Inc., Warner Robins, GA;

2:15–3:00 PM **SESSION: 907**
ROOM: POSTER 9, HALL E

Implementation of Tier 3 Interventions for Students With Chronic Emotional and Behavioral Issues

TOPIC: Emotional and Behavioral Disorders

SECONDARY TOPIC: Multi Tiered System of Support (MTSS)

FORMAT: Poster Session

Interventions to support students with chronic emotional and behavioral issues within multitiered frameworks have been found to be effective, but Tier 3 behavioral and social supports are less fully implemented than those focused on academics. This poster presents an evaluation of classroom-based interventions used in individualized behavior plans, focusing on the effectiveness of five common classes of interventions: academic, classroom, social interaction, contingency-based, and mental health.

LEADER(S): Chris Huzinec, Pearson Clinical Assessment, Spring, TX

PRESENTER(S): Adam Bauserman, Pearson, Houston, TX

2:15–3:00 PM **SESSION: 908**
ROOM: POSTER 10, HALL E

SNUDLE for the 21st-Century Learner: Digital Science Notebook for All Learners

TOPIC: STEM

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

Digital tools are altering what is possible for learners. Participants will learn and experience SNUDLE, a science inquiry notebook based on universal design for learning (UDL), designed to engage students and lower barriers to participation and learning. Bring your device and experience SNUDLE preparing learners to deepen science understanding, particularly among students with disabilities.

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

PRESENTER(S): Jennifer Yu, SRI International, Menlo Park, CA; Jose Blackorby, CAST, Inc., Wakefield, MA; Kate Ferguson, SRI International, Menlo Park, CA; Kevin Kent, CAST Inc., Wakefield, MA

2:15–3:00 PM **SESSION: 909**
ROOM: POSTER 11, HALL E

Special Education Lesson Planning and the edTPA

TOPIC: Personnel Preparation

FORMAT: Poster Session

The special education version of the edTPA doesn't require the use of a certain style of lesson plan, but important clues to what they are looking for can be found through a thorough inspection of the rubrics. This poster shares how one professor completed a systematic review of the rubrics to build the lesson plan form used by his students and colleagues to ensure that no part of the planning process was missed. Attendees will be provided with the lesson plan format and teaching aids.

LEADER(S): Bryan Cichy-Parker, Pacific University, Forest Grove, OR

PRESENTER(S): Larry Bryant, University of North Texas, Dallas

NOTES:

2:15–3:00 PM **SESSION: 910**
ROOM: POSTER 12, HALL E

Passionate Teaching: Engaging Teacher Candidates in the Online Classroom

TOPIC: Personnel Preparation

SECONDARY TOPIC: Innovations in Special Education Technology

FORMAT: Poster Session

Online education changes all components of teaching and learning in higher education. It is important for instructors to create effective online teaching practices for student engagement. This poster shares characteristics of online environments, examples of course syllabi, considerations for content development, and student reflections. Attention will be given to students who have special education needs and online courses in special education programs.

LEADER(S): Serra Acar, University of Massachusetts, Boston

PRESENTER(S): Christopher Denning, University of Massachusetts, Boston

2:15–3:00 PM **SESSION: 911**
ROOM: POSTER 13, HALL E

Mindfulness for Educators: Self-Care and Stress Management Practices

TOPIC: Administration/Supervision

FORMAT: Poster Session

This interactive poster session presents current research on educator stress and burnout and the implications of elevated stress levels on educator effectiveness. Attendees will gain direct, first-hand experience of two mindfulness practices. Presenters encourage questions and discussion regarding the direct practice.

LEADER(S): Wendy Weber, Southern Illinois University Edwardsville

PRESENTER(S): Connor See, Southern Illinois University Edwardsville

2:15–3:00 PM **SESSION: 912**
ROOM: POSTER 14, HALL E

Cross-Disciplinary Analysis of Policy Levers That Affect Professional Quality

TOPIC: Public Policy

SECONDARY TOPIC: Personnel Preparation

FORMAT: Poster Session

This poster provides participants with information about policy as it relates to teacher preparation and improved student outcomes. Participants will be able to engage in a discussion about recommendations for changes to teacher preparation policy that will positively affect student outcomes.

LEADER(S): Erica Bergmann, University of North Carolina at Greensboro

PRESENTER(S): Jeongae Kang, Illinois State University, Normal

2:15–3:00 PM **SESSION: 913**
ROOM: POSTER 15, HALL E

Enhancing Teacher Instruction Through Evidence-Based Educational Technology

TOPIC: Research

SECONDARY TOPIC: STEM

FORMAT: Poster Session

This poster presents the results of a single-case design (SCD) study investigating how a teacher dashboard can be used to support data-based decision making and differentiated core math instruction for students with math difficulties. The discussion will focus on how educational technology can be used to support individual student needs in the general classroom setting.

LEADER(S): Hailey Hinkle, University of Oregon, Eugene

PRESENTER(S): Sam Choo, University of Oregon, Eugene; Nancy Nelson, University of Oregon, Eugene; Lina Shanley, University of Oregon, Eugene; Hank Fien, University of Oregon, Eugene

2:15–3:00 PM **SESSION: 914**
ROOM: POSTER 16, HALL E

Video Self-Modeling as a Sensory-Cueing Intervention for Bilingual Children With Apraxia

TOPIC: Communicative Disabilities and Deafness

SECONDARY TOPIC: Cultural and/or Linguistic Diversity

FORMAT: Poster Session

This poster shares the results of a single-case study evaluating how a sensory-cueing intervention model using video self-modeling affected speech production of developing bilingual children with identified or suspected apraxia. Within- and between-condition analyses were conducted to determine effect and change in condition on the dependent variable (speech). Social validity measures were also used to measure social appropriateness, goal significance, and social effects.

LEADER(S): Elia Olivares, Plainfield, IL

PRESENTER(S): Norma Lopez-Reyna, The University of Illinois at Chicago

Program Advisory Committee

The Program Advisory Committee (PAC) headed by chairpersons David Bateman, Shippensburg University of Pennsylvania, and Jolly Piersall and Marcee Wilburn, Indiana IEP Resource Center, Indianapolis, reviewed over 1,400 proposals as a result of the convention Call for Presentations and Papers. The PAC reviews proposals with multiple goals in mind including constructing a timely, comprehensive, and balanced program that appeals to the many varied interests of convention attendees while seeking to build, maintain, and energize the professional community. The program chairs, members of the committee, representatives from CEC's divisions, and CEC leaders represent all areas of expertise in the field and have worked hard to provide presentations of high quality and diversity to benefit you—our valued convention attendee.

CEC DIVISION REPRESENTATIVES

Kindel Mason, Council of Administrators of Special Education (CASE)
Gary Myrah, Council of Administrators of Special Education (CASE)
Kim Rice, Council for Children with Behavioral Disorders (CCBD)
Justin Cooper, Council for Children with Behavioral Disorders (CCBD)
Laura Clarke, Complex and Chronic Conditions: The Division for Physical, Health and Multiple Disabilities (CCC)
Robbie Hampton, Complex and Chronic Conditions: The Division for Physical, Health and Multiple Disabilities (CCC)
Kathleen Lane, Division for Research (CEC-DR)
Sarah Powell, Division for Research (CEC-DR)
Emily Collins, CEC Pioneers Division (CEC-PD)
Elizabeth Dragone, Council for Educational Diagnostic Services (CEDS)
Ginevra Courtade, Division on Autism and Developmental Disabilities (DADD)
Cindy Perras, Division on Autism and Developmental Disabilities (DADD)
Juliann Dorff, Division of Visual and Performing Arts Education (DARTS)
Alice Hammel, Division of Visual and Performing Arts Education (DARTS)
Debra Lively, The Division for Communication, Language, and Deaf/Hard of Hearing (DCD)
Suzanne Raschke, The Division for Communication, Language, and Deaf/Hard of Hearing (DCD)
Dale Matusevich, Division on Career Development and Transition (DCDT)
Stacie Dojonovic, Division on Career Development and Transition (DCDT)
Endia Lindo, Division for Culturally and Linguistically Diverse Exceptional Learners (DDEL)
Amanda Quesenberry, Division for Early Childhood (DEC)
Mark Francis, Division of International Special Education and Services (DISES)
Jugnu Agrawal, Division of International Special Education and Services (DISES)
Kristin Sayeski, Division for Learning Disabilities (DLD)
Nicole Johnson, Division on Visual Impairments and Deafblindness (DVIDB)
Karen Koehler, Division on Visual Impairments and Deafblindness (DVIDB)
Sean Smith, Innovations in Special Education Technology Division (ISET)
Debbie Dailey, The Association for the Gifted (TAG)
Ruby Owiny, Teacher Education Division (TED)
Karen Voytecki, Teacher Education Division (TED)

TOPIC AREA REPRESENTATIVES

Gerald Tindal, Accountability Systems for Students with Disabilities
Marilyn Friend, Collaboration and Inclusive Practices
Catherine Corr, Maltreatment
Nathan Jones, Measuring Special Education Teacher Effectiveness
Elizabeth Bettini, Measuring Special Education Teacher Effectiveness
Michael Faggella-Luby, Multi Tiered System of Support (MTSS)
Shana Haines, Parent/Family/School Partnerships
James Shriner, Public Policy
Paul J. Riccomini, Science, Technology, Engineering, and Math (STEM)
Jessica Monahan, Starting the Teaching Career

2020 Proposal Reviewers

ACCOUNTABILITY SYSTEMS FOR STUDENTS WITH DISABILITIES

Tindal, Gerald, Eugene, OR
Wakeman, Shawnee, Charlotte, NC
Yovanoff, Paul, Dallas, TX

ADMINISTRATION/ SUPERVISION

Asip, Michael, Powhatan, VA
Boscardin, Mary Lynn, Amherst, MA
Bost, Julie, Gibsonville, NC
Cline, Jenifer, Fort Benton, MT
Howard, Pamela, Tuscaloosa, AL
Leckie, Adam, Queen Creek, AZ
Maguire, Erin, Essex Junction, VT
Mason, Kindel, Jerome, ID
Maule, Emilie, Bozeman, MT
McNamara, Vicki, Camdenton, MO
Myrah, Gary, Madison, WI
Peine, Heath, Wellington, KS
Presutti, William, Tinton Falls, NJ
Rubenstein, Kevin, Lake Bluff, IL
Scala, Gina, Bethlehem, PA
Turner, Carrie, Grain Valley, MO

ARTS IN SPECIAL EDUCATION

Dunn, Michael, Vancouver, WA
Hammel, Alice, Richmond, VA
Loesl, Susan, Milwaukee, WI
Murphy, Katherine, Alpharetta, GA
Scanlan Dobson, Christine, Lawrence, KS

ASSESSMENT

Davis, Rebecca, Lovington, NM
Dragone, Elizabeth, Midlothian, VA
Geller, Norman, Henrico, VA
Gilliam, Brenda, Tyler, TX
Good, Kathie, Portales, NM
Montani, Teresa, Teaneck, NJ

AUTISM SPECTRUM DISORDER/ INTELLECTUAL DISABILITY

Accardo, Amy, Glassboro, NJ
Allor, Jill, Dallas, TX
Baker, Joshua, Las Vegas, NV
Bassette, Laura, Muncie, IN
Bonnet, Lauren, Arlington, VA
Bouck, Emily, East Lansing, MI
Boyle, Susannah, Millersville, PA
Brock, Matthew, Columbus, OH
Carpenter, Megan, Indian Land, SC
Chaves, Caroline, Rockledge, FL
Clavette, Aimee, Danbury, CT
Colcord, Cean, Whittier, CA
Coleman, Mari Beth, Knoxville, TN
Cote, Debra, Fullerton, CA
Cox, Sarah, Tallahassee, FL
Da Fonte, Alexandra, Nashville, TN
Demchak, MaryAnn, Reno, NV
Denning, Christopher, Boston, MA
Deschaine, Mark, Mount Pleasant, MI
DiGioia, Sarah, Burke, VA
Doughty, Teresa, Arlington, TX
Eyre, Autumn, Snoqualmie, WA
Fidler, Dagny, Pleasant Hill, IA
Forristal, Jim, Brandon, FL
Forsyth, Andrea, Sparks, NV
Garris, Gregory, Lawrence, KS
Ghionis, Elena, Spartanburg, SC
Grim, Joan, Knoxville, TN
Grimmet, Kharon, West Lafayette, IN
Harkins, Elizabeth, Denville, NJ
Healy, Joanne, Fairbanks, AK
Henning, Bonnie, Minneapolis, MN
Intepe, Seyma, Tallahassee, FL
Jackson, Elizabeth, Tallahassee, FL
Jimenez, Bree, Harrington Park, New South Wales
Kurth, Jennifer, Lawrence, KS
Leonard, Sharon, Harrisburg, PA
Ley Davis, Luann, Cordova, TN
Leytham, Patrick, Henderson, NV
Liberty, Lisa, Naperville, IL
McCollow, Meaghan, Hayward, CA
Mims, Pamela, Johnson City, TN
Monteith, Peggy, Cody, WY
Park, Jiyoon, East Lansing, MI
Perner, Darlene, Bloomsburg, PA
Perras, Cindy, Oakville, Ontario
Rispoli, Mandy, West Lafayette, IN
Rivara, Janet, Aylett, VA
Roberts, Carly, Seattle, WA
Root, Jenny, Tallahassee, FL
Saunders, Alicia, Charlotte, NC
Shurr, Jordan, Kingston, Ontario
Sparks, Scott, Athens, OH
Sparks, Shannon, San Bernardino, CA
Speight, Renee, Fayetteville, AR
Spriggs, Amy, Lexington, KY
Sreckovic, Melissa, Oakland Twp, MI
Stansberry Brusnahan, L. Lynn, Minneapolis, MN
Stone-MacDonald, Angi, Quincy, MA
Swestyn, Ashley, Elkton, FL
Terpstra, Judith, New Haven, CT
Test, David, Charlotte, NC
Therrien, Bill, Charlottesville, VA
Trump, Cary, Athens, GA
Wheeler, John, Jonesborough, TN
White, Sheila, Lisle, IL
Williams, James, Cedar Park, TX
Zajic, Matthew, Charlottesville, VA
Zucker, Stanley, Paradise Valley, AZ

CAREER DEVELOPMENT/ TRANSITION

Bumble, Jennifer, St. Louis, MO
Burke, Kathryn, Lawrence, KS
Cantley, Penny, Stillwater, OK
Carter, Lynne, Beaverton, OR
Choiseul-Praslin, Bekis, Norman, OK
Curry, Jill, Waltham, MA
Davis, Mariya, San Antonio, TX
Dojonovic, Stacie, Pittsburgh, PA
Fields, Annette, St. Louis, MO
Gilson, Carly, College Station, TX
Ivester, Joy, Columbia, SC
Kalos, Michelle, Greeley, CO
Lombardi, Allison, Storrs, CT
Matusevich, Dale, Dover, DE
Matusevich, Hunter, Frederica, DE
McNaught, John, Harrisonburg, VA
Mitchell, Vickie, Huntsville, TX
Newman, Lynn, Menlo Park, CA
Nixon, Cindi, Florence, SC
Paiewonsky, Maria, Boston, MA
Papay, Clare, Boston, MA
Pulos, Joshua, Norman, OK
Raley, Sheida, Lawrence, KS
Razeghi, Jane, Centreville, VA
Reardon, Kyle, Eugene, OR
Schutz, Michele, Nashville, TN
Shanley, Judy, Chicago, IL
Shogren, Karrie, Lawrence, KS
Sinclair, James, Eugene, OR
Unruh, Deanne, Eugene, OR
Voggt, Ashley, Charlotte, NC
Williams-Diehm, Kendra, Norman, OK
Zhang, Dalun, College Station, TX

COLLABORATION AND INCLUSIVE PRACTICES

Barrion, Nicole, Alexandria, VA
Barron, Tammy, Cooleemee, NC
Brewer, Robin, Greeley, CO
Clarke, Laura, Ft. Thomas, KY
Columbia Embury, Dusty, Dayton, OH
Conderman, Greg, DeKalb, IL
Cook, Sara, Honolulu, HI
Davis, Kimberley, State University, AR
Dieker, Lisa, Orlando, FL
Glavey-Labedz, Missy, Orlando, FL
Havercroft, Kathryn, Charleston, IL
Hedin, Laura, DeKalb, IL
Jones-Bromenshenkel, Melissa, Tuscola, IL
Kerns, Georgia, Lee, NH
Kohler-Evans, Patricia, Conway, AR
Korinek, Lori, Williamsburg, VA
LaBadie, Michelle, Bethlehem, PA
Li, Mei-Ling, Charleston, IL
Massengale, Lindsey, Jacksonville, FL
McGinley, Vicki, West Chester, PA
Murawski, Wendy, Northridge, CA
Ploessl, Donna, Montevallo, AL
Robinson, Suzanne, Leawood, KS
Rodgers, Wendy, Las Vegas, NV
Rogers, Leslie, La Crosse, WI
Romualdo, Annette, Oviedo, FL
Rossetti, Zachary, Boston, MA
Rush, Charmion, Cullowhee, NC
Shamberger, Cynthia, Fayetteville, NC
Smith, Cheryl, Greensboro, NC
Stringfellow, Jennifer, Charleston, IL
Veit, Carrie, Fort Wayne, IN
Walker, Jennifer, Warrenton, VA
Weiss, Margaret, Fairfax, VA
Wherfel, Quentin, Peoria, IL
Wruble, Pamela, Dundalk, MD
Zolkoski, Staci, Tyler, TX

COMMUNICATIVE DISABILITIES AND DEAFNESS

Bruce, Susan, Chestnut Hill, MA
Conway, David, Omaha, NE
Kan, Dana, Nashville, TN
Kovalcik, Stephanie, Cincinnati, OH
Lively, Debra, Saginaw, MI
Mellblom-Nishioka, Caron, Carson, CA
Miller, Kevin, Lincoln, NE
Paulson, Anna, St. Paul, MN
Raschke, Suzanne, Midland, MI

CULTURAL AND LINGUISTIC DIVERSITY

Banks, Joy, Takoma Park, MD
Black, Rhonda, Honolulu, HI
Brown, Julie Esparza, Portland, OR
Carrero, Kelly, Commerce, TX
Hui-Michael, Ying, Cranston, RI
Jasper, Andrea, Mount Pleasant, MI
King, Diane, Kutztown, PA
Kressler, Benikia, San Diego, CA
Lo, Lusa, Boston, MA
Lo, Ya-yu, Charlotte, NC
Lopez, Eric, San Antonio, TX
Mault, Jackie, Portland, OR
Miller, Rhonda, Conway, SC
Monem, Ruba, Miami, FL
Moreno, Gerardo, Chicago, IL
Morgan, Alexis, Cambridge, MA
Morgan, Joseph, Las Vegas, NV
Ortiz, Alba, Austin, TX
Qi, Cathy, Albuquerque, NM
Rinaldi, Claudia, Newton, MA
Santamaria Graff, Cristina, Indianapolis, IN
Sayman, Donna, Shawnee, OK
Simmons-Reed, Evette, Muncie, IN
Terrill, William, Henderson, NV
Thomas, Adrainne, Prince George, VA
Trotman Scott, Michelle, Carrollton, GA
Tyler, Brenda-Jean, Radford, VA
Werunga, Robai, Lowell, MA

EARLY CHILDHOOD AND EARLY INTERVENTION

Acar, Serra, Boston, MA
An, Zhe, Madison, WI
Blanchard, Sheresa, Greenville, NC
Chen, Ching-I, Kent, OH
Guillen, Chelsea, Forest Park, IL
Gundler, Darla, North Adams, MA
Hubbell, Sophie, Columbus, OH
Kang, Jean, Greensboro, NC
Palmer, Susan, Lawrence, KS
Purcell, Megan, West Lafayette, IN
Sopko, Kimberly, Burke, VA
Stroup-Rentier, Vera, Topeka, KS
Surbrook-Goins, Nancy, DeWitt, MI

EMOTIONAL AND BEHAVIORAL DISORDERS

Caldarella, Paul, Provo, UT
Cancio, Edward, Toledo, OH
Collins, Lauren, Coronado, CA
Cooper, Justin, Shelbyville, KY
Ennis, Robin, Birmingham, AL
Hirsch, Shanna, Clemson, SC
Katsiyannis, Antonis, Clemson, SC
Kern, Lee, Bethlehem, PA
Landrum, Timothy, Louisville, KY
Lane, Kathleen Lynne, Lawrence, KS
Mathur, Sarup R., Tempe, AZ
Maynard, Deanna, Columbia, MO
Nordness, Philip, Omaha, NE
Peltier, Corey, Norman, OK
Pierson, Lauren, College Station, TX
Sabey, Christian, Provo, UT
Sallese, Mary Rose, College Station, TX
Taylor, Alexandra, Jeffersonville, IN
Tsai, Shu-Chen, Louisville, KY

GIFTED AND TALENTED

Behrens, Wendy, Roseville, MN
Buchanan, Michelle, Conway, AR
Dailey, Debbie, Beebe, AR
Dickson, Ken, Upper Marlboro, MD
Hardin, Kim, Abilene, TX
Inman, Tracy, Bowling Green, KY
Johnsen, Susan, Waco, TX
Jolly, Jennifer, Tuscaloosa, AL
Jones-Roberson, Javetta, Grapevine, TX
Roberts, Julia, Bowling Green, KY
Robins, Jennifer, Waco, TX
Troxclair, Debbie, Beaumont, TX

INNOVATIONS IN SPECIAL EDUCATION TECHNOLOGY

Bryant, Brian, Austin, TX
Choo, Sam, Eugene, OR
Craig, Stephanie, Lawrence, KS
Daley, Samantha, Rochester, NY
Dueker, Scott, Muncie, IN
Flanagan, Sara, Bangor, ME
Haas, April, College Station, TX
Hall, Tracey, Wakefield, MA
Howery, Kathy, Edmonton, Alberta
Pennington, Robert, Cornelius, NC
Regan, Kelley, Fairfax, VA
Rhodes, Alice, Wilmore, KY
Shepley, Sally, Lexington, KY
Temple, Cheryl, Fairfax Station, VA
Thomas, Cathy, San Marcos, TX

INTERNATIONAL PROGRAMS/ SERVICES

Agrawal, Jugnu, Fairfax, VA
Ehrli, Hannah, Orlando, FL
Francis, Mark, Milford, MI
Hauth, Clara, Arlington, VA
Khalifa, Batoul, Doha-Qatar,
Spencer, Vicky, Winchester, VA

LEARNING DISABILITIES

Baker, Kristi, Dallas, TX
Bateman, David, Shippensburg, PA
Clarke, Ben, Eugene, OR
Cook, Lysandra, Charlottesville, VA
Cornelius, Kyena, Mankato, MN
Grillo, Kelly, Ormond Beach, FL
Hosp, John, Amherst, MA
McMaster, Kristen, Minneapolis, MN
O'Connor, Rollanda, Bellingham, WA
Oldham, Ashley, West Hartford, CT
Poch, Apryl, Pittsburgh, PA
Ray, Amber, Honolulu, HI
Scanlon, David, Chestnut Hill, MA
Solis, Michael, Temecula, CA
Williams, Amy, Dahlonega, GA

MALTREATMENT

Cihak, David, Knoxville, TN
Corr, Catherine, Champaign, IL
Hopkins, Jamie, Milford, OH
Miller, Deserai, Champaign, IL

MEASURING SPECIAL EDUCATION TEACHER EFFECTIVENESS

Gilmour, Allison, Philadelphia, PA
Johnson, Evelyn, Boise, ID
Mason-Williams, Loretta, Binghamton, NY
Mathews, Hannah, The Plains, VA
Nagro, Sarah, Fairfax, NY
Peyton, David, Gainesville, FL

MULTI TIERED SYSTEM OF SUPPORT (MTSS)

Arden, Sarah, Seattle, WA
Beach, Kristen, Charlotte, NC
Bryant, Diane, Austin, TX
Castro-Villarreal, Felicia, San Antonio, TX
Ciullo, Stephen, Austin, TX
Faggella-Luby, Michael, Fort Worth, TX
Goldstein, Howard, Tampa, FL
Greulich, Luana, Berrien Springs, MI
Kent, Shawn, Houston, TX
Lemons, Christopher, Nashville, TN
Rodl, Janelle, San Francisco, CA
Toste, Jessica, Austin, TX
Wanzek, Jeanne, Nashville, TN
Wei, Yan, New Haven, CT
Wilkinson, Sarah, Storrs, CT
Zumeta Edmonds, Rebecca, Washington, DC

PARENT/FAMILY/SCHOOL PARTNERSHIPS

Adams, Nicole, Urbana, IL
Diliberto, Jennifer, Greensboro, NC
Gershwin, Tracy, Fort Collins, CO
Goldman, Samantha, Watertown, MA
Holdren, Natalie, Santa Barbara, CA
Kahn, Vicki, St. Louis, MO
Kervick, Colby, Burlington, VT
Lee, Chung eun, Nashville, TN
McKittrick, Lanya, Burien, WA
Moore, Mika, Burlington, VT
Pleet-Odle, Amy, Elkton, MD
Rios, Kristina, Urbana-Champaign, CA

PERSONNEL PREPARATION

Alves, Kat, Farmville, VA
Benedict, Amber, Gainesville, FL
Berlinghoff, Dee, Charlotte, NC
Bochenek, Sherry, Oswego, IL
Boothe, Kathleen, Anna, TX
Evmenova, Anya, Fairfax, VA
Gow Morrison, Lorna, Montego Bay, St. James
Hamilton-Jones, Bethany, Athens, GA
Hoffman, Katie, State College, PA
Hoppey, David, Jacksonville, FL
Kennedy, Michael, Charlottesville, VA
Kiely, Mary Theresa, Queens, NY
Kim, Eunjoo, Gary, IN
Lohmann, Marla, Lakewood, CO
Lynch, Patricia, San Antonio, TX
Murphy, Kristin, Boston, MA
Owiny, Ruby, Deerfield, IL
Patterson, DaShaunda, Mableton, GA
Peeples, Kate, Bloomington, IL
Peltier, Tiffany, Norman, OK
Pua, Daisy, Gainesville, FL
Randolph, Kathleen, Colorado Springs, CO
Romig, John, Arlington, TX
Sacco, Donna, Charlotte, NC
Sayeski, Kristin, Athens, GA
Scheeler, Mary Catherine, University Park, PA
Sears, Sue, Northridge, CA
Sjostrom, Cheryl, Reno, NV
Stark, Kristabel, Brighton, MA
Walker, Virginia, Charlotte, NC
Wolfe, Pamela, University Park, PA

PHYSICAL/HEALTH/MULTIPLE DISABILITIES

Clarke, Megan, Buffalo Grove, IL
Elam, Megan, Cincinnati, OH
Griffin, Denise, Moore, OK
Hampton, Robbie, Nashville, TN
Kuntzler, Patrice, Westbury, NY
Murphy, Sean, Peapack, NJ

PIONEERS/HISTORICAL PERSPECTIVES

Collins, Emily, Americus, GA
Fowler, Susan, Champaign, IL

PUBLIC POLICY

Burke, Meghan, Champaign, IL
Hopkins, Shari, Champaign, IL
Morgan, Cheryl, Conway, SC
Ochoa, Theresa, Bloomington, IN
Provost, John, Easthampton, MA
Schulze, Rob, Johnson, VT
Shepherd, Katharine, Burlington, VT
Thurlow, Martha, Minneapolis, MN
Yell, Mitchell, Columbia, SC

RESEARCH

Able, Harriet, Chapel Hill, NC
Barber, Brian, Kent, OH
Benz, Sarah, Austin, TX
Buckman, Mark, Lawrence, KS
Common, Eric, Flint, MI
Farmer, Thomas, Midlothian, VA
Ford, Jeremy, Boise, ID
Howorth, Sarah, Orono, ME
Hua, Youjia, Charlottesville, VA
Jung, Pyung-Gang, Seoul, Yeoungdeungpo-gu
Lane, Kathleen Lynne, Lawrence, KS
Oakes, Wendy, Gilbert, AZ
Richards-Tutor, Cara, Long Beach, CA
Robertson, Rachel, Pittsburgh, PA
Royer, David, Honolulu, HI
Schaefer, John, Cleveland, OH
Smith, Stephen, Gainesville, FL

Talbott, Elizabeth, Chicago, IL
Weiss, Stacy, Greenville, NC
Woods-Groves, Suzanne, Auburn, AL

STARTING THE TEACHING CAREER

Coy, Justin, Pittsburgh, PA
Leonard, Kaitlin, Storrs, CT
Millen, Kaitlyn, Golden, CO
Sinclair, Tracy, Norman, OK
Tandy, Jacob, Indianapolis, IN

STEM

Aladsani, Mohamed, Pittsburgh, PA
Baer Chen, Briella, College Park, MD
Bundock, Kaitlin, Logan, UT
Datchuk, Shawn, Iowa City, IA
Flores, Margaret, Auburn University, AL
Forsyth, Suzanne, Austin, TX
Griffin, Cynthia, Gainesville, FL
Hansen, Nicole, Bridgewater, NJ
Hensley, Kiersten, Mankato, MN
Hirt, Stacy, Columbia, MO
Hott, Brittany, Rockwall, TX
Hou, Fangjuan, Austin, TX
Hughes, Elizabeth, State College, PA
Hughes Pfannenstiel, Kathleen, Pflugerville, TX
Hwang, Jiwon, LANCASTER, CA
Juergensen, Rachel, Columbia, MO
Kamuru, Jessica, Independence, MO
Karal, Muhammed, Sinop, Sinop Merkez
Kiuhara, Sharlene, Salt Lake City, UT
Lee, Jihyun, Laramie, TX
Lee, Joo-Young, State College, PA
Losinski, Mickey, Manhattan, KS
Marx, Teri, Washington, DC
Mason, Erica, Columbia, MO
McGrath, Allison, Westerville, OH
Morano, Stephanie, Charlottesville, VA
Morris, Jared, Cedar Hills, UT
Nelson, Gena, Boise, ID
Powell, Sarah, Austin, TX
Stevens, Elizabeth, Atlanta, GA
Stocker, James, Wilmington, NC
Stout, Jonathan, Lock Haven, PA
Taylor, Jonte (JT), University Park, PA
Tipton, Elizabeth, Columbia, MO
Watt, Sarah, Oxford, OH
Witzel, Bradley, Rock Hill, SC
Yakubova, Gulnoza, College Park, MD

VISUAL IMPAIRMENTS AND DEAFBLINDNESS

Chiu, Ying-Ting, Columbus, OH
Farrand, Kathleen, Mesa, AZ
Johnson, Nicole, Blandon, PA
Koehler, Karen, Orient, OH
McCarthy, Tessa, Pittsburgh, PA
McConachie, Lisa, Portland, OR
Parker, Amy, Portland, OR
Savaiano, Mackenzie, Lincoln, NE
Stanfa, Kathleen, Kutztown, PA
Wild, Tiffany, Columbus, OH

NOTES:

Local Arrangements Committee

Kristin Lierheimer, Co-Chair, Clackamas Education Service District, Portland, **Lisa McConachie**, Co-Chair, Columbia Regional Programs, Portland Public Schools, **Ronda Fritz,** Eastern Oregon University, and **Kate Aly-Brady**, Bethel School District #52, together with the CEC 2020 Local Arrangements Committee listed below, began working more than a year ago preparing for CEC 2020. 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 2020 Convention & Expo is a professional development activity of the highest quality.

A very special thank you to the following committee members.

ACCESSIBILITY

Katie Byerly, Columbia Regional Programs, Portland Public Schools
Lori Ann Duggan, Portland Public Schools

HEADQUARTERS

Ronda Fritz, Eastern Oregon University, La Grande
James Sinclair, University of Oregon

REGISTRATION

Katie Conley, University of Oregon
Kyle Reardon, University of Oregon

SPECIAL EVENTS

Kate Aly-Brady, Bethel School District #52, Eugene

VOLUNTEER

Linda Brown, Oregon Department of Education

YES I CAN!

Annie Draeger, University of Oregon

Special thanks to ALL individuals who volunteered during CEC 2020!

Convention Cities and CEC Presidents

1923 Cleveland, Ohio . . . . . Elizabeth Farrell
1924 Chicago, Illinois . . . . . Elizabeth Farrell
1925 Cincinnati, Ohio . . . . . Elizabeth Farrell
1926 Washington, D.C. . . . . Elizabeth Farrell
1927 Dallas, Texas . . . . . Alice B. Metzner
1928 Toronto, Canada . . . . . Charles M. Elliott
1929 Detroit, Michigan . . . . . Edith L. Groves
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
1937 Cincinnati, Ohio . . . . . Harry J. Baker
1938 Buffalo, New York . . . . . Edward H. Stullken
1939 Detroit, Michigan. . . . . Edward H. Stullken
1940 Pittsburgh, Pennsylvania . . . . . Dorothy E. Norris
1941 New York, New York . . . . . Dorothy E. Norris
1942 Milwaukee, Wisconsin . . . . . Samuel A. Kirk
1943 Indianapolis, Indiana . . . . . Samuel A. Kirk
1944 No Convention . . . . . John J. Lee)
1945 No Convention . . . . . John J. Lee
1946 Detroit, Michigan . . . . . Florence Dunlop
1947 Ottawa, Canada. . . . . Florence Dunlop
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 and 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 and 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
1984 Washington, D.C. . . . . Lyndal M. Bullock
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
2019 Indianapolis, Indiana . . . . . Mary Lynn Boscardin

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Index of Speakers

Abdel-Latif, Haya 410
Able, Harriet 555
Acar, Serra..... 910
Aceves, Terese 507
Ackerman, Kera 199, 381
Acosta, Kelly 850
Adams, Simone 695
Adamson, Reesha..... 311, 901
Adelman, Andrea 372
Agrawal, Jugnu 390
Ahn, Soo 891, p128
Aitken, Angelique 70, 227
Al Otaiba, Stephanie 419
Aladsani, Mohamed 756
Albagshi, Amira 176
Aldawsari, Faisal 176
Alghamdi, Ahmed 902
Alhasiany, Fawwz 526
Alicea, Jalima 719
Allen, David 828
Allen, Grant 653
Allen, Melanie 502
Allison, Ruth..... 265
Allor, Jill 419
Almason, Season 572
Almquist, An 104
Alnajar, Ayesha..... 595, 642
Alonzo, Julie 629
Alqahtani, Saeed S. 741
Alter, Anastasia p157
Alverson, Charlotte 63, 346, 734
Amador, Yvette 445
Anderson, Alida 145, 294
Anderson, Eric 585
Anderson, Erin 355
Anderson, Kevin 723
Anderson, Laura 58
Andrews, David 723
Angelov, Azure 189
Ansley, Brandis 150, 240, 299, 356
Arban, Kathleen 196
Archer, Anita 220
Arden, Sarah..... WKP20
Arick, Joel 853
Arrayan, Katherine..... 353
Arter, Patricia 196, 694
Artzi, Lauren 659
Arwood, Ellyn..... 264
Asencio, Monica..... 761
Atiyeh, Stacy p128
Austin, Christy..... 5, 873
Ayres, Kevin 109
Babb, Salena 783
Baek, Eunkyeng 149
Bagnato, Steve 120
Bahr, Clairee 582
Bailey, Tessie 454, 679, 795
Baker, Emily 558
Baker, Kristi 419
Baldwin, Joni WKP06
Balint Langel, Kinga 575, 735
Ballard, Sarah 138
Barber, Brian 414, 472, 512, 650
Barbour, Josh 745
Barcarse, Tierney 547
Barcus, Courtney..... 389, 609
Barkel, Ashley..... 521
Barker, Elizabeth 672
Barnes, Alyssa 121
Barnes, Jo Anna 163
Barnes, Tia..... WKP14
Barrera, Emily..... 180
Barron, Tammy..... 256, 509
Barton-Hulsey, Andrea 798
Basham, James 158
Bass, Gwen 418, 563
Bassett, Julie 241
Basurto, Arturo..... 604
Bateman, David 73, 108, 189, 453
Bateman, Katherine 238
Bauserman, Adam 907
Bayat, Mojdeh 52
Beach, Kristen..... 830, 883
Beahm, Lydia..... 835
Behm, Jenna 447
Behrens, Wendy 104
Bell, Angie 179
Bellante, Carrie..... 49
Benner, Gregory 80, 511
Bennett, Kathleen..... 313
Bentz, Johnell..... 892
Benz, Sarah 275
Beresheim, J 9
Berg, Tricia WKP04, WKP19
Berger, Rachel p87
Bergmann, Erica 912
Berkey, Jesse..... 265
Berlinghoff, Dee 409
Berry, Katherine A. 190, 674
Bettini, Elizabeth..... 68, 269, 718, 776, 827
Biancarosa, Gina..... 882
Bienvenu, Margaret 885
Bilbro, Bridget 310
Bilgili-Karabacak, Irem 399, 877
Billingsley, Bonnie..... 68
Birinci, Seyma 57, 763
Blackorby, Jose 416, 908, p141

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Blair, Julie 537
Blakeman, Jennifer 195
Blanton, Angie 457
Blum, Craig 93
Boardman, Alison 394
Boehm, Wendy 663
Boesch, Miriam 245, 401
Bogdan, William 78
Boisvert, Kathy 811
Bonner, Tara 722
Boothe, Kathleen 260, 616
Borders, Christy 640
Bordonaro, Kristen 831
Borges, Jason 331, 680
Borgmeier, Chris 48, 425
Bos, Samantha 639
Boscardin, Mary Lynn 193
Boucher, Alexis 309
Boucher, Elizabeth 711
Bouck, Emily 183, 421, 671
Bourexis, Patricia 281
Boveda, Mildred 262, 321
Bowen, Sandy 536
Bowser, Gayl 272
Bracke, Deborah 172
Bradley, Renee 283
Bradshaw, Catherine 201, 622
Brady, Kelly 523
Brady, Loretta 200
Brafford, Tasia 105, 658, 844
Brain, Thea 724
Brandjord, Stacey 47, 57
Bratsch-Hines, Mary 175, 209
Braun, Gina 729
Breedlove, Lynette 104
Bresina, Britta 57, 790
Brewer, Brandy 681
Brighton, Bryn p157
Brobbey, Gordon 27
Brock, Matthew 585
Brockman, Gwen 815
Brohammer, Margene 436
Brooksher, Kelly 45
Bross, Leslie 14, 71, 606
Broughton, Alta Joy 520
Brown-Ogilvie, Tara 9
Brown, Christerralyn 896
Brown, Julie Esparza 485, WKP22
Brown, Kristin 374
Brown, Rachel 21
Brownell, Mary 446, 720, 884
Bruce, Susan 593, 783
Bruhn, Allison 33, 54, 622, p60
Brum, Christopher 691
Bruno, Lauren 442, 559
Brunsting, Nelson ... 130, 506, 718, 827
Bryant, Brian 83, 508
Bryant, Diane 28, 508, 638, 793
Bryant, Larry 321, 909
Buchanan, Michelle 364, 657
Buchter, Jennifer 489, 865, p181
Buckley, Charlie 569
Buckman, Mark 130, 443, 506, 653, 760
Budrow, Govinda 778
Bumble, Jennifer 62, 579
Burchard, Melinda 20, 649
Buren, Molly 448
Burke, Lisa 242
Burns, Darci 212
Burt, Jonathan 587
Busch, Todd 278
Bush, Shawn 685
Buysse, Virginia 543
Buzhardt, Jay p86
Byfield, Kristi 723
Byrd O'Quin, Camille 613
Byun, Sang Gyu 738
Caballero, Adrianna 692
Cabral, Leonardo 347
Callaway-Cole, Larisa 709
Calzi, Maddie 667
Cambray-Engstrom, Elizabeth 477
Cameron-Standerford, Abby 296
Campbell, Aaron 59
Cantley, Penny 386
Capacci, Anna 380
Capizzi, Andrea 479, 637
Carlisle, Lindsay p112
Carnine, Douglas 220
Carpenter, Megan 866
Carreon, Adam 652, p60, p86
Carson, Jamin 302
Carta, Judith p86
Carter, Erik 13, 62, 315
Caruana, Vicki 657
Carver, Sharine 684
Case, Layne 589
Casey, Jane 686
Catherwood, Lisa 152
Cavazos, Linda 154, 441
Ceasar, Kimmy 698
Cerrato, Brett 181, 336
Chambers, Dianne 728
Chan, Janice WKP03
Chang, Ya-Chih 93, 173
Chappell, Brinlee 711
Chappell, McCall 711
Chard, David 367
Chase, Kiera 788
Chaturvedi, Amrita 90
Chen, Briella Baer 167, p112
Chen, Rui 354
Cheney, Douglas 541
Cheyney-Collante, Kristi 488, 841
Chiappe, Jenny 118
Choi, Eunhye 111, 475

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Choiseul-Praslin, Bekis 277, 655
Choo, Sam 153, 445, 510, 913, p128, p209, p220
Chopra, Ritu..... 323, 492, WKP05
Chow, Jason..... 4
Christensen, Jennifer..... 27
Christensen, Laurene 499
Christian, Regina..... 612
Christoun, Lara..... 180
Chu, Szu-Yin..... 182, 348
Cichy-Parker, Bryan..... 613, 909
Cipriano, Christina WKP14
Ciullo, Stephen 251, 540, 776
Clark, Anna Marie 20
Clark, Kelly 211, 460
Clarke, Ben..... 3, 185, 306
Clarke, Laura..... 138, 195, 449, 483, 657
Clarke, Megan 831
Classen, Audra 95, 408, 487
Clemens, Nathan..... 268, 309
Cleveland, Sally..... 155
Cmar, Jennifer..... 432
Coffey, Jennifer 339
Cole-Lade, Gretchen 736
Cole, Sandi 553
Coleman, Mari Beth 244, 752
Coleman, Mary Ruth..... 78, 337, 369
Collins, Alyson..... 540
Collins, Emily..... 78
Collins, Lauren 545, 8, WKP11
Columbia Embury, Dusty.. 135, 195, 657
Colvin, Geoff 220
Comis, Mary..... 27
Common, Eric..... 130, 653, 718
Conderman, Gregory 357, 498
Conley, Kathleen..... 33, p60
Connally, Kaylan..... 906
Connelly, Jeanne 891
Conner, Carlin 419
Contesse, Valentina 349, 557, 605, 775
Cook, Alexandria..... p169
Cook, Bryan 8, 96, 326, 438, 500, 835
Cook, Kathleen..... 166, 290, 578
Cook, Lysandra..... 8, 835
Cook, Sara 8, 353, 749
Cooke, Aaron 147
Cooney, Lori.....p170, p181
Cooper, Justin 524, 587
Cooper, Yichien 534
Cordoni, Leah 814
Corley, Caroline..... 904
Cormier, Kerry 641
Cornelius, Kyena..... 647
Cornell, Heidi..... 742
Corr, Catherine 426
Correa-Torres, Silvia 536
Correia, Manuel 843
Corsini, Natalie 466
Cote, Debra..... 168, 229
Council, Morris 817
Coutinho, Martha..... 281
Coyne, Michael..... 212, 268, 385
Craig, Stephanie..... 39
Crawford Bewley, Stacy 12
Crawford, Lindy 163, 623
Cress, Samantha..... 822
Criss, Caitlin 179, 590
Crockett, Jean..... 618
Crowe, Becky..... 535
Cruz, Courtney 216
Cuda, Josephine 322
Cuenca-Carlino, Yojanna..... 144, 840
Cumming, Michelle 269, 827
Curry Bills, Kiersten 2
D'Agostino, Sophia 433, 668, 737
Da Fonte, Alexandra..... 245, 401, 437, 637
Dailey, Debbie..... 364, 657
Daley, Shawn 99, 297, 320
Danner, Natalie 782
Darst, Shannon 727
Datchuk, Shawn..... 810, 850
Dauksas, Linda 242
Davidson, Michele 156
Davis, Kristy 820
Davis, Meredith 34
Davis, Timara 68, 612
DaWalt, Leann 832, 881
Dawson, Shirley..... 502
De La Paz, Susan 251, 860
Dean, Michelle 415, 818
DeBruin, Ben 24
DeClouette, Nicole..... 390, 613, 904
DeLaRosa, Amy..... 781
Demchak, MaryAnn..... 200, 319, 388, 636
Dempsey, Owen 554
Deniz, Fatmana 402, 475
Denning, Christopher 910
Dennis, Minyi 214
Deshpande, Divya..... 581
Desmarais, Mary..... 266, 800
DeSousa, Lynne 504, WKP02
DeSpain, Stephanie..... 254
Dexter, Courtney 239
Diaz, Kelli..... 533
Dickson, Ken 215
Didion, Lisa..... 825
Dieker, Lisa..... 68, 338
Diliberto, Jennifer..... 337, 369, 548
Dimino, Joseph..... 279, 480
Dingle, Mary..... 703
Dissen, Carol..... 431
Doabler, Christian..... 3
Dojonovic, Stacie..... 210, 556
Dollar, Amber 69

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Dorff, Juliann 30
Dorn, Brittany 178, 370
Dorrah-Stewart, Cathy p230
Dorsey, Catrina 127, 769
Dosedel, Michael 690
Doughty, Teresa 109
Doyle, Matthew 531
Draeger, Annie 522, 721
Drescher, Talya 709, 818
Drew, Christine 218
Driver, Melissa 234, 345, 465, 485
Drozda, Natalie 400
Drumb, Lisa 643, 874
Ducharme, Kim 862, p141
Duffy, Meghan 331
Duggins, Shaunte 488
Dunn, Claudia 750
Dunn, Michael 176, 526, 768
Edge, Christi 296
Edmonds-Behrend, Christina 704, 889
Ehrli, Hannah 85, 390
Ekman, Lena 129
Emerling, Christopher 27, 620
Engelmann, Kurt 220
Ennis, Robin 568, 681
Enriquez, Janet 109
Ericson, Katherine 464
Estervig, Janet 211
Estrapala, Sara 65, 398, 603, 712
Evanstein, Emily 46, 314
Evmenova, Anya 153, 387, 577, 794, p128, p142
Eyres, Ruth 90
Faggella-Luby, Michael 163
Fainstein, David 510
Falkenstern, Terry 152
Fanning, Leslie 555
Farley, Jennifer 70, 227
Farmer, Theresa 339, 467, 498
Farnsworth, Megan 726
Farquharson, Kelly 798
Farr, Wendy 113
Farrand, Kathleen 30, 115
Farrell, Erin 229, 746
Feil, Edward 2, 192
Ferguson, Kate 908
Ferland, Tara 884
Fesko, Pam 797
Fettig, Angel 529
Fielding, Randi 797
Fien, Hank 56, 913
Figueroa, Sandra 537
Filderman, Marissa 707
Finn, Jane 433, 737
Fishstrom, Sarah 743
FitzGerald, Peter 346
Flores, Margaret 72
Fluhler, Sally 428
Fodor, Julie 834
Foegen, Anne 325
Foerch, Daniela 372
Fogle, Keri 17
Foley, Abigail 431
Fones, Nancy 61, p142
Forbes, Heather 376, 576, 804
Forbringer, Linda 468
Ford, Jeremy 730
Forsyth, Suzanne 829
Foster, Elizabeth 531, 604
Fowler, Susan 78
Fox, Lise 426, 665
Franke, Danaya 278
Franklin, Toni 696
Frederick, Brea 445
Freeman-Green, Shaqwana 485
Freeman, Jennifer 450, 566
Frey, Andy 2, 192
Friend, Marilyn 256, 509, WKP09, WKP15
Frost, Mari 565
Fulchini Scruggs, Angelica 338
Funfe Tatah Mentan, Charity 495
Furjanic, David 185
Gage, Nicholas 212
Gagnon, Joseph 512
Gaier, Kelsey 755, 789
Galea, Nick 43
Gallup, Jenn 29, 728, 857
Galvin, Sarah 99
Gambino, Anthony 738
Gandhi, Allison 268
Ganz, Jennifer 149, 633, 750, 858
Garcia, Kate 94
Gartland, Debi 32
Garton, Megan 116, 597
Garwood, Justin 365, 645, 776
Gasamis, Colin 225
Gearin, Brian 56, 131
Gebhart, Eric 339
Gerlach, Kent 779
Gersten, Russell 101, 222, 480
Gerzel-Short, Lydia 357, 404, 498, 861
Gesel, Samantha 428, 774
Ghionis, Elena 316, 491
Gideon, Lisa 774
Gilchrist, Beth 310
Gladney, Deondra 248
Goldrich, Carly 497
Goldrich, Cindy 497
Goldstone, Linda 495
Golloher, Andrea 44, 312
Gonsalves, Vivian ... 349, 488, 557, 605
Gonzales, Wendy 194, 441
Goran, Lisa 453
Gorman, Julia 730

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Graham, Steve 540
Gratton-Fisher, Emma..... 214, 399
Graves, Adam 200
Green, Bridget..... 230, 400
Greenlees, Linnie..... 812, 848
Greenwood, Charles p86
Gregori, Emily 88, 218
Griffin, Cynthia 186, 471
Grigal, Meg..... 37, 146
Grillo, Kelly 216
Grim, Joan 412
Grimaldo, Leticia..... 154, WKP22
Grimes, Rene..... 28
Grumstrup, Brianna..... 636, 785
Guerreiro, Meg 672
Gumpel, Thomas..... 334, 486, 624
Gumpert, Mindy 887
Gunderson, Jamie..... 99, p99
Guy, Barbara 339
Guyette, Hannah..... 247
Guzy, Adam..... 24
Haas, April 327
Haggerty, Natalie 503, p86
Hale, Kimberly..... WKP23
Hall, Colby 873
Hall, Laura 289, 691
Hall, Tracey..... 651, 862, 908, p141
Hall, Travis 542
Hamblet, Elizabeth WKP18
Hamme, Robin..... 157
Hammel, Alice 202
Hammons, Nanette 634, 771
Hampton, Robbie..... 390, 449
Hancock, Eleanor..... 273
Hancock, Macy 172
Haney, Jill p72, p99, p142
Hansen, Elizabeth 290, 578
Harkins, Elizabeth..... 90, 453
Harn, Beth 105, 658
Harper, Justin 43
Harris, Cody 875
Harris, Pakethia 275
Harris, Shelley 686
Harrison, Judith 136, 614
Hart Barnett, Juliet..... 759, 806
Hart, Sara..... 96
Hartmann, Elizabeth 36
Hartz, Eric 291, 900
Harvey, Susan 202
Haselden, Kathryn..... 337, 369
Hauth, Clara 382, WKP16
Havens, Michele 682
Havercroft, Kathryn..... 360, 530
Hayes, Lindsey..... 86, 301
Haymond, Kelly 480
Heatherman, Teresa 683
Hebert, Michael..... 79
Hedin, Laura 254, 489
Heintzelman, Sara..... 153
Heller, Nicole 185, 306
Helman, Amanda..... 69
Hendricks, Emma 716
Henning, Bonnie 229, 634
Henry, Alyssa 490
Herburger, Debra 53, 352
Herrera, Bill..... 66
Herring, Tina 134, 276
Higgins, Susan p86
Hinkle, Hailey..... 510, 913
Hipple, Katie..... 649
Hirsch, Shanna 33, p60
Hirschmann, Kristin 610
Hodge, Janie..... 706
Hoeh, Emily p181
Hoffman, Elizabeth 537
Holdheide, Lynn 86, 906
Holmes, Vicki Lynn..... 433, 737
Holsapple, Nancy..... 86
Holzberg, Debra..... 739, 808
Hooper, Simon p157
Hooser, Christy WKP07
Hoppey, David 204
Horton, Libbey..... 433, 737
Hott, Brittany 469, 493, 673
Houchins, David 150, 787
Hovey, Katrina..... 404, 589, 782, 861
Hovland, Jessica 394, 498
Howard, Christina..... 765
Howard, Maureen..... 171
Howorth, Sarah ... 286, 746, 807, p181
Hoyt, Lisa 541
Hsiao, Yun-Ju 404, 534
Hu, Ying..... 320
Huang, Chiung-Ying 182
Huber, Jennifer 537
Hudson, Ashlyn..... 69
Hudson, Roxanne..... 355, 462
Huffman, Jonathan..... 14, 88, 169
Hughes Pfannenstiel, Kathleen..... 222, 275, 582, 619, WKP10
Hughes, Charles 367
Hughes, Claire 483
Hughes, Elizabeth 156, 333
Hughes, Kayla..... 202
Hume, Kara 452, 677, 805
Hunter, Adrienne 664
Huzinec, Chris..... 7, 907
Hyatt, Jacque..... 265
Idol, Whitney 351
Imperatore, Judith 230
Inman, Tracy..... 104, 627
Intepe, Seyma 634
Irvin, Phillip 75
Irwin, Bailey..... 483
Israel, Maya..... 11, 255
Itkonen, Tiina..... 415, 843
Ittner, Anne..... 782

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Jackson, Becca 271
Jackson, Dia 485, 719
Jaffe, Susan 558
Jax, Shannon 278
Jayanthi, Madhavi 101
Jez, Rebekka 328, 382
Jimenez, Bree 780
Jitendra, Asha 100, 439
Johns, Beverley 664
Johnson Evans, Kimberly 769
Johnson, Amy 152
Johnson, Austin 500
Johnson, David 791
Johnson, Evelyn 102, 228
Johnson, Friggita 126, 191
Johnson, Holly 248
Johnson, Janice 672
Johnson, JoAnn 864
Johnson, Laura 725
Johnson, Matthew 1
Johnson, Nicole 422, 528
Johnston, Tracie 329
Jolivette, Kristine 240, 299, 356, 635, 875
Jolly, Ann 883
Jones-Bromenshenkel, Melissa ... 360, 530
Jones, Beth 469, 493
Jones, Erica 523
Jones, Nathan 446
Jones, Sarah 293
Joyce, Jeanette 136
Juarez, Angie 863
Juarez, Laura 374
Juarez, Sara 19
Jung, Sojung 427, 886
Jungjohann, Kathleen 3, 844
Kaldenberg, Erica 442, 559
Kaloi, Laura 397, 455, 482, WKP12
Kame'enui, Edward 220, 281
Kan, Dana 277, 740
Kang, Jean 95, 487
Kang, Jeongae 912
Kannengieser, Kerri 814
Kaplan, Rachel 349, 527, 557, 766
Kasai, Malia 168
Kastner, Pamela 385
Katsiyannis, Antonis 695
Katz, Jennifer 430
Kaufman, Trynia 94
Kea, Cathy 201, 263
Kearns, Devin 60, 79, 680
Keating, Thomas 745
Keene, Hannah 667
Kellems, Ryan 561
Keller, Clayton 778
Kelley, Bridget 236
Kelley, Shannon 60
Kelly, Devin 796
Kelly, Samantha 789
Kemp, Suzanne 87
Kennedy, Michael 213, 255, 395, 503, p72, p112, WKP13
Kent, Kevin 908
Kern, Lee 354, 622, 789, 877
Kervick, Colby 733
Ketterlin-Geller, Leanne 564
Kiely, Mary Theresa 618
Kilpatrick, Amy 842
Kim, Eunjoo 525, 661, 855
Kim, Janet 547
Kim, Jemma 342
Kim, Yeji 132, 708
Kimmel, Lois 301, 582
Kinas Jerome, Marci 153, p112
King, Seth 516
Kirk, Rea 856
Kirkpatrick, Marie 705
Kisinger, Kerry 119
Kite, Bobbie Jo 617
Kittelman, Angus 621
Knackstedt, Kimberly 455
Knight, Victoria 430, 724
Knowles, Christen 217, 662
Ko, Eun Hye 137, 379
Koch, Aaron 596, 903
Kong, Jennifer 463, 713
Konrad, Moira 179, 211, 590
Kooyman, Christi 417
Korthage, Tara 192
Kouo, Jennifer 630
Kraemer, Bonnie 289, 832
Krawec, Jennifer 100
Kriegler, Shelley 687
Kroesch, Allison 840
Kruger, Mark 667
Kucharczyk, Suzanne 666
Kumm, Skip 240, 259, 660
Kunkel, Amy 112
Kurz, Leigh Ann 117
Kutscher, Elisabeth 440
Kwiatek, Stephen 282
Kwon, Jemma 186, 471
Lahna, David 217
Lam, Elizabeth 81, 902
Lancet, Stephanie 678
Landrum, Timothy 545, 681, WKP11
Lane, Holly 79, 349, 488, 605
Lane, Julie 598
Lane, Justin 358, 667
Lane, Kathleen Lynne 130, 268, 438, 506, 653
Lane, Katie 478
Larios, Rosalinda 93, 173
Larkins, Clare 140
Larson, Erik 107
Larson, Kristine 201
Lasley, Darby p87, p128, 853

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Lattin, Dana 62, 146
Lau-Smith, Jo-Anne 726
Law, Monica 694
Lawson, Joan 684
Lawson, Lani p61
Lazarus, Sheryl..... 391, 690, 758, 849
Leaderman, Jared 38
Leckie, Adam..... 368
Lee, Bora 899
Lee, Jon 2, 192, 725
Lee, Joo-Young 333
Lee, Yewon 860
Leko, Melinda..... 659
Lembke, Erica 222, 331, 564, 902
Lemons, Christopher..... 67, 428, 601
Lengel, Mary 371
Lesner, Taylor 306
Lewis-Chiu, Calli 253
Lewis-Pratl, Krystal..... 144
Lewis, Sandra..... 319, 669
Liao, Ching-Yi 633, 858
Lindo, Endia 263, 321, 613
Lindstrom, Esther 83
Lingo, Amy..... 524, 587, 720
Lipsett, Ann-Bailey..... 736
Lipson, Catherine 676, 846
Little, Mary 31
Liu, Kristin 495, 690
Liu, Meijia..... 508
Lively, Debra..... 271
Livingstone, Jillian 6, 868
Lloyd, John Wills 206, 367
LoCurto, Frank 434
Loesl, Susan 393
Lohmann, Marla..... 469, 616, 673
Lombardi, Allison..... 151, 450
Lopez-Reyna, Norma 477, 697, 702, 859, 914
Love, Matthew 44, 312
Lovelace, Temple 27
Lowery, Julie 719
Lusk, Mandy..... 237, 253
Lynass, Lori 542
Lynch, Patricia..... 710
Lyon, Cheryl 60
Lyttle, Esq., Constance..... 223
MacDonald, Megan 589
Machalicek, Wendy 149
MacMillan, Robert..... 243
MaGee, Caroline 265, 501
Magee-Arick, Kara p61
Maggin, Daniel 149, 259, 326, 500 620, 660
Maguire, Erin 368
Majeika, Caitlyn 91, 738, 789
Mamlin, Nancy 548
Mandlawitz, Myrna 482, 631
Mann, Lara 343
Mantzoros, Theoni..... 15
Marco, Daniela 724
Markelz, Andy..... 869, 894
Marsh, Wendela..... WKP08
Martin, Catherine WKP16
Martin, Guy 751
Martin, Suzanne 6, 868
Marx, Teri 454, WKP20
Mason, Elizabeth 531
Mason, Erica..... 203
Mason, Tara..... 98
Mathews, Hannah..... 373, 446
Mathews, Leslie 305, 421, 588
Matusevich, Dale 97, 235, 328, 502
Matusevich, Hunter 62, 97
Matyo Cepero, Jude 483
Maxam, Kristen..... 112
Mazzone, Nora..... 377
Mazzotti, Valerie..... 10, 151, 450, 734
McBee, Cheryl 241
McCaleb, Karen 867
McCarthy, Tessa 550
McClelland, Amanda..... 870
McClure, Erica 545
McCollom, Elizabeth 47
McConnell, Bethany 792
McConnell, Joelle..... 241
McCoy, Ashley 15
McCray, Erica 321
McDaniel, Sara 622
McDaniel, Sara 832
McDonnall, Michele 432
McFarlin, Michelle..... 316
McGee, Carrie..... 418
McGhee, Colleen 61
McGinley, Patrick 1
McGurl, Cindy 212
McHale-Small, Monica..... 163
McIntosh, Kent..... 621
McIntyre, Nancy 691
McKenna, John 365, 493, 776, 901
McKenzie, Jennifer..... 447, 822
McKevett, Nicole 47, 57
McKittrick, Lanya 583
McLean, Brenda 362
McLeod, Tracy 876
McLeskey, James 659, 906
McMahon, Amanda p220
McMahon, Don 746, p181, p220
McMaster, Kristen..... 331, 790, 902
McMillan, Megan 204
McNear, Donna..... 757
McNulty, Daniel..... 216
McWilliam, Robert 723
Meadows, Rose..... 344
Medwetz, Laura..... 278
Meehan, John..... 800
Meeker, Kathleen 529
Mehta, Smita..... 35

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Melanson, Brian 418
Meline, McKenzie 105, 658
Mellblom-Nishioka, Caron 271, 815
Mello, Melissa WKP03
Melloy, Kristine 58
Mendelsohn, Elizabeth 670
Merideth, Chris 264
Merrill O'Brien, Kristen 618, 827
Meyer, Ann p61
Meyer, Lauren 247
Michael, Elizabeth 177, 875
Miciak, Jeremy 83
Millen, Kaitlyn 370, 567
Miller, Ally 725
Miller, Darcy 526, 768
Miller, Kevin 271
Miller, Rachelle 159, 364
Miller, Rhonda 861
Miller, Scott 61
Mitchell, Barbara 901
Mitchell, Gwen 834
Mitchell, James 499
Mitchell, Karen 584
Mitchiner, Julie 617
Mitsch, Maryssa 11, 84, 489, 865
Moles, Bryan 350, 833, p128
Mollenkopf, Dawn 483
Monaco, Jennifer 377
Monda-Amaya, Lisa 435
Monk, Molly 831
Moore, Marcia p209, p230
Moore, Megan p61
Moran, Amber 46, 314
Moran, Laura 332
Morano, Stephanie. 162, 445, 492, 770
More, Cori 489, 806
Morgan, Joseph 163, 388, 753
Morin, Kristi 289, 421
Morningstar, Mary 62, 146, 210, 450
Morris-Wood, Alexander p142
Morris, Jared 156
Morrison, Nancy 663
Mosher, Margaret p60
Moss, Sunshine 114, 232
Movahedazarhouligh, Sara 317, 567
Mulcahy, Candace 116
Mullenix-Mohammed, Kajsa 169, p99
Murawski, Wendy 40, 68, 198
Murner, Elaine 358
Murphy, Hardy 553
Murray, Mary 223
Murry, Francie 847
Myers, Anna 395, 770
Myrah, Gary 368
Nagro, Sarah 255, 567
Navo, Matt 562
Neff, Talandra 293
Neilsen Gatti, Shelley 231, 278
Nelson, Gena 619
Nelson, Jessica 311
Nelson, Nancy 431, 510, 56, 659, 913, p209, p220
Nese, Joseph 517
Nese, Rhonda 505, 621
Newman-Godfrey, Amanda 549
Newman, Lynn 103, 328
Newton, Nicholas 513
Nguyen, Vy 484
Niles, Gloria 90, 258
Nobel, Michele 221, 392
Nowell, Sallie 452
O'Connor, Rollanda 368, 830
O'Neill, Kaitlin 34, 304
O'Rourke, Susan 390
Oakes, Wendy 443, 506, 653, 895
Odom, Samuel 139, 197, 805
Oh-Young, Conrad 489, 865, p181
Ohlssen, Megan 678
Ok, Min Wook 503, 807, p86
Okolo, Cynthia 387
Okpareke, Alicia 533
Oldham, Ashley 212
Olivares, Elia 914
Ollila, Mandy 380
Oropollo, Michael 93, 173
Ortiz, Alba 154, 441
Osborne, Susan 337
Oshokoya, Olajumoke 27, 400
Osipova, Anna 93, 173
Otto, Claudia 736
Ousley, Ciara 427
Owens, Teresa 762
Owens, Tosha 460
Owiny, Ruby 260, 616
Padía, Lilly 328
Pandey, Toshna 406
Pang, Yanhui 26, 55
Pantaleo, Amber 744
Papalia, Anne 476
Papp, Samantha 408, 754
Park, Haerin 111, 335, 839
Park, Jiyeon 28, 132, 793, p170
Park, Jiyoon 183, 671
Park, Soyoung 508
Park, Sung 416
Parker, Amy 9, 422, 698, 727
Parker, Roanna 122
Passi, Joseph 128
Passmore, Amanda ... 18, 259, 591, 609
Patterson, DaShaunda 234
Patton, Sam 716
Paul, Diane 593
Paulsen, Kim 437, 884
Pauly, Heather 570
Payne-Akinhanmi, Adewunmi 602
Pearl, Cynthia 31
Pedonti, Sarah 175, 850

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Peeples, Kate 732
Peltier, Corey 305, 421, 459
Peltier, Tiffany 459, 588
Pennington, Robert..... 109, 336, 538, 880
Pentimonti, Jill..... 543
Pérez-Clark, Paloma..... 653, 760
Perihan, Celal..... 29, 728
Perkins, Yolanda..... 197
Petcu, Stefania..... 463, 761
Peterson-Ahmad, Maria 589, 696
Peterson, Amy..... 420, WKP20
Peterson, Darrell..... 107
Peterson, Jeremy..... 81
Peterson, Patricia..... 470, 580
Pham, Andy 269
Pico, Danielle 405, 557, 605, 766
Pienkowski, Katrena..... 172
Pierce, Jennifer 543, WKP10
Piersall, Jolly 1
Pina, Karen 484
Pinkelman, Sarah 621
Pleasant, Courtney..... 840
Ploessl, Donna 467, 498
Plummer, Rebecca 604
Pogrund, Rona..... 727
Polewaczyk, Heidi..... 155
Poling, Daniel..... 70, 227, 414, 821
Popham, Michelle 706
Post, Felicity 311
Powell, Sarah 190, 564, 619, 674, 829
Powers, Michelle..... 699
Prince, Angela 518
Probst, Kristi..... 81, 233, 323, 640, 878
Prola, Andrea 702
Puckett, Kathleen 265, 537
Puckett, Kim..... 195
Pullen, Paige 209, 488
Purcell, Luann..... 906
Quakenbush, Michelle 323
Quinn, Emily p169
R. Hester, Olivia..... 845
Rahn, Naomi..... 864
Raimondo, Barbara 81
Raley, Sheida 151, 270, 675
Ramers, Lauren..... 382
Ramlackhan, Karen..... 27
Ramon, Veronica..... 374
Randolph, Kathleen..... 469, 673, 894
Rao, Kavita 387, 652
Raschke, Suzanne 271
Ray, Amber 496, 547
Ray, Rebecca 462
Razeghi, Jane 210
Razzano, Sarah 726
Reardon, Kyle..... 105, 151, 501, 658
Reddicks, Tommy..... 189
Reed, Deborah 64, 787
Reed, Penny 272
Reese, Melanie..... 396
Regan, Kelley p128
Rehfeld, David 705, 767
Retterath, Carly 648
Reyes, Elizabeth..... 16, 205, 407
Rhim, Lauren..... 189
Rhoads, Carlie..... 261
Rhodes, Alice 625
Riccio, Ariana..... 287
Riccomini, Paul J..... 133, 162, 333, 581
Rice, Elisabeth 558
Rice, Maggie 418
Richards-Tutor, Cara 720
Richey, Kim 482
Rickard, Tobias 745
Riden, Benjamin..... 660, 746, 869, 894
Rider, Elizabeth 161
Riffel, Laura 838
Riggleman, Samantha 11, 865
Riggs, Leah 545
Roberts Frank, Alicia 252
Roberts, Carly..... 854
Roberts, Garrett..... 83
Roberts, Julia 483
Robertson, Christine 731
Robertson, Phyllis..... 777, 867
Robertson, Rachel..... 326, 410, 429
Robins, Jennifer 104
Robinson, Alissa..... 129
Robinson, Kristin..... 862, p141
Rock, Marcia..... 68, 718
Rodas, Claudia..... p170
Rodgers, Derek 787, 850
Rodgers, Wendy..... 373, 586
Rodl, Janelle 84
Rodrigues, Ashley..... 519
Rodrigues, Clarisa 385
Rogers, Christopher 391
Rogers, Wendy..... 528
Rojo, Megan 638
Rollins, Lauren..... 177, 292, 875
Romig, John..... 213, p72
Rooks-Ellis, Deborah..... 286
Rose, Chad..... 384, 594
Rossi, Olivia 20
Rotman Nelson, Melissa 650
Rowe, Dawn 206, 282, 734
Rowland, Amber 219, p60, p142
Royer, David..... 130, 443, 506, 653, 718, 895
Rubab, Shafaq 577, 794
Rubenstein, Kevin 368
Ruby, Susan..... 383
Ruder, Steve p72
Rudinger, Belinda 550
Rufsvold, Ronda 617
Ruiz, Maria 544, 885

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Ruiz, Viola 683
Running Bear, Candi 809
Rush, Charmion..... 298
Rusinkovich, Jessica..... 371
Russell, Christopher 378
Russell, Olivia 184, 288
Ryan, Erik p99
Ryan, Joseph 776
Sabornie, Edward 837
Sadler, Kate 257
Saez, Leilani..... 75
Saliba, Elizabeth 854
Salinas, Sarah 262
Sallese, Mary Rose..... 187, 327
Sam, Ann 139, 197
Sampson, Nadia 505
Samudre, Mark..... 199, 381
Sanchez, Victoria 830
Sanders, Sara..... 240, 299, 356, 875
Sandt, Dawn 764
Sanford, Amanda..... 154, WKP22
Sanford, Christopher 274
Santamaria Graff, Cristina 507
Sarathy, Padmaja WKP21
Sargent, Katherine 161
Saunders, Alicia..... 16, 181, 336, 407
Saunders, T. Luke..... 244
Sayeski, Kristin..... 79, 367
Scala, Gina 610
Scanlon, David 322, 839
Schaefer, John..... 106, 799
Scheef, Andrew 693, 801
Scheibel, Gretchen p99
Schladant, Michelle p72
Schles, Rachel 494
Scholma, Christine..... 90
Schreder, Karen 903
Schultz, Jessika..... 291, 900
Schultz, Mark 482
Schumacher, Robin 101
Schutz, Michele 62
Schwartz-Bechet, Barbara 626
Schwartz, Lisa 682
Schwartz, Rachel 429
Schweigert, Julie 723
Scott, Jack..... 879
Scott, Terrance 524, 587
Sears, Sandra..... 738
See, Connor..... 911
Seethaler, Pamela 717
Seifert, Kathy 112
Seipel, Benjamin 99, 882, p99
Sencibaugh, Angela 552
Sencibaugh, Joseph 375, 552, 607
Shanahan, Emma 902
Shanley, Judy..... 560
Shanley, Lina 185, 306, 510, 913, p209, p220
Shapland, Dorothy 628
Sharp, Laura..... 157
Sheaffer, Amanda..... 54, 91
Shearer, Carin 35
Shepley, Collin 304, 358
Shepley, Sally..... 34, 304, 667
Shepperd, Ashley 752
Sheridan, Susan 571
Shin, Mikyung 28
Shirbroun, Ekaterina 592
Shire, Stephanie..... 532
Shogren, Karrie..... 10, 270, 675
Shriner, James 567
Siguenza, Michelle 572
Siker, Jody..... 174
Simmons-Reed, Evette 263
Simmons, Midge 796
Simonsen, Brandi 268, 566, 738
Simpson, Lisa..... 44, 312
Sinclair, James 217, 662
Sinclair, Tracy 274
Skinner, Sarah 138, 430
Slanda, Dena 6, 31, 644, 868
Slemrod, Tal 99, 903, p99
Small, Jason 2, 192
Smith, Cate 412, 473, p157
Smith, Clinton 361
Smith, Madelyn..... 188
Smith, Sandra..... 327
Smith, Sean..... 39, 153, 219, 387, 652, p60, p142
Smith, Stephen..... 414, 821
Smith, Steven..... 270
Smolkowski, Keith..... 3
Sobeck, Emily..... 492
Sohn, Hyojong 850
Solano, Jennifer..... 738
Someki, Fumio 828
Soria, Maria 522
Sparks, Shannon 168, 229, 342
Spaulding, Scott..... 363
Sprague, Jeffrey 542, 635
Sprick, Jessica..... WKP04, WKP19
Sprick, Marilyn WKP17, p73
Spriggs, Amy..... 34, 304, 667
Stanfa, Kathleen..... 422
Stansberry Brusnahan, L. Lynn 229, 278, 746
Starr, Emma..... 416, 651
Stavinoha, Peter 565
Steinbrenner, Jessica..... 139, 452, 677, 805
Stevens, Elizabeth..... 5, 743, 873
Stevenson, Cami 723
Stewart-Ginsburg, Jared..... 10
Stewart, Alicia 451
Stewart, Jennifer 419
Stichter, Lauren..... 549
Stierle, Jordan 226, 888

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Stoll, Tracey 608
Stone, Jennifer..... 742
Stoothoff, Jamie..... 236
Strand Cary, Mari 185, 208, p209
Stratton, Beth 361
Strom, Emily 69
Strosnider, Roberta..... WKP23
Sudduth, Christina 124, p72
Sulak, Tracey..... 705, 767
Sullivan, Amanda 201
Sullivan, Carol 815
Sundeen, Todd 615
Sussman, Amy 268
Sutherland, Marah..... 3, 185, p209
Sutter, Chevonne 200, 319
Swain-Bradway, Jessica 425
Swanson, Elizabeth 64, 117, 451
Swanson, Lauren 180
Swanson, Lee 463, 713, 761
Swinburne Romine, Russell 67
Swobodzinski, Martin 9
Szendrey, Susan..... 142
Szidon, Kate 832, 881
Szilágyi, Janka..... 855
Tang, Kimmie..... 815
Tannhauser, Amanda..... 172
Tavalin, Kuna.... 284, 482, 631, WKP12
Taylor, Mary Jo 279
Teall, Edwin 409
Tejero Hughes, Marie..... 194, 259, 441, 729
Telesman, Alana..... 179, 590
Temple, Cheryl..... 153
Terhaar, Marge 337, 369
Terrazas-Arellanes, Fatima p230
Terry, Connie 325
Tess, Anna 81
Theobald, Roddy..... 679
Therrien, Bill 96, 163, 206, 238, 257, 438
Therrien, Michelle..... 444, 798
Thomas, Cathy 123, 411
Thomas, Johanna..... 666
Thompson, Anne Louise 193
Thorner, Katie 572
Thurlow, Martha..... 391, 690, 791
Tiggs, Susie..... 370
Tillotson, Benjamin..... 49
Tilson, George..... 97, 235
Timko, Tamara 74
Tipton, Elizabeth 57
Tobon, Geraldo 318, 389, 609, 721
Tomaszewski, Brianne 289, 546, 832, 881
Toson, Amy 148
Toste, Jessica 309, 601, 707, 825, 870
Townsend Walker, Brenda 160
Trainor, Audrey..... 103, 328
Tran, Le 436
Travers, Hilary 89, 295, 315
Travers, Jason 14, 71, 343, 376, 500, 576, 804
Traxler, Rachel..... 328
Trotter, Nicholas 669
Troughton, Leonard 735
Troxclair, Debbie 483, 819
Truckenmiller, Adrea 787
True Daley, Jaime..... 23, 40
Trump, Cary 880
Trusty, Teressa 511
Tsao, Ling 300
Tucker Ramer, Kacyn 643
Tuckwiller, Elizabeth 440, 558
Tunstall, Drew 749
Turner, Charlene 66
Turtura, Jessica 3, 56, 131, 844
Tuttle, Michael 13, 295
Tyler, Naomi..... 108
Uhing, Brad 436
Umar, Zainab 707
Unger, Darlene 210, 556
Unruh, Deanne 501
Urbanek, Tami 276
Urbani, Jacquelyn..... 30, 344, 466
Valenti, Michael 890
Van Boxtel, Joanne..... 531, 604
Van Camp, Alyssa 54, 273, 789
Vander Hart, Nanho 646
Vandercook, Terri..... 758
Vank, Sara 241
VanLone, Janet 207, 567
Vannest, Kimberly 149, 327, 858
VanUitert, Victoria..... 213, 395, 503, 654, p72, p112
Varela, Natalie 700
Varghese, Cheryl..... 175, 850
Vasquez, Lisa..... 647
Vega, Sara 816
Vernon-Feagans, Lynne 175, 209, 850
Vestal, Amanda..... 205
Vickers Johnson, Jenee 376, 576, 804
Vincent, Kristi p11, p128
Vogel, Jessica 403
Vogus, Jen..... 836
Voytecki, Karen 302
Wadors, Lisa p128
Wagner, Cori 434
Waite, Tarah 711, 813
Wakeman, Shawnee .. 16, 67, 181, 336
Walden, Emily..... 461
Waldron-Soler, Kathleen 383
Walker, Bridget..... 541
Walker, Dale p86, 543
Walker, Jennifer..... 22, 616
Walsh, Meagan 716
Walsh, Sharon..... 482, 631

LOOKING FOR A SPEAKER? The names are in alphabetical order. The numbers listed are **session numbers** (session numbers are consecutive, beginning with Session 1 on Wednesday and ending on Saturday) or **page numbers**, indicated with a (**p**) preceding the number.

Walte, Samantha 515
Walters, Sharon 226, 888
Wang, Jing 697, 859
Wang, Jun ..... p, 180
Wang, Peishi 485
Wangsgard, Nichole 129
Watkins, Cathy p230
Watson, Emma 14, 88, 169
Watt, Sarah 612
Wattanawongwan, Sanikan 750, 858
Watts, Gavin 83
Weatherly, Julie 82, WKP01
Webb, Gwendolyn 160
Weber, Christine 159
Weber, Wendy 911
Wegis, Heidi 589
Wehby, Joseph 54, 273, 622, 789
Wei, Yan 404, 861
Weingarten, Zachary 420
Weishaar, Phillip 359
Weiss, Margaret 586
Weiszhaupt, Krisztina 120
Wells, Holly 457
Wenzel, Alicia 782
Werunga, Robai 551
West, Jane 141, 411, 482
West, Tracey 555
Wexler, Larry 108, 222, 283, 339, 397
Whaley, Angeline 503
Wherfel, Quentin 435
Whinnery, Keith 17
Whinnery, Stacie 17, 301
White, Mary 197
Whitney, Erin 903
Whitney, Todd 381, 524, 587
Wiebe, Gerrit 265
Wilburn, Marcee 1
Wilcauskas, Sherri 158, 620
Wilkinson, Jessica 24
Wilkinson, Sarah 65, 398, 566
Williams-Diehm, Kendra 210, 274
Williams, Amy 121
Williams, Natalie 502
Williamson, Robert 170
Wills, Howard 14, 88, 169, p99
Wilson, Sarah Emily 238, 257
Wilton, Adam 143
Wizikowski, Heather 531, 604
Wojcik, Cara 416, 651
Wold, Cheryl 403
Wolf, Jude 38
Wolfe, Pamela 427, 886
Wood, Brenna 877
Wood, Charles 119, 205, 880
Wood, Leah 109
Wood, Matthew 188
Woodley, Stephanie 704, 889
Woodrum, Kylie 184, 288
Woods-Groves, Suzanne 502
Woods, Carrie 246
Woods, Christine 349, 488, 557
Woods, Kennesha 518
Woodward, Kathleen 7
Worth, Megan 414, 821
Wu, Yi-Chen 107
Wysenski, Danielle 10, 883
Xu, Xin 566, 701
Yaeger, Rayna 166, 578
Yakubova, Gulnoza 167, 793, p112
Yan, Christy 463, 713
Yarbrough, Susan 784
Yates, Peggy 323
Yeager, Kristopher 753
Yell, Mitchell 73, 108, 453
Yllades, Valeria 458, 633, 750, 858
Yu, Jennifer 908
Zajic, Matthew 786
Zarate, Kary 18, 318, 591
Zebehazy, Kim 143, 611, 905
Zehner, Ashley 247
Zhang, Jie 661, 855
Zheng, Wenjing 122
Zia, Muhammad 577, 794
Zimmer, Kate 234, 465
Zimmermann, Leah 64
Zolkoski, Staci 253
Zucker, Stanley 806
Zumeta Edmonds, Rebecca 619

Meet the Exhibitors

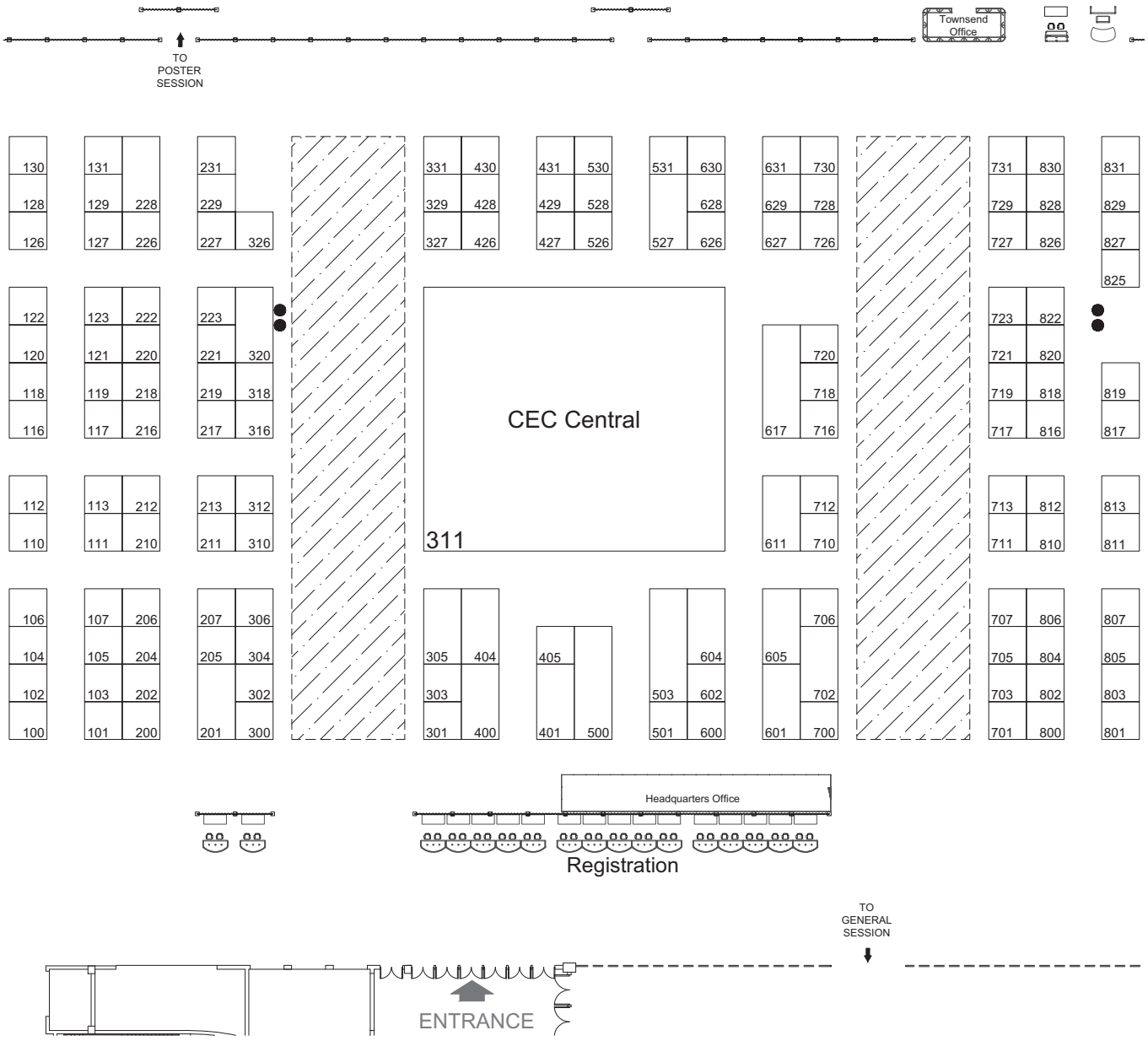
GRAND OPENING

WEDNESDAY, FEBRUARY 5
6:30–8:30 PM
President's Welcome Reception
(Immediately following the Opening General Session)

THURSDAY, FEBRUARY 6
8:30 AM–5:30 PM
Exclusive Exhibit Times: 9:00–9:45 AM and 12:00–1:00 PM
Social in the Expo: 4:30–5:30 PM

FRIDAY, FEBRUARY 7
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

Expo Hall Floor Plan
(Halls C-D, Level 1)



2020 Exhibitor Listing by Company Name (As of December 16, 2019)

321insight

BOOTH #207

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

BOOTH #802

655 Beach Street
San Francisco, CA, 94109
www.aapos.org

AAPOS is the American Association for Pediatric Ophthalmology and Strabismus. The organization's goals are to advance the quality of children's eye care, support the training of pediatric ophthalmologists, support research activities in pediatric ophthalmology, and advance the care of adults with strabismus. The mission of AAPOS is to promote the highest quality medical and surgical eye care worldwide for children and for adults with strabismus.

American Printing House for the Blind

BOOTH #527

1839 Frankfort Avenue
Louisville, KY, 40206
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.

American Society for Deaf Children

BOOTH #213

PO Box 23
Woodbine, MD, 21797
www.deafchildren.org

The American Society for Deaf Children is committed to empowering diverse families with deaf children by embracing full access to language-rich environments through mentoring, advocacy, resources, and collaborative networks.

AmplioSpeech, Inc.

BOOTH #218

39 Haatzmaut Road
Haifa, Israel, 3303320
www.ampliospeech.com

AmplioSpeech is providing data-driven, evidence-based digital therapy for K-12 students.

Ancora Publishing

BOOTH #717

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.

Arizona Department of Education

BOOTH #431

1535 West Jefferson Street, Bin #24
Phoenix, AZ, 85007
www.azed.gov

The Arizona Department of Education is recruiting special education teachers/related service providers on behalf of our 700-plus school districts and charters. Come to be amAZing!

Assistive Learning Technology Consulting

BOOTH #329

922 NW Circle Blvd., Suite 160, #199
Corvallis, OR, 97330
https://atsuperpowers.com

Assistive Learning Technology Consulting, local to Oregon, works with individuals who have learning or attention issues by pairing them with assistive technology based on their strengths and areas of focus. Training families on the tech tools is an important feature of the service. AT advocacy during stressful IEP or Section 504 meetings can be arranged.

Athlos

BOOTH #805

918 West Idaho Street
Boise, ID, 83702
https://athlos.org

Athlos provides schools with strategic solutions that support academic achievement, enhance compliance in special education programs, address and improve student behavior and social emotional growth, and more. Athlos provides a unique, cross-platform Special Education Log app designed to improve the efficiency and accuracy of tracking service minutes in alignment with IEP goals. It has streamlined data collection, dashboards to share progress with stakeholders, and advanced data security.

Attainment Company

BOOTH #503

504 Commerce Parkway
Verona, WI, 53593
www.attainmentcompany.com

Attainment is the leader in providing blended learning solutions with traditional curricula/resources, manipulatives, apps, software, IWB programs, and AT solutions for special education Prek-12+. Attainment is the district wide leader of skill development in core instruction, vocational-workforce skills, supported living, & community outcomes for over 39 years!

Barbier International

BOOTH #426

8046 Capitol Hill Road
Portland, OR, 97219
barbierintl.com

Welcome to Barbier International, a multilingual and multicultural language services company. Our mission is to assist the world in Transcending Translations. Our logo is an exchange of language and communication. This is characterized by two combined arrows that represent the desire to constantly evolve and create a myriad of new bridges between people across the world, thus enabling anyone to communicate effectively through our professional linguistic services.

Beacon College

BOOTH #530

105 East Main Street
Leesburg, FL, 34748
www.beaconcollege.edu

Beacon College was the first in the nation accredited to award bachelor degrees exclusively to students with learning disabilities and ADHD. The College is committed to student success, offering academic and personal support services specifically created to help our students thrive and engineer amazing, abundant lives for themselves. Beacon College is truly a community — welcoming, accepting, and supporting each member of it.

Bering Strait School District

BOOTH #811

225 Main Street
Unalakleet, AK, 99684
bssd.org

Bering Strait School district is located in Western Alaska, where cultural traditions are still strong and nearly all of our students are Yup'ik, Siberian Yup'ik, or Inupiaq. Our goal is to instill a passion for learning through quality instruction in small classroom settings. BSSD provides a competitive salary and benefits, package, signing and longevity bonuses, paid staff development, and partially subsidized housing. We offer adventurous educators memorable, one-of-a-kind, authentic experiences.

Boardmaker

BOOTH #303

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.

Brainspring Orton-Gillingham

BOOTH #205

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 #401

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.

Carson Dellosa Education

BOOTH #229

8720 Orion Place, Suite 200
Columbus, OH, 43240
carsondellosa.com

Carson Dellosa is a leading supplemental education platform with a portfolio of branded, proprietary products that provide a comprehensive solution for students' educational journeys in grades K-8. We offer hands-on learning materials to reinforce key skills and concepts. At CEC, we are showcasing our teacher-created, Key Education materials, designed to meet the needs of special learners and unlock the potential in every child.

Catapult Learning

BOOTH #101

Two Aquarium Drive
Suite 100
Camden, NJ, 08103
catapultlearning.com

For over 40 years, Catapult Learning has provided specialized education programming for students who have not found success in the traditional classroom due to a variety of intensive special needs. We believe that all children deserve an education that goes beyond academics and enables them to grow into responsible, self-sufficient adults.

CCBD

BOOTH #104

405-D White Hall
150 Terrace Drive
Kent, OH, 44242

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.

CCC-DPHMD

BOOTH #117

One University Park Drive
Nashville, TN, 37204

Complex and Chronic Conditions: The Division for Physical, Health and Multiple Disabilities of the Council for Exceptional Children (CEC), formerly DPHMD, advocates for quality education for all individuals with physical disabilities, multiple disabilities, and special health care needs served in schools, hospitals, or home settings.

CEC-TAG

BOOTH #100

201 Donaghey Avenue
Mashburn 107B
Conway, AR, 72035-0001

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.

CEDS

Visit CEDS in CEC Central

601 Saint Christophers Road
Richmond, VA, 23226

The Council for Educational Diagnostic Services (CEDS) is an international community of assessment professionals who are the voice and vision of special and gifted education. CEDS's mission is to improve, through excellence and advocacy, the assessment of children and youth with exceptionalities and to enhance engagement of their families.

Center on Teaching & Learning, University of Oregon

BOOTH #810

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.

CID – Central Institute for the Deaf

BOOTH #204

825 South Taylor Avenue
St. Louis, MO, 63110
www.cid.edu

CID is a school where children who are deaf and hard of hearing listen, talk, read, and succeed. We partner with families and collaborate with universities, educators, and other professionals worldwide to help children communicate to achieve their fullest potential.

Clackamas Education Service District

BOOTH #430

13455 SE 97th Avenue
Clackamas, OR, 97015
www.clackesd.org

Providing regional services to schools and communities across Clackamas County. We lead, serve, and innovate for learning. In service to the 10 Clackamas County school districts, we provide centralized services, professional learning opportunities, and access to large-scale grants. We offer services for preschool and school age children, special education programs, parent education, homeschool registration, and migrant students.

Cognitopia

BOOTH #806

72 West Broadway, #206
Eugene, OR, 97401
www.cognitopia.com

Cognitopia offers an integrated self-determination software platform helping to improve independence with person-centered ePortfolios and IEP self direction goal tracking, and a library of task-analyzing routines.

Conscious Discipline

BOOTH #702

820 West Broadway Street
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 #713

101 Katelyn Circle, Suite E
Warner Robins, GA, 31088
www.casecec.org

The Council of Administrators of Special Education, (CASE) is an international non-profit professional organization providing leadership & support to about 4,000 members by influencing policies & practices to improve the quality of education. CASE is a division of the Council for Exceptional Children (CEC). We were constituted in 1952 and have members throughout the United States, Canada, and various other countries.

Crisis Prevention Institute (CPI)

BOOTH #405

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 #500

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.

DADD

VISIT DADD IN CEC CENTRAL

2410 Deer Run Avenue
Oakville, ON, L6J 6K9

CEC-DADD: CEC's Division on Autism and Developmental Disability

DARTS

BOOTH #116

Kent State University Center for the Visual Arts
325 Terrace Drive
Kent, OH, 44242

The newest division of CEC, DARTS is designed to provide a place where arts educators and special educators can work together, share ideas and advance the opportunity for all children to learn through and with the arts. We support practitioners in their efforts to develop best practice strategies as well as the research needed to make sure we are meeting the needs of all children.

DCD

BOOTH #107

928 Finnell Way
Placentia, CA, 92870

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, language, and learning differences, ranging from mild to profound, and/or who are deaf or hard of hearing.

DCDT

BOOTH #113

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. Please join us to ensure that ALL students are living, learning and working.

DDEL

BOOTH #110

1108 Timberlake Lane
Lewisville, TX, 75067

DDEL works to advance educational opportunities for culturally and linguistically diverse learners with disabilities and/or gifts and talents, their families, and the professionals who serve them.

Didax, Inc.

BOOTH #526

395 Main Street
Rowley, MA, 01969
www.didax.com

For over 40 years, Didax has provided manipulatives, supplemental resources, and interventions to support all learners in math and reading.

DISES

BOOTH #123

15277 Fog Mountain Circle
Haymarket, VA, 20169

DISES promotes knowledge exchange, collaboration, human rights and advocacy to those who provide services for individuals with disabilities and establishes international communication networks, promotes research, and sponsors forums for professional learning in education and services. Visit us at www.dises-cec.org

Division for Early Childhood (DEC)

BOOTH #102

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. By joining DEC, you join hundreds of early intervention/early childhood special education professionals across the world who share your passion for promoting policies and practices that result in enhanced outcomes for children with disabilities and their families.

Division for Learning Disabilities (DLD)

BOOTH #111

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

Division for Research (CEC-DR)

BOOTH #103

407 South Park Drive, #1
Austin, TX, 78704

The Division for Research helps educators and researchers keep up-to-date on the latest knowledge related to evidence-based practices for students with disabilities. Come learn what's new!

Drexel University School of Education

BOOTH #729

3401 Market Street, Suite 3000
Philadelphia, PA, 19104
drexel.edu/soe

Drexel University's School of Education prepares education professionals for success in classrooms, administration, research, and policy. The school consists of two departments: Teaching, Learning, & Curriculum and Policy, Organization, & Leadership. With an emphasis on civic engagement, faculty and staff engage in classroom- and site-based learning as part of our bachelor's, master's, and doctoral program. The school also offers certificate, certification, and professional development programs.

DVIDB

BOOTH #106

5405 NW Lianna Way
Portland, OR, 97229

The primary purpose of this Division is to advance the education of individuals with visual impairments and deafblindness and to promote related educational, scientific, and charitable purposes that support educators who serve these students.

EdJobsNW

BOOTH #217

6005 Tyee Drive SW
Tumwater, WA, 98512
www.edjobsnw.org

EdJobsNW recruits candidates for administrative, certificated, and classified positions for 48 member districts. We offer a unique system which allows applicants an opportunity to a use a single platform to maximize their exposure to all available and relevant positions. The best part of using EdJobsNW during your job exploration is that you gain a team of qualified and customer service oriented personnel, who will assist you through your journey from start to finish.

eLuma Online Therapy

BOOTH #812

2801 North Thanksgiving Way, Suite 170
Lehi, UT, 84043
elumatherapy.com

eLuma is one of the premier providers of live, online therapy services. With a national network of high-quality therapists, a cutting-edge therapy platform & 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 #721

1863 West Shellie Drive
Flagstaff, AZ, 86001

E-Therapy specializes in providing the highest quality teletherapy services to students and schools nationwide. Services include live face-to-face online speech-language, occupational, and physical therapy as well as counseling/social work and assessments/diagnostics.

Evergreen Center

BOOTH #312

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 #703

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!

Fairbanks North Star Borough School District

BOOTH #427

520 Fifth Avenue
Fairbanks, AK, 99701
www.k12northstar.org

Fairfax County Public Schools

BOOTH #822

8115 Gatehouse Road
Falls Church, VA, 22042
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 #501

4700 Millenia Blvd.
#175-9155
Orlando, FL, 32839
www.feelgoodinc.org

Feel Good, Inc. provides portable TENS (transcutaneous electrical nerve stimulation) units offering a 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 #700

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 #711

6325 Sandburg Road, Suite 100
Minneapolis, MN, 55427
www.freespirit.com

Based in Minneapolis, Minnesota, Free Spirit Publishing is known for its unique understanding of what kids want and need to navigate life successfully. Our reputation as the leading publisher of books and resources for special needs, gifted education, and social emotional learning is grounded in materials that are practical, positive, pro-kid, and solution focused. New for 2020: Me and You and the Universe, Inspiring Student Empowerment, I Calm Down, and more!

Friends on the Block

BOOTH #816

4433 Kelly Drive
Richardson, TX, 75082
friendsontheblock.com

Friends on the Block is an intensive early literacy program designed by researchers and teachers for students who are struggling to read, including those with learning disabilities, dyslexia, or intellectual disability. The heart of the program is a series of 56 early readers organized into 12 levels, each with an accompanying, easy-to-use Teacher Guide with instructions, and every level includes 6 to 9 learning games designed to provide instruction and cumulative review.

Frog Publications

BOOTH #718

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 & social studies

Fun and Function

BOOTH #219

737 Montgomery Avenue
Narberth, PA, 19072
https://funandfunction.com

Unique and innovative sensory resources we've developed that work along with our classroom management and behavior program (using RTI strategy), the ActiveMind School Partnership.

Great Leaps Learning and Math Fluency

BOOTH #305

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.

High Noon Books

BOOTH #601

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 #601.

Idaho Department of Special Education

BOOTH #723

5207 South Montana Avenue
Caldwell, ID, 83607
https://www.sde.idaho.gov/sped

Are you ready for a life change? Come to Idaho for the outdoor, close to nature experience yet minutes away to big city offerings. We are seeking high quality special education personnel to join us in our outstanding schools and to enjoy all the beauty that Idaho has to offer. Idaho Department of Education has over 177 districts including rural and urban, charter and virtual schools and is dedicated to providing quality education for all students. We are ready for you. Are you ready for us?

Intermediate School District 287

BOOTH #728

1820 Xenium Lane North
Plymouth, MN, 55441
www.district287.org

Located in the West Metro of Minneapolis, Intermediate District 287 is an education partner focused on innovative solutions for 11 member districts. We serve students in Setting IV Special Education, Alternative Learning Academies, Transition Services, Care & Treatment, Online Learning, and more! Our healing trauma-informed community works together to achieve racial equity for our unique learners.

Iowa Reading Research Center

BOOTH #726

103 Lindquist Center
Iowa City, IA, 52242
www.iowareadingresearch.org

See us for information on our eLearning modules featuring literacy instructional strategies for educators and a dyslexia overview. Also, learn about our assistantships (tuition and stipend) for doctoral graduate students with a passion for literacy education.

IWTTY, LLC

BOOTH #220

PO Box 2260
Clackamas, OR, 97015
www.iwanttotellyoubooks.com

Soundboard books that connect early learners using multi-sensory communication.

JennyLU Designs

BOOTH #829

2064 Peine Forest Drive
Wentzville, MO, 63385
jennyludesigns.com

JennyLU Designs features the original art of Jenny L. Unrein, a Missouri artist with Williams Syndrome. Jenny wants to use her art to make a difference in people's lives.

JLB Investments

BOOTH #807

24003 9th Place South
Des Moines, IA, 98198
www.hidow.com

Hidow is an FDA approved and cleared TENS/EMS device. It is used to help customers who suffer from musculoskeletal aches and pains as well as to help with anxiety.

Kaplan Early Learning Company

BOOTH #813

PO Box 609
Lewisville, NC, 27023
https://www.kaplanco.com

Kaplan Early Learning Company offers research-based curricula, assessments, educational materials, and professional development topics to serve the early childhood classroom.

Kenai Peninsula Borough School District

BOOTH #626

148 North Binkley Street
Soldotna, AK, 99669
www.kpbsd.k12.ak.us

Ready for an adventure in "Alaska's Playground"? Come see what brings over a half million tourists to the Kenai each year! See the video "My Sodoltna" on YouTube about living on the Kenai. Now hiring for the 2020-2021 school year, with over 43 schools, t he Kenai Peninsula Borough School District covers an area the size of West Virginia. The district mentors all new teachers and provides professional development and support. Come see what makes us the best place in Alaska to work and play!

Kodiak Island Borough School District

BOOTH #628

722 Mill Bay Road
Kodiak, AK, 99615

Kodiak Island Borough School District Special Services employment opportunities.

Lakeshore Learning Materials

BOOTH #201

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.

Laurent Clerc National Deaf Education Center

BOOTH #706

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 #211

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.

Let's Go Learn

BOOTH #221

705 Wellesley Avenue
Kensington, CA, 94708
letsgolearn.com

Let's Go Learn employs automated personalized instruction based on individualized diagnostic testing. Educators can access advanced data reports to inform interventions, programs, and adjust each student's learning path. By leveraging granular data from Let's Go Learn, educators ensure each learner is working within the most appropriate zone of proximal development, so students are always engaged, challenged, and learning.

Los Angeles Unified School District

BOOTH #212

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.

Love Your Classroom LLC

BOOTH #716

339 West Crystal Lake Avenue
Crystal Lake, IL, 60014
www.teachtrainthrive.com

We teach educators how to get confident with classroom behavior and engage every student in learning, offering PD and behavioral consultation nationwide as well as in webinar format.

Lyon County School District

BOOTH #331

25 East Goldfield Avenue
Yerington, NV, 89408
lyoncsd.org

Lyon County School District is a progressive K-12 rural district located in northern Nevada, just east of the Sierra Nevada Mountains and Lake Tahoe. Serving 8,200 students, 5 diverse locations, and 18 schools, LCSD is the ideal district if you're seeking a smaller school district with supportive communities. LCSD offers competitive salaries, fully paid health benefits, a defined benefit retirement system, no social security taxes, and no state income taxes. Join our team!

Matanuska Susitna Borough School District

BOOTH #801

501 North Gulkana Street
Palmer, AK, 99645
www.matsuk12.us

Alaska's 2nd-largest school district is looking to hire special education an deaf education teachers for the 2020-2021 school year. Our mission is to prepare all students for success.

Math Teachers Press, Inc.

BOOTH #300

4850 Park Glen Road
Minneapolis, MN, 55416
www.movingwithmath.com

The Moving with Math® Pre-K-12 intervention math programs are research-based, integrating manipulatives, problem solving and games with scripted lesson plans. Built-in assessment monitors achievement, measures progress and differentiates instruction for RTI. Results are scientifically based. Online assessment suite and professional development are available. Programs meet the needs of Special Education.

McGraw-Hill

BOOTH #800

8787 Orion Place
Columbus, OH, 43240
mheducation.com

McGraw-Hill Education is a global pioneer in educational content, assessment, and innovation; and is one of the world's largest educational companies, with products and services in more than 60 languages and 44 countries. McGraw-Hill Education is both a trusted and an iconic brand that students and professionals depend on to meet the demanding educational needs of a rapidly changing world.

Microsoft

BOOTH #327

One Microsoft Way
Redmond, WA, 98052
microsoft.com

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 it is easy for everyone to create content that can be accessed by students with diverse abilities or in diverse situation.

Montanta Schools Recruitment Project

BOOTH #210

3005 Ottawa Street
Butte, MT, 59701
https://www.sammt.org/mcase-recruitment-project

The Montanta Council of Administrators of Special Education (MCASE) is working in conjunction with SAM and OPI to recruit highly-qualified personnel to Montana. We are looking for highly-qualified speech therapists, school psychologists, special education teachers, special education directors, sign language interpreters, and any other personnel necessary to accommodate children with special needs. Come to our booth and check us out.

n2y

BOOTH #306

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 learning solutions impact and advance the lives of individuals with special needs. For more information visit n2y.com

National Institute for Direct Inst.

BOOTH #803

PO Box 11248
Eugene, OR, 97401
nifdi.org

The National Institute for Direct Instruction provides training, implementation support and conducts and disseminates research on DI.

National Professional Resources, Inc.

BOOTH #316

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).

Novel Ideas, Inc.

BOOTH #310

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 of novel studies for popular novels. Writing lessons/ rubrics based on Six Traits. Embedded test prep/tools for assessing individual progress.

OATECA

BOOTH #326

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.

Oregon Statewide Low Incidence Regional Pgm.

BOOTH #720

833 NE 74th Avenue
Portland, OR, 97213
www.crporegon.org

Low Incidence Regional Programs are 8 public educational agencies funded through the state general fund and federal IDEA to serve our 198 school districts and their students with low incidence disabilities to achieve levels of expertise and economies of scale that can be matched at the district level. We serve students from birth through age 21 and provide specially designed instruction, consultation, professional development, and coaching to help all students achieve educational excellence.

Pathlight, Inc.

BOOTH #705

41 Russell Street
Hadley, MA, 01035
www.pathlightgroup.org

Presenters will share their 10+ years of expertise in teaching comprehensive sexuality education to individuals with disabilities.

Pearson

BOOTH #400

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.

PRC – Saltillo

BOOTH #206

1022 Heyl Road
Wooster, OH, 44691
www.saltillo.com

For over 50 years, PRC-Saltillo has led the industry in providing AAC solutions and language systems.

Pro-ACT, Inc.

BOOTH #627

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.

Project LIFE

BOOTH #223

3603 Hamilton Middletown Road
Fairfield Township, OH, 45011
btprojectlife.org

Created by teachers for teachers! Project LIFE is now available for national replication. – Transition focused 8-unit course of study – Over 120 differentiated teacher-made assessments – Comprehensive progress data trackers – Employability skills performance tracker – Interactive online platform provides materials and collaboration – 6 days of training on your location within first year – Replication grant funds now available – Partnered with Project SEARCH

PTS Coaching

BOOTH #429

4560 13th Street
Unit 210
Boulder, CO, 80304

Cindy Goldrich, founder of PTS Coaching, is a mental health counselor, certified ADHD Clinical Service Provider, and teacher trainer. She supports parents, educators, and other professionals to mitigate the impact of ADHD & Executive Functioning on learning, motivation, and behavior. She provides professional development and parent coaching to thousands of people worldwide. Her involvement with both populations allows her to create a strong circle of support for all involved.

QBS, Inc.

BOOTH #302

49 Plain Street
North Attleboro, MA, 02760
qbscompanies.com

QBS provides quality behavioral solutions to complex behavioral problems and offers behavioral training and consultation for residential/day treatment programs, psychiatric hospitals, schools, nursing facilities, families and agencies providing services to adults, children, or adolescents. Safety-Care Behavioral Safety Training is the only crisis prevention course providing a combination of behavioral competencies and crisis prevention/management skills.

Quantum Health Professionals, Inc.

BOOTH #428

6901 West Shawnee Mission Parkway, Suite 207
Overland Park, KS, 66202
www.quantumhp.com

Quantum Health Professionals is owned/operated by clinicians. We employ therapists, school psychs and special ed teachers to fill district staffing needs.

Read Naturally

BOOTH #301

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 #318

1194 West Flint Meadow Drive
Kaysville, UT, 84037
readinghorizons.com

The Reading Horizons curriculum is based on a proven method that clearly explains each skill needed for proficient reading and spelling. The curriculum is implemented in K-12 classrooms through both teacher- and software-led instruction.

Riverside Insights

BOOTH #701

One Pierce Place
Itasca, IL, 60143
www.riversideinsights.com

At Riverside Insights, we share your commitment to helping individuals elevate their learning potential – from early childhood through their academic journeys and for the rest of their lives.

Saddleback Educational, Inc.

BOOTH #611

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-readability) solutions by creating age-respectful, diverse content with complex and mature themes to engage the most struggling and reluctant learners. We warn you that our material WILL result in fun and engagement with reading on a consistent basis!

Safe & Civil Schools

BOOTH #719

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.

SAGE Publishing

BOOTH #127

2455 Teller Road
Thousand Oaks, CA, 91320
www.sagepub.com

Founded in 1965, SAGE Publishing is an independent company that disseminates journals, books, and library products for the educational, scholarly, and professional markets.

Santa Clara County Office of Education

BOOTH #227

1290 Ridder Park Drive, MC273
San Jose, CA, 95131
www.sccoe.org

Working collaboratively with school and community partners, the Santa Clara County office of Education is a regional service agency that provides instructional, business, and technology services to the 31 school districts of Santa Clara County. SCCOE directly serves students through special education programs, alternative schools, Head Start and State Preschool programs, migrant education, and Opportunity Youth Academy.

School Health Corporation

BOOTH #600

5600 Apollo Drive
Rolling Meadows, IL, 60008
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.

SimplyFun

BOOTH #228

11245 SE 6th Street, Suite 110
Bellevue, WA, 98004
simplyfun.com

SimplyFun believes in the undeniable power of shared play to learn, grow, and realize our fullest, brightest potential. We champion a vibrant, play-based education that enriches our families and ourselves. To contribute to what's truly important in life - the potential of our children, the success of our schools, and our own personal fulfillment. SimplyFun provides its Playologists the opportunity to make a difference for kids and families with its skills-focused board games while earning sales income.

SJCOE

BOOTH #226

2911 Transworld Drive
Stockton, CA, 95206
sjcoe.org

The San Joaquin County Office of Education is a regional agency that provides educational leadership, resources, and customized services to assist school districts. The SJCOE promotes student achievement and accountability, serves San Joaquin County's most at-risk students, and strives to create an environment in which every student, regardless of circumstances, has an opportunity for a quality education.

SLACK Incorporated

BOOTH #629

6900 Grove Road
Thorofare, NJ, 08086
www.healio.com/books

SLACK Incorporated provides healthcare professionals with information they need to stay informed and improve patient health. Covering more than 20 health care specialties, SLACK publishes leading medical journals and professional textbooks for physicians , nurses, and other allied healthcare specialists. SLACK has built relationships with some of the world's foremost healthcare professionals who contribute as medical editors, meeting faculty, authors, and editorial board members.

SpedTrack

BOOTH #304

3653 South Avenue
Springfield, MO, 65807

SpedTrack is web-based software that revolutionizes the management of special education programs (IEPs, evaluations, and Section 504's) by allowing school districts to centralize information and processes into one comprehensive application. SpedTrack was designed to maximize ease of use for end users, while providing the flexibility to easily respond to the constantly changing requirements of special education.

STAR Autism Support

BOOTH #617

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!

Stephen's Place

BOOTH #731

501 SE Ellsworth Road
Vancouver, WA, 98664
www.stephensplace.org

Stephen's Place is a supportive, independent apartment community designed for adults with intellectual and developmental disabilities so they may live a fulfilled life with meaning and dignity.

Streamable Learning

BOOTH #730

38 Romney Street
Charleston, SC, 29403
streamablelearning.com

Streamable Learning provides hundreds of Interactive Educational Livestreams to K-12 students from museums, authors, special interest organizations, etc. Students can interact with subject matter experts LIVE by asking questions and/or prompts from the presenter. Each livestream is recorded and made available on-demand to accommodate any scheduling or other logistical challenge to attending.

Teacher Education Division (TED)

BOOTH #112

2023 Cherry Stone Lane
Greenville, NC, 27858

Teacher Education Division is a diverse community of professionals who lead and support teacher education on behalf of students with exceptional needs and their families. We accomplish this through: professional development, advocacy, research, and collaboration.

TeachTown

BOOTH #404

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.

The Center for AAC and Autism

BOOTH #202

1022 Heyl Road
Wooster, OH, 44691
www.aacandautism.com

The Center for AAC and Autism offers training and support in the Language Acquisition through Motor Planning (LAMP) approach, through workshops, certification, and online resources.

The Described and Captioned Media Program

BOOTH #200

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.

The International Dyslexia Association

BOOTH #531

PO Box 2609
Portland, OR, 97208-2609
or.dyslexiaida.org

The International Dyslexia Association, Oregon Branch, is a nonprofit association that serves Oregon and southwest Washington. Our mission is to raise awareness and understanding of dyslexia, to promote effective intervention strategies, and to support individuals with dyslexia.

The Master Teacher

BOOTH #605

One Leadership Lane
Manhattan, KS, 66502
masterteacher.com

The Master Teacher has many special education focused training options including our top-selling program, Paraeductor Online Training, which includes online training and assessments for paraeducators working in the special needs environment. In addition, we offer inclusion training for teachers and autism training and certification for teachers and paraeducators plus much more!

The Social Express

BOOTH #126

162 South Rancho Santa Fe Road, Suite E70
Encinitas, CA, 92024

Meet your IEP goals with the most comprehensive social, emotional, learning, and career exploration platform with three unique programs. The Social Express, Cool School, and Teen Career Path. All programs feature animated interactive content and data analytics.

Therapy Travelers

BOOTH #216

1340 Knoxville
Long Beach, CA, 90815
www.therapytravelers.com

Staffing firm that places therapists in school districts all over the nation.

Time Timer, LLC

BOOTH #710

7707 Camargo Road
Cincinnati, OH, 45243
www.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.

Ukeru Systems

BOOTH #320

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 #602

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 full-time Ph.D. program. The doctoral program has a 98% graduation rate. Stop by our booth and hear about our 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 Idaho

BOOTH #222

875 Perimeter Drive, 3082
Moscow, ID, 83844
www.uidaho.edu

University of Idaho is a land-grant public institution in Idaho offering online graduate programs in special education.

University of Nebraska – Lincoln

BOOTH #712

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 interventions that facilitate academic success, well-managed behavior, autonomous communication, and sensory access and rehabilitation throughout the lifespan.

University of Northern Colorado

BOOTH #528

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.

Willamette Education Service District

BOOTH #707

2611 Pringle Road, SE
Salem, OR, 97306
www.wesd.org

WESD provides special education services to children and youth from birth to age 21 in the Marion, Polk, and Yamhill county area. WESD holds the state grant for Early Intervention/Early Childhood Special Education, Regional (Low Incidence) services and provides specialized services to our local school districts. We are looking to hire a variety of positions for the 2020-2021 school year, including EI/ECSE Specialists, SLPs, School Psychologists, Deaf/Hard of Hearing teachers, and audiologists.

Wilson Language

BOOTH #604

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.

NOTES:

NOTES:

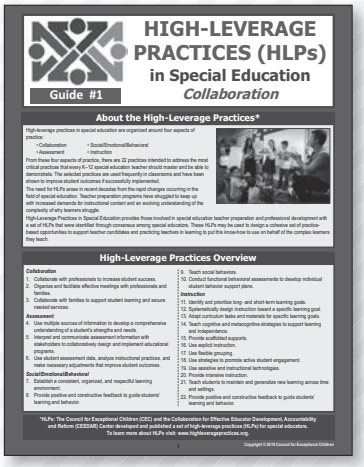
NOTES:

NOTES:

NEW FOR 2020

HIGH-LEVERAGE PRACTICES LAMINATED RESOURCE GUIDE COLLECTION

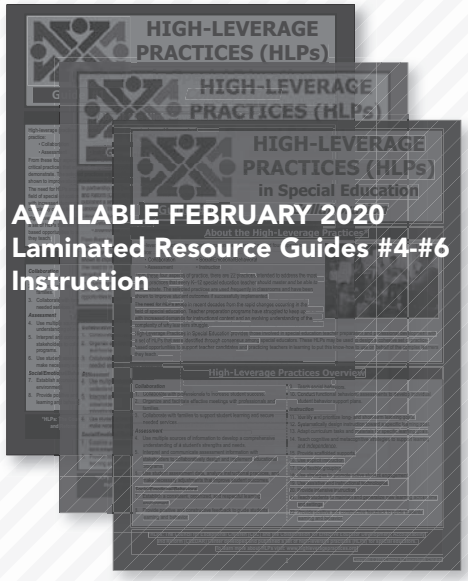
Six essential resources for one low price.



Laminated Resource Guide#1
Collaboration

Laminated Resource Guide #2
Assessment

Laminated Resource Guide #3
Social/Emotional/Behavioral



Available February 2020. Pre-Order your collection today! Item #P6329.

Order online at pubs.cec.sped.org or call Member Services at (888) 232-7733.

Council for Exceptional Children

SPECIAL PURCHASE EVENT

The **BEST** of Dr. Marilyn Friend

Recorded Webinar Set

*Specially Designed Instruction * Co-teaching * And more!*

Get 4 recorded webinars for the price of 3

Visit **pubs.cec.sped.org/Marilyn** to order your set today.

Council for Exceptional Children

Council for Exceptional Children

support **your new** teachers

Great for new and experienced teachers.

The New Special Education Teachers

Induction Toolkit

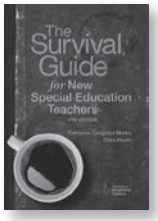
A multimedia resource for facilitating new special education teachers' transition to the classroom.

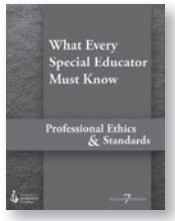
print

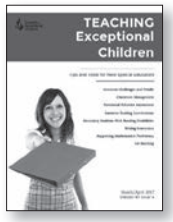
"The Survival Guide for New Special Education Teachers"

"What Every Special Educator Must Know"

TEACHING Exceptional Children special issue devoted to the needs of special educators







webinars

"Administrators: Helping New Special Education Teachers Thrive in the Classroom"

"Thriving as a New Special Education Teacher"

"A Valuable Partner: Setting the Stage for Effective Family Partnerships"

"Co-Teaching But Not Getting Results? These Could Be The Reasons (And What To Do)"

podcasts

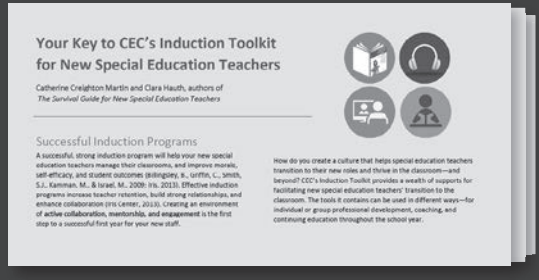
"How to Approach IEPs Without Losing Your Mind"

"Co-Teaching in the Real World"

"Surviving Your First Year as a Teacher"

Each toolkit includes an

Implementation Guide



written by the authors of "The Survival Guide for New Special Education Teachers."

Now only $299. (Over $700 combined value!)
Visit pubs.cec.sped.org/d_itk19 to order

SAVE THE DATE

Special Education Legislative Summit 2020

Alexandria, VA | July 12-15, 2020

Council for Exceptional Children

VISION · LEADERSHIP · EXCELLENCE

case

COUNCIL OF ADMINISTRATORS OF SPECIAL EDUCATION

Special Education Legislative Summit 2020

Alexandria, VA | July 12-15, 2020

Council for Exceptional Children | CASE Council of Administrators of Special Education

Summit Mission

This summit is about ensuring every educator is empowered to serve **all students without limits**. This is your profession and it is your government. There is no one more qualified than you to educate our nation's policymakers about:

- Protecting and increasing IDEA funding for its intended purpose.
- Ensuring no policy restricts public education's ability to deliver a free appropriate public education and early intervention services.
- Safeguarding the rights of children and youth with exceptionalities.

What to Expect

This not your typical "sit and get" event! The summit enables you to take action. First, you will be doing some pre-conference work through conference calls, email groups, etc., in preparation for making your appointments for Hill visits. But don't worry you will be briefed on the latest proposals under consideration by the Administration and Congress. Then, you will work in collaborative state teams to craft messages and stories that will resonate with policymakers. Most importantly, you will hit the halls of Congress, meeting with your Senators and Representative. It is a fast-paced, action-oriented experience that will leave you knowing that **you can make a difference!**

Schedule at a Glance

Sunday – July 12, 2020
3:00 PM – 7:00 PM Opening Session

Monday – July 13, 2020
8:00 AM– 7:00 PM General Session, Issue Briefing, and Reception

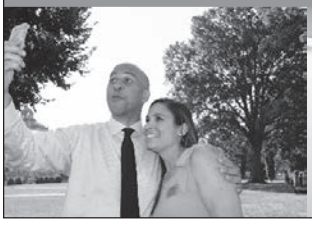
Tuesday – July 14, 2020
8:00 AM – 5:00 PM
Visits on the Hill

Wednesday – July 15, 2020
8:30 AM – 12:00 PM
Reflection and Advocacy Next Steps

Location

Westin Alexandria Old Town
400 Courthouse Square
Alexandria, VA 22314

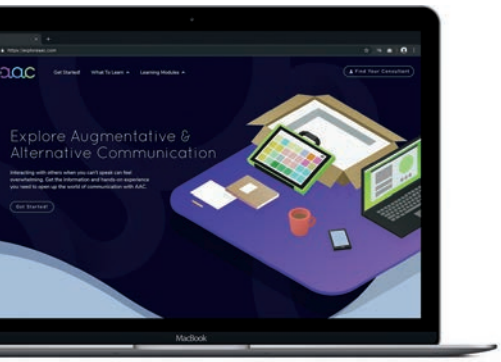
Summit and hotel registration opens February 2020



800-262-1984
www.prentrom.com

PRC

VISIT US AT BOOTH #206 TO LEARN MORE!



PRC | Empower™

Clean. Fresh. Modern. Empower™.
Empower is PRC's new interface for Accent® devices that's easy to use and quick to learn. Empower uses common terms and familiar actions, with clear directions and descriptions. The streamlined and simpler navigation makes it easy to start communicating – fast.

PRC | Look

The Look eye-tracking module is smaller and lighter, yet provides enhanced performance over other solutions. Look offers industry-leading features including: almost instantaneous gaze recovery, high accuracy, and low power consumption. It also offers a large track box that enables continuous eye detection, even when the user's head is tilted or in motion.

Explore AAC

Designed with early language learners in mind, providing ample picture support and novel structures to facilitate expressive language development. Core vocabulary is embedded within category and activity pages, allowing easy generation of language from the main core page as well as within specific topic-based pages.

Saltillo | NovaChat® 8 Active & Classic

For an energetic, on-the-go communicator, the NovaChat 8 Active is lightweight and portable with the added protection of a durable EVA foam wrap to help withstand drops and falls. The NovaChat 8 Classic, with its familiar, sleek and portable design is perfect for the easy-going, careful communicator. Both devices offer redesigned handles for easier carrying, upgraded amps for clearer communication, and fully adjustable stands that stay in place.

Saltillo | TouchChat®

The popular iOS AAC app brought to you by Saltillo has gotten even better with the new head tracking option! Built into the TouchChat app settings, head tracking uses the facial recognition capability of the newest iPad Pro and iPhone models to track head/face movement. Several trigger actions including hover, blink, mouth open, eyebrows up, tongue out, and frown provide a variety of options to make selecting vocabulary buttons easier.

SUPPORTING COMMUNICATION. CREATING CONNECTIONS.

Saltillo

877-397-0178
www.saltillo.com

CEC 2021

convention & expo

ALL EDUCATORS. EVERY CHILD. NO LIMITS.

council for exceptional children

baltimore, maryland • mar. 3-6

SAVE THE DATES

CALL FOR PROPOSALS

March 1 thru 31, 2020

Keep up to date with
CEC Convention news at
http://www.cecconvention.org