

Today's Schedule

8:30 a.m.-6:00 p.m.

Lectures, Demonstrations, Panels, Posters, and Multiple Presentations.
All sessions are located in the Convention Center unless otherwise indicated.

STRANDS

Strand E: Special Education Technology: Strategies for Enhancing Academic Performance
Leader: Dave Edyburn, University of Wisconsin, Milwaukee

Strand F: Effective Practices With Learners With Asperger's Syndrome and Higher-Functioning Autism Spectrum Disorders
Leader: Richard Simpson, University of Kansas, Lawrence

Strand G: Recruiting, Developing, and Retaining Highly Qualified Special Education Teachers
Leaders: Mary Brownell, University of Florida, Gainesville; **Bonnie Billingsley**, Virginia Tech, Blacksburg

Please refer to page 85 for a complete listing of Strands.

Other Happenings

EXPO

9:00 a.m.-4:00 p.m., Exhibit Hall 4
Level 4, Convention Center

REPRESENTATIVE ASSEMBLY

1:30-4:30 p.m., Room 6E
Level 6, Convention Center

YES I CAN! AWARDS CEREMONY

5:00-6:00 p.m., Metropolitan Ballroom
3rd Floor, Sheraton Seattle Hotel

**ALL SESSIONS
ARE SCHEDULED
IN THE
CONVENTION
CENTER UNLESS
OTHERWISE
INDICATED.**

8:30-11:30 a.m. Room: 611/612 | Session: 337

WHAT'S HAPPENING IN WASHINGTON?

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

This three-hour session will be divided into two sessions as follows:

Session I – Special Education Priorities of the New Administration and Congress (90 minutes)

Special education priorities of the new Administration and Congress will be presented including a context setting discussion of the political situation, climate, debates and issues in Washington.

Presenters will provide information on Federal legislation impacting students with exceptionalities and the professionals who work on their behalf, including the reauthorization of NCLB/ESEA; Medicaid legislation, gifted and talented legislation; and the annual Federal appropriations process. The Office of Special Education Programs will share with participants the initiatives from the Research to Practice Division.

Session II – The American Reinvestment and Recovery Act (ARRA) (85 minutes)

Presenters will discuss the components of the Act including a summary of the Act with particular attention to the education and special education provisions including the state fiscal stabilization fund, timelines for the release and expenditure of the money, guidelines for how the money can be spent with special attention to maintenance of effort and supplement not supplant requirements. CEC will give a perspective on the Act. A CEC publication on the ARRA will be distributed. Discussants will include perspectives from national associations, state legislatures, state directors of special education, and local directors of special education and CEC's Teacher of the Year.

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

Presenter(s): *Larry Wexler*, U.S. Department of Education, Washington, D.C.; *Lindsay Jones*, Council for Exceptional Children, Arlington, VA; *David Shreve*, National Council of State Legislatures; *Doug Gill*, Washington Department of Public Instruction, Olympia; *Emily Collins*, the Council of Administrators of Special Education of the Council for Exceptional Children, Ellaville, GA; *Gayle Zavala*, Council for Exceptional Children Teacher of the Year, West Palm Beach, FL

There will be a 5-minute break between the two sessions.

8:30-10:30 a.m. Room: 615/616 | Session: 338

LEADING CHANGE IN SPECIAL EDUCATION: FOSTERING QUALITY PRACTICES THROUGH PARTNERSHIPS

Topic Area: Administration/Supervision

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Panel

Learn how the ELCC and the CEC administrator standards contribute to the understanding of leadership roles, change, and how advocacy, policy development and implementation, ethical and moral leadership, instruction, and collaboration shape educational programs for students with exceptionalities and their families. (10517)

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

Presenter(s): *Bonnie Billingsley*, Virginia Tech University, Blacksburg; *Jean Crockett*, University of Florida, Gainesville

8:30-10:30 a.m. Room: 6A | Session: 339

BUILDING UNIFIED SYSTEMS BETWEEN GENERAL AND SPECIAL EDUCATION

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Panel

Prog. Chair
Invited Speaker

The IDEA Partnership is an affiliation of 55 national organizations, including the Council for Exceptional Children. Through the collaborative efforts of the Partnership, families, teachers, related service providers, higher education faculty and policy makers are forging new relationships across groups.

The presenters will highlight strategies that have proven successful in uniting general and special educators in shared work and action to improve student results. They will share tools that were jointly developed by general and special educators and family groups. (11824)

Leader(s): *Joanne Cashman*, *Patrice Linehan*, and *IDEA Partners*

8:30-9:30 a.m.

Room: 210

AN RTI NECESSITY: A COHERENT K TO 4 MATH INTERVENTION

Topic Area: Response to Intervention

Secondary Topic: Learning Disabilities

Format: Expo Session

"Expeditions to Numeracy" uses the Digi-Block system to build number sense, place value understanding, a firm grasp of number operations, and computational fluency. Join us to discover the power of the blocks and the program's unusual, diagnosis-and-treatment approach. Learn how it reflects the recommendations of the National Mathematics Advisory Panel! (70)

Leader(s): *Peggy Akin*, Building Math Power, Phoenix, AZ

8:30-9:30 a.m. **Room: 212**
BEST PRACTICES IN ADOLESCENT LITERACY: READ 180 AND SYSTEM 44

Topic Area: Instructional Design
Secondary Topic: Response to Intervention
Format: Expo Session

Join Scholastic for a discussion on how two technology-based reading intervention programs can support students with special needs, English learners, and struggling readers become fluent and successful readers. READ 180 and System 44 are the keys to helping keep students in school and on track.(89)

Leader(s): *Suzanne Puccerella*, Scholastic, NY

8:30-9:30 a.m. **Room: 214**
STANDARDS IN ACTION: CLASSROOM PRACTICE FOR STUDENTS WITH DISABILITIES

Topic Area: Accessing the General Education Curriculum That Is Aligned With State Standards
Secondary Topic: Instructional Design
Format: Expo Session

Teachers struggle to provide their students with disabilities meaningful access to grade level standards-based curriculum. Standards in Action is a set of teaching units based on national standards with lesson plans for general and special educators along with ideas for adaptations and supports to teach students with cognitive disabilities. (94)

Leader(s): *Donna Wickham*, ILSSA

8:30-9:30 a.m. **Room: 401**
FROM DECODING TO FLUENCY: THE 12-STEP PROGRAM

Topic Area: Instructional Design
Secondary Topic: Technology and Media
Format: Expo Session

Students who cannot decode can go from nonreaders to fluent readers with a 12-step program that incorporates technology, a virtual reading coach, assessments, and vocabulary. Former school teacher and administrator, Kathie McStravick will take educators on a 12-step journey through research-based instruction designed to help all students become readers. (98)

Leader(s): *Kathie McStravick*, MindPlay, Tucson, AZ

8:30-9:30 a.m. **Room: 303 | Session: 340**
ETHICAL CONSIDERATIONS FOR GIFTED ASSESSMENT OF CHILDREN WHO ARE CULTURALLY AND LINGUISTICALLY DIVERSE

Topic Area: Gifted and Talented
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Lecture

What are the needs of diverse gifted students? The presenter will address this by discussing the following topics: description of the existing gifted assessment practices, ethical considerations, factors perpetuating the underidentification problem, best assessment practices for identifying gifted students of diversity, and the role of school psychologists. (10285)

Leader(s): *Nanda Mitra-Itle*, Ephrata Area School District, PA

8:30-9:30 a.m. **Room: 613/614 | Session: 341**
CLASSROOM MANAGEMENT STRATEGIES TO ENHANCE BEHAVIOR OF STUDENTS WITH AUTISM SPECTRUM DISORDER IN INCLUSIVE SETTINGS

Topic Area: Autism Spectrum Disorder
Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards
Format: Lecture

Greater numbers of students with autism spectrum disorder (ASD) are educated in inclusive settings. Implementation of evidence-based techniques targeting behavior/social skills facilitates their successful inclusion. We will present strategies to capitalize on strengths of children with ASD, thereby encouraging their meaningful participation and learning in school and social contexts.

(10363)

Leader(s): *Juliet Hart*, University of Kansas, Lawrence
Presenter(s): *Kelly Whalon*, College of William and Mary, Williamsburg, VA

8:30-9:30 a.m. **Room: 201 | Session: 342**
THE RELATIONSHIP BETWEEN DECODING AND SPELLING AND ITS IMPACT ON ASSESSMENT AND INTERVENTION

Topic Area: Assessment
Secondary Topic: Learning Disabilities
Format: Lecture

Student decoding skills can be improved with an effective assessment approach that incorporates both decoding and spelling inventories. An understanding of the relationship between decoding and spelling can provide educators valuable insight into literacy skill assessment and targeted intervention development, resulting in improved student skills. (10401)

Leader(s): *Kelly Robbins*, University of Utah, Salt Lake City
Presenter(s): *Lindsay Flynn*, University of Utah, Sandy

8:30-9:30 a.m. Room: 211 | Session: 343**MATH ON THE BRAIN****Topic Area:** Nontraditional Schools**Secondary Topic:** Instructional Design**Format:** Lecture

Do boys and girls learn differently? Are there different strategies and methods for working with boys and girls in math classrooms? This presentation will address these two important questions by examining the research on brain-based differences. Various activities that foster math learning in boys and girls will be shared. (10418)

Leader(s): *Kathy Piechura-Couture*, Nina B. Hollis Institute, Stetson University, DeLand, FL

Presenter(s): *Elizabeth Heins*, Nina B Hollis Institute, Stetson University, Deland, FL

8:30-9:30 a.m. Room: 205 | Session: 344**CULTURALLY RESPONSIVE SPECIAL EDUCATION TEACHER TRAINING****Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Teacher Education**Format:** Lecture

Findings of a research study will be reported which had a focus on investigating transfer of basic culturally responsive targeted language behaviors from the college classroom to field placements by preservice student teachers in a special education training program in mild/moderate disabilities.

The instructional teaching approach was designed to address the native language needs of culturally linguistically diverse exceptional (CLDE) students learning English to enhance mathematical problem solving skills. (10456)

Leader(s): *Patricia Santistevan-Matthews*, University of Utah, Salt Lake City

8:30-9:30 a.m. Room: 606 | Session: 345**LET'S GET VISUAL! VIDEO MODELING STRATEGIES FOR STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Technology and Media**Format:** Lecture

This presentation will provide an overview of video modeling strategies for use in school-based settings for teachers and school-based staff of students with ASD. Participants will receive practical applications, resource materials, and general information to support the development and use of video modeling techniques within their classrooms. (10550)

Leader(s): *Kim Spence-Cochran*, University of Central Florida, Center for Autism & Related Disabilities, Orlando

Presenter(s): *Cynthia Pearl*, University of Central Florida, Orlando

8:30-9:30 a.m. Room: 608 | Session: 346**ASSISTIVE TECHNOLOGY IN THE CLASSROOM: A QUALITATIVE ANALYSIS OF IEPs, CLASSROOM PRACTICES, AND TECHNOLOGY SUPPORT****Topic Area:** Technology and Media**Secondary Topic:** Accessing the General Education Curriculum That Is Aligned With State Standards**Format:** Lecture

This qualitative research study investigated the use of assistive technology in inclusive settings. Data were gathered from four school districts and include interviews with administrators, teachers, and support staff; review of IEPs; and videotapes of students using assistive technology. (10554)

Leader(s): *Philip Tucker*, Bloomsburg University, PA

8:30-9:30 a.m. Room: 607 | Session: 347**CEC'S ADVANCED STANDARDS INITIATIVE: GUIDING PREPARATION OF PROFESSIONALS WHO FOSTER INCLUSIVE PRACTICES****Topic Area:** Teacher Education**Secondary Topic:** Collaboration Among Special Educators and General Educators**Format:** Lecture

The work of the TED Knowledge and Skills Workgroup in developing the proposed advanced standards for professionals working to promote inclusive practices in the context of school reform will be shared. The presentation will include the proposed standards and their development. (10595)

Leader(s): *Judith Winn*, University of Wisconsin, Milwaukee

Presenter(s): *Rhoda Robinson*, University of Wisconsin, Superior

8:30-9:30 a.m. Room: 307/308 | Session: 348**STRATEGIES FOR CONTENT AREA READING FOR ENGLISH LANGUAGE LEARNERS WITH LEARNING DISABILITIES****Topic Area:** Instructional Design**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

This session presents strategies for teachers to use to help English language learners with learning disabilities access instruction in content area subjects in inclusive classroom settings. Strategies to be discussed include ways for students to access information, organize and understand information, and remember information. (10631)

Leader(s): *Diana Linn*, Texas A&M International University, Laredo

Presenter(s): *Candace Baker*, Texas A&M International University, Laredo

8:30-9:30 a.m. Room: 602/603/604 | Session: 349
NARRATIVE VOICES OF CULTURALLY DIVERSE EARLY
ADOLESCENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This study analyzed personal and fictional narratives of ethnically diverse early adolescents with and without LD. Results are interpreted as possible culturally based narrative preferences in addition to traditionally used deficit-based approaches. Educators will learn how to differentiate narrative deficits from cultural preferences and embrace narrative styles for classroom learning. (10754)

Leader(s): *Dorota Celinska*, Roosevelt University, Schaumburg, IL

8:30-9:30 a.m. Room: 609 | Session: 350
NAVIGATING THE ACADEMY: WHAT SPECIAL
EDUCATION TEACHER EDUCATORS SHOULD KNOW

Topic Area: Teacher Education

Secondary Topic: Research

Format: Demonstration

Teaching, scholarship, and service: Understanding how to balance these requirements and personal responsibilities are essential for special education teacher educators in tenure track positions. In this session, presenters will share experiences and advice for "Navigating the Academy." Participants will be encouraged to ask questions and contribute to discussions. (11036)

Leader(s): *Lisa` Vernon-Dotson*, Duquesne University, Pittsburgh, PA

Presenter(s): *Loury Floyd*, North Carolina A&T State University, Greensboro

8:30-9:30 a.m. Room: 2A | Session: 351
ENHANCING FIDELITY OF INSTRUCTION IN RESPONSE-
TO-INTERVENTION (RTI) IMPLEMENTATION: PROCESS
AND PRODUCT

Topic Area: Response to Intervention

Secondary Topic: Research

Format: Lecture

This 4th-year study of RTI implementation explored how fidelity of instruction can be implemented and supported. Results of the effectiveness of the use of an RTI fidelity of instruction feedback form as measured by early literacy progress monitoring and universal screening data will be shared as well as findings about other instructional variables (e.g., frequency, duration, intensity, and group size). (11106)

Leader(s): *Sharon Davis Bianco*, Rowan University, Glassboro, NJ

8:30-9:30 a.m. Room: 619/620 | Session: 352
CAN META-ANALYSES GUIDE PRACTICE? A REVIEW OF
THE EBD RESEARCH BASE

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design

Format: Lecture

How well meta-analyses can guide practice remains in question. This presentation details a qualitative review of meta-analyses in the field of emotional and/or behavioral disorders (EBD). Participants will learn how to critically evaluate meta-analyses. They will also learn essential instructional components reported in meta-analyses in the field of EBD. (11269)

Leader(s): *Bill Therrien*, University of Iowa, Iowa City

Presenter(s): *Devender Banda*, Texas Tech University, Lubbock; *Shannon Gormley-Budin*, Buffalo State College, NY; *Suzanne Woods-Groves*, University of Iowa, Iowa City

8:30-9:30 a.m. Room: 206 | Session: 353
IMPROVING STUDENTS' TRANSITIONS: A CANDID
CONVERSATION ABOUT RACE, DISABILITY, AND
OPPORTUNITY

Topic Area: Career Development/Transition

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Demonstration

This session focuses on the experiences of individuals from diverse backgrounds and abilities regarding their transitions. Presenters will discuss the individualized planning and services that supported or challenged their adult success. Participants will be able to consider culturally responsive secondary transition education and service planning. (11390)

Leader(s): *Paula Kohler*, National Secondary Transition Technical Assistance Center (NSTTAC), Kalamazoo, MI

Presenter(s): *Teresa Dais*, North Carolina Department of Public Instruction, Raleigh; *Jennifer Hill*, Western Michigan University, Kalamazoo; *Edna Johnson*, U.S. Department of Education, Washington, D.C.; *Denna Lambert*, NASA Goddard Space Flight Center, Greenbelt, MD

8:30-9:30 a.m. Room: 204 | Session: 354
MEANS INITIATIVE: "WAYS AND MEANS" TO LRE

Topic Area: Collaboration Among Special Educators and
General Educators

Secondary Topic: Accessing the General Education
Curriculum That is Aligned With State Standards

Format: Lecture

Prince Georges County Public Schools, a large diverse school system, and the Johns Hopkins University Center for Technology in Education, successfully launched Making Education Accessible in Neighborhood Schools (MEANS). Through evidence-based and co-teaching practices, students were successfully returned to over 40 neighborhood schools, opening access to the general education curriculum. (11530)

Leader(s): *Lynne Mainzer*, Johns Hopkins University Center for Technology in Education, Columbia, MD

Presenter(s): *Scott Hammond*; *Carol Reed*; *Dianne Tracey*

8:30-9:30 a.m. Room: 304 | Session: 355**EFFECTIVE PRACTICES DURING TRANSITION: DOES TEACHER PREPARATION MAKE A DIFFERENCE?****Topic Area:** Career Development/Transition**Secondary Topic:** Teacher Education**Format:** Lecture

This session summarizes research involving a national sample of over 550 special educators and 120 service providers regarding levels of preparation related to transition education and services, as well as the frequency of implementation of transition activities. The results identified variables contributing to quality practitioners more likely to engage in effective transition practices leading to postschool success. (11575)

Leader(s): *Mary Morningstar*, University of Kansas, Lawrence**8:30-9:30 a.m.** Room: 617 | Session: 356**THE EFFECTS OF MATERIAL-CHOICE-ART ACTIVITY ON DESTRUCTIVE BEHAVIOR OF A YOUNG CHILD WITH AUTISM****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Developmental Disabilities**Format:** Lecture

The results of a study that evaluated the functional relationship between the problematic environment of a child and his two problem behaviors via functional analysis and then investigated the effect of antecedents-based intervention will be shared. The participant was a 5-year-old boy with autism who had difficulty in an inclusive class due to his aggressive behaviors, primarily throwing objects and spitting. (11654)

Leader(s): *Ju-Yeon Park*, Hankook Sun-Jin School, Ansan-si, Korea**Presenter(s):** *Lee Byoung In*, Dankook University, Yonin-si, Korea; *Eunhee Paik*, Kongju National University, Korea**8:30-9:30 a.m.** Room: 400 | Session: 357**INCLUSIVE TEACHERS' CONCERN AND REJECTION TOWARD THEIR STUDENTS WITH DISABILITIES****Topic Area:** Research**Secondary Topic:** Public Policy**Format:** Lecture

CEC-DR Early Career Research Award winner Bryan Cook will review findings from research regarding inclusive teachers' concern and rejection toward students with disabilities in their classrooms. He will also discuss implications of the findings that teachers tend to be highly concerned about, including rejecting their included students with disabilities. (11751)

Leader(s): *Bryan Cook*, University of Hawaii, Honolulu**8:30-9:30 a.m.** Room: 6C | Session: 358**SECURING AND KEEPING QUALITY SPECIAL EDUCATION TEACHERS: LESSONS FROM THE RESEARCH****Topic Area:** Administration/Supervision**Secondary Topic:** Teacher Education**Format:** LectureStrand G
Session 1

In this presentation, we describe factors contributing to shortages of quality special education teachers and strategies administrators and teacher educators can employ to ensure that every child with a disability has access to a quality special education teacher. Special attention is given to increasing the diversity of the special education workforce. (11764)

Leader(s): *Mary Brownell*, University of Florida, Gainesville**Presenter(s):** *Bonnie Billingsley*, Virginia Tech, Blacksburg; *Paul Sindelar*, University of Florida, Gainesville; *Naomi Tyler*, Vanderbilt University/IRIS Center, Nashville, TN**8:30-9:30 a.m.** Room: 4C-1 | Session: 359**TECHNOLOGY-BASED TEACHER PLANNING AND COLLABORATION TOOLS****Topic Area:** Instructional Design**Secondary Topic:** Technology and Media**Format:** DemonstrationStrand E
Session 1

Teacher planning is a critical issue associated with the effective use of special education technology. This session will highlight ways in which teachers are using new planning and collaboration tools (e.g., Thinkfinity, Google for Educators, Yahoo! Teachers) to enhance learning. (11776)

Leader(s): *Dave Edyburn*, University of Wisconsin, Milwaukee**Presenter(s):** *Jennifer Fritschi*, Verizon Foundation, Washington, DC; *Jaime Messinger-Willman*, Washington State University, Pullman**8:30-9:30 a.m.** Room: 310 | Session: 360**TECHNOLOGY: A MULTIPLIER ON PRODUCTIVITY AND SUPPORTING THE OLDER STRUGGLING READER****Topic Area:** Technology and Media**Secondary Topic:** Instructional Design**Format:** Lecture

It is often difficult to differentiate instruction at all levels. Students lacking decoding and phonics skills past the third grade often get lost in the shuffle. This panel discussion will engage participants in a dialogue on how technology can support and engage students in a motivating, patient, and respectful way. (11317)

Leader(s): *Suzanne Puccerella*, Scholastic, Inc., New York, NY**Presenter(s):** *Marilyn Adams*, Brown University, New York, NY; *Ted Hasselbring*, Peabody College of Vanderbilt University, Nashville, TN

8:30-9:30 a.m. **Room: 4C-3 | Session: 361**
 UNDERSTANDING THE NATURE AND SUPPORT NEEDS
 OF CHILDREN AND YOUTH WITH ASPERGER'S
 SYNDROME AND HIGHER-FUNCTIONING AUTISM

Topic Area: Autism Spectrum Disorder
Secondary Topic: Developmental Disabilities
Format: Lecture

Strand F
 Session 1

This session will introduce and discuss the characteristics and nature of learners diagnosed with Asperger's syndrome, higher-functioning autism, and related disabilities. The educationally significant elements of these disorders and a comprehensive model for supporting the needs of these learners will also be addressed. (11805)

Leader(s): *Richard Simpson*, University of Kansas, Lawrence

8:30-9:30 a.m. **Room: 2B | Session: 362**
 INTERVENTION PROCESS FOR STUDENTS WITH
 DISRUPTIVE AND POTENTIALLY DANGEROUS
 BEHAVIORS

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Autism Spectrum Disorder
Format: Demonstration

This session will address severe disruptive behaviors. Scenarios from many age levels and their intervention processes will be presented as will instruction in three research-based interaction tools: Stay Close, Give Reinforcement, and Pivot. These tools are effective with any student, regardless of age, sex, ethnicity, or ability. (10437)

Leader(s): *Karen Wagner*, Behavior Services of Brevard, Inc.

8:30-9:15 a.m. **Room: 6B, Poster 11 | Session: 363**
 TRANSITIONING FROM HIGH SCHOOL TO COLLEGE:
 IDEA VERSUS ADA

Topic Area: Public Policy
Secondary Topic: Career Development/Transition
Format: Poster Session

When students exit high school, they are no longer protected by IDEA, but by the Americans With Disabilities Act (ADA) and Section 504 of the Rehabilitation Act. For individuals to be successful in postsecondary education and the workplace, they must understand the difference between the education law IDEA and the Civil Rights laws of ADA and Section 504. (10105)

Leader(s): *Lauren Cunningham*, University of St. Francis, Joliet, IL

8:30-9:15 a.m. **Room: 6B, Poster 17 | Session: 364**
 STARTING A NEW SCHOOL SYSTEM: LESSONS LEARNED

Topic Area: Administration/Supervision
Secondary Topic: Public Policy
Format: Poster Session

The presenter will discuss the challenges and successes she experienced as Director of Special Programs for a newly formed school system. The attendees will be challenged to consider all of the issues and programs that need to be considered when starting a new school system. (10133)

Leader(s): *Dottie Logerot*, Central Community School System, Central, LA

8:30-9:15 a.m. **Room: 6B, Poster 5 | Session: 365**
 OUT FROM UNDER: DISABILITY, HISTORY, AND THINGS
 TO REMEMBER

Topic Area: Pioneers/Historical Perspectives
Secondary Topic: International Programs/Services
Format: Poster Session

The focus of this one-semester course was to illuminate the historical struggles of people with disabilities and their allies by producing a curated public exhibition. Students were invited to identify an object that they would work with throughout the course and to contribute to an exhibition of Canadian Activist Disability History. (10156)

Leader(s): *Terry Poirier*, Ryerson Alumni Disability Studies, Toronto, Ontario, Canada

8:30-9:15 a.m. **Room: 6B, Poster 13 | Session: 366**
 EFFECTS OF A MODIFIED VERSION OF THE SELF-
 DIRECTED IEP CURRICULUM ON STUDENT
 PARTICIPATION IN THEIR IEP MEETINGS

Topic Area: Developmental Disabilities
Secondary Topic: Career Development/Transition
Format: Poster Session

Four high school students with significant cognitive disabilities were taught to lead their IEP meetings using a modified version of the Self-Directed IEP curriculum. Students used picture prompts and a checklist to lead 11 steps of the IEP meeting. Tips for classroom use will be discussed. (10238)

Leader(s): *Nicole Uphold*, Rowan-Salisbury Schools, China Grove, NC

8:30-9:15 a.m. Room: 6B, Poster 23 | Session: 367
CREATIVE IDEAS TO CREATE LEARNING COMMUNITIES**Topic Area:** Teacher Education**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

The social context of an inclusive classroom is important when meeting the needs of students with disabilities. A teacher's ability to build and maintain learning communities may improve the social context of inclusive classrooms. Presenters will illustrate community building activities implemented in their courses to model a sociocultural framework for inclusion. (10336)

Leader(s): *Lora Lee Smith Canter*, East Carolina University, Greenville, NC**8:30-9:15 a.m. Room: 6B, Poster 2 | Session: 368**
FROM CLASSROOM TO COMMUNITY: PROMOTING A SUCCESSFUL TRANSITION FOR STUDENTS WITH AUTISM**Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Career Development/Transition**Format:** Poster Session

This session provides a review of research related to the transition from school to adulthood for youth with ASD. A description of the service delivery model is provided, followed by a discussion of evidence-based instructional strategies that have been successful for adolescents with ASD. (10387)

Leader(s): *Dawn Hendricks*, Virginia Commonwealth University, Richmond**8:30-9:15 a.m. Room: 6B, Poster 21 | Session: 369**
MEETING STUDENT NEEDS IN EBD SETTINGS: AN INSERVICE TRAINING MODEL**Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Teacher Education**Format:** Poster Session

This session highlights an inservice training model to build the capacity of special education teachers to meet the needs of students with behavioral challenges. The model consists of training in research-based practices, classroom observations, and on-site support. Implementation of the process and content of the training model will be detailed. (10576)

Leader(s): *Kathleen Beaudoin*, University of Washington, Tacoma**8:30-9:15 a.m. Room: 6B, Poster 4 | Session: 370**
TEACHING NUMBER RELATIONSHIPS TO STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISORDERS**Topic Area:** Instructional Design**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Poster Session

This session describes how instruction in number sense enhances understanding of number relationships of students with emotional and behavioral disorders. We will present research findings to support number sense instruction for these students, discuss the four big ideas of number sense, and identify instructional practices that best enhance this knowledge. (10584)

Leader(s): *Sheetal Sood*, Lehigh University, Bethlehem, PA**Presenter(s):** *Asha Jitendra*, University of Minnesota, Minneapolis; *Michael George*, Centennial School of Lehigh University, Bethlehem, PA**8:30-9:15 a.m. Room: 6B, Poster 19 | Session: 371**
TEACHER INTERPERSONAL RELATIONSHIP BEHAVIORS RELATED TO HIGH SCHOOL HISPANIC STUDENT SUCCESS**Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Teacher Education**Format:** Poster Session

Hispanic youth in the Hispanic Policy Development Project (1991) identified "someone caring" as an important factor in academic success. Data from the Questionnaire on Teacher Interaction (QTI), self-reported final grades, and demographic/parental support factors were analyzed to identify teacher behaviors oriented toward closing the achievement gap. (10633)

Leader(s): *Walter Crews*, Georgia College & State University, Milledgeville**Presenter(s):** *Iris Crews*, Bibb County Public Schools, Macon, GA

8:30-9:15 a.m. Room: 6B, Poster 9 | Session: 372

CO-TEACHING AND THE REDESIGN OF ONE UNIVERSITY'S TEACHER PREPARATION PROGRAMS

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Teacher Education

Format: Poster Session

This session describes team-based collaboration of school-based mentor teachers, student teachers, university faculty, and supervisors to improve programs. We evaluated the preparation of special and general education teachers by asking: Can prospective general and special education teachers effectively co-engage in problem-solving processes in response to interventions needed in the classroom? (10666)

Leader(s): *Stephen Kroeger*, University of Cincinnati, OH

Presenter(s): *Christine Borders*, University of Cincinnati, OH; *Chester Laine*, University of Cincinnati, OH; *Karen Troup*, University of Cincinnati, OH

8:30-9:15 a.m. Room: 6B, Poster 1 | Session: 373

TWENTY STRATEGIES FOR TRANSITIONING FROM TEACHER CANDIDATE TO BEGINNING TEACHER

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Administration/Supervision

Format: Poster Session

This session will provide senior teacher candidates and beginning teachers with effective strategies to go from "just surviving" during induction years to thriving in their new positions! These strategies are based on 10 years of working with first-, second- and third-year special educators. (10924)

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

8:30-9:15 a.m. Room: 6B, Poster 7 | Session: 374

NEW PROGRAM TO PROMOTE INCLUSIVE PRACTICE IN EARLY YEARS SETTINGS IN IRELAND

Topic Area: Early Childhood

Secondary Topic: International Programs/Services

Format: Poster Session

Set in the context of an emergent positive legislative focus on inclusive care and education in Ireland, this presentation describes the What Difference? program. This program was researched and developed from 2005 to 2007 and culminated in the development of a tool kit that supports the inclusion of young children with special educational needs. (10959)

Leader(s): *Eucharica McCarthy*, Mary Immaculate College/University of Limerick, Ireland

8:30-9:15 a.m. Room: 6B, Poster 18 | Session: 375

SCHOOL COUNSELORS' SELF-EFFICACY PERCEPTIONS REGARDING SPECIAL EDUCATION IN TURKEY

Topic Area: International Programs/Services

Secondary Topic: Research

Format: Poster Session

In this study, the School Counselors' Self-Efficacy Scale regarding Special Education (SCSSSE) was developed and its reliability and validity were explored. Then, the relationship between school counselors' self-efficacy perceptions regarding special education and their gender, age, year of job experience, experience in special education, and support was examined. Results will be shared. (11001)

Leader(s): *Ibrahim Diken*, Anadolu University, Eskisehir, Turkey

Presenter(s): *Veysel Aksoy*, Pamukkale University, Denizli, Turkey

8:30-9:15 a.m. Room: 6B, Poster 22 | Session: 376

AN INTERNATIONAL ASSESSMENT OF THE EMOTIONAL AND BEHAVIORAL STRENGTHS OF CHILDREN

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

This session defines the strength-based assessment and how it is operationally defined via the Behavioral and Emotional Rating Scale (BERS). The presenters will then discuss the development and modeling research on the Finnish version of the BERS, the practical experiences of using BERS, and place the findings into an international context. (11003)

Leader(s): *Matti Kuorelahti*, University of Jyväskylä, Finland

Presenter(s): *Michael Epstein*, University of Nebraska, Lincoln; *Kristiina Lappalainen*, University of Joensuu, Finland; *Hannu Savolainen*, University of Joensuu, Finland

8:30-9:15 a.m. Room: 6B, Poster 20 | Session: 377

INCREASING PROSOCIAL BEHAVIORS USING INTERACTIVE POWERPOINT SOCIAL STORIES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Poster Session

This "how-to" session will help practitioners improve social behaviors of children on the autism spectrum. Social stories have been used as a setting event intervention to increase prosocial behaviors of children with autism. Practitioners will learn how to write individualized social stories and create interactive Powerpoint presentations for their students. (11016)

Leader(s): *Richmond Mancil*, Western Kentucky University, Bowling Green

8:30-9:15 a.m. Room: 6B, Poster 3 | Session: 378

ADAPTING MATHEMATICS INSTRUCTION FOR DIVERSE LEARNERS IN GENERAL EDUCATION CLASSROOMS

Topic Area: Instructional Design

Secondary Topic: Teacher Education

Format: Poster Session

Given the legal mandates to ensure access to general curriculum and the current educational trend toward inclusion, it is important that general educators be familiar with and use evidence-based mathematics practices to address diverse learners' needs. This session will introduce a sequence of instruction and demonstrate its applications. (11083)

Leader(s): *Sun A. Kim*, University of Texas, Austin

Presenter(s): *Kyong-Eun Na*, The University of Texas, Austin

8:30-9:15 a.m. Room: 6B, Poster 16 | Session: 379

SCIENTIFICALLY BASED PRACTICES: LOCATING, IMPLEMENTING, AND ONGOING PROGRESS MONITORING

Topic Area: Response to Intervention

Secondary Topic: Instructional Design

Format: Poster Session

This presentation offers a practical model for locating, implementing, and monitoring scientifically based interventions. Presenters begin with an overview of terminology and strategies for locating and evaluating scientifically based practices, and then provide guidelines for implementing these practices. Participants leave with resources and strategies for monitoring intervention effectiveness in classrooms. (11094)

Leader(s): *Christi Carnahan*, University of Cincinnati, OH

Presenter(s): *James Basham*, University of Cincinnati, OH; *Alisa Lowrey*, Louisiana State University, New Orleans

8:30-9:15 a.m. Room: 6B, Poster 15 | Session: 380

DAZED AND CONFUSED? PROMISING, BEST, EFFECTIVE, AND SUBSTANTIATED PRACTICES FOR TRANSITION PLANNING

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Poster Session

Concerned about postschool outcomes of youth with disabilities? Confused about what practices really make a difference? Then this session is for you! Come and learn which transition planning practices have been substantiated and how diversity interplays with transition planning practices. (11210)

Leader(s): *Leena Landmark*, Texas A&M University, College Station

Presenter(s): *Jackie Pacha*, Texas A&M University, College Station

8:30-9:15 a.m. Room: 6B, Poster 8 | Session: 381

BRIDGES: BUILDING ROADS TO INCLUSIVE DIALOGUE BETWEEN GENERAL AND SPECIAL EDUCATORS

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Administration/Supervision

Format: Poster Session

True inclusion is present when a visitor cannot differentiate the general education teacher from the special education teacher and when the needs of all students are being served by both. This presentation introduces a process designed to make this happen through the 5 "C's" — inclusion teachers must learn to co-exist, cooperate, communicate, collaborate, and finally, co-teach. (11420)

Leader(s): *Patricia Turnipseed*, University of South Alabama, Mobile

Presenter(s): *David Ellis*, University of South Alabama, Mobile; *Marilyn McGowan*, University of South Alabama, Mobile

8:30-9:15 a.m. Room: 6B, Poster 25 | Session: 382

COLLABORATIVE TEACHER PREPARATION: A MODEL FOR INCLUSIVE EDUCATION

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

Participants will learn about a collaborative, program-specific approach preparing general education teacher candidates to create inclusive classrooms with respectful, responsive, and relevant instruction for all children in multicultural urban settings. Learn about ways to develop inclusive views of instruction and how to institutionalize the model in varying contexts. (11588)

Leader(s): *Kathleen Rutowski*, Arizona State University, Tempe

Presenter(s): *Iris Drower*, Arizona State University, Tempe; *Shirley McKinney*, Arizona State University, Tempe

8:30-9:15 a.m. Room: 6B, Poster 14 | Session: 383

POSTSCHOOL OUTCOMES BY GENDER AND DISABILITY: IS THERE STILL A DIFFERENCE?

Topic Area: Career Development/Transition

Secondary Topic: Public Policy

Format: Poster Session

Even after 18 years of mandated transition services, follow-up studies indicate that females with disabilities continue to have less positive postschool outcomes than males. An analysis of 5 years of outcome data from Washington State and information to improve these outcomes using research-based practices will be presented. Isn't it time? (11610)

Leader(s): *Cinda Johnson*, Seattle University, WA

8:30-9:15 a.m. Room: 6B, Poster 6 | Session: 384
MATHEMATICS WORD PROBLEM-SOLVING ERRORS IN
INCLUSIVE MIDDLE SCHOOL MATHEMATICS
CLASSROOMS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

Differences between the way middle school students with Math LD and students with Low Math Without LD solve word problems in areas of process and conceptual understanding and the correctness of their solutions are examined. Problem-solving error types in computation, operation, and translation are compared between groups.

(11635)

Leader(s): Paula Hartman, Northern Illinois University, DeKalb

Presenter(s): Greg Conderman, Northern Illinois University, DeKalb; Sarah Johnston-Rodriguez, Northern Illinois University, DeKalb

8:30-9:15 a.m. Room: 6B, Poster 12 | Session: 385
THE WOMEN SOCIETY HAS LEFT BEHIND

Topic Area: Developmental Disabilities

Secondary Topic: Physical/Health Disabilities

Format: Poster Session

This session will highlight the historical perspective of children with disabilities and their families and discuss care for these children. The research centered on six mothers and how society views them today. The realities of what these women cope with on a daily basis will be presented. (11696)

Leader(s): Ruth Nyland, University of Wisconsin, Stout

9:45-11:45 a.m. Room: 608 | Session: 386
ACCESSIBLE BOOKS, GET READY GO! A HANDS-ON
EXPERIENCE

Topic Area: Technology and Media

Secondary Topic: Accessing the General Education Curriculum
That Is Aligned With State Standards

Format: Demonstration

For students with print disabilities, accessing general and educational materials can be a real problem. Learn how you can provide your students access to digital texts and the supports and tools that will ensure that they become successful readers and learners. You'll explore Bookshare's services and Web site, and practice using Read:OutLoud and the ClassMate Reader. (10506)

Leader(s): Susie Mckinnon, Benetech/Bookshare.org, Palo Alto, CA

9:45-11:45 a.m. Room: 205 | Session: 387
MIRROR IMAGES: TEACHERS REFLECTING THE
DEMOGRAPHICS OF THEIR STUDENTS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Panel

Faculty from two Southeast Florida universities—one a Historically Black College/University (HBCU) and the other a Historically Hispanic Serving Institution (HHSI) – will discuss the lessons learned in successfully recruiting, retaining, and training highly qualified minority special education teachers for urban areas using a range of successful program strategies. (11120)

Leader(s): Denise Brathwaite, Florida Memorial University, Miami

Presenter(s): Judy Harris-Looby, Barry University, Miami Shores, FL; Annamaria Jerome-Raja, Florida Memorial University, Miami Gardens; Tamar Riley, Florida Memorial University, Pompano Beach; Catherine Roberts, Barry University, Miami Shores, FL

9:45-11:45 a.m. Room: 2A | Session: 388
RESPONSE TO INTERVENTION: THEORY TO ACTION

Topic Area: Response to Intervention

Secondary Topic: Public Policy

Format: Panel

An overview of response to intervention (RTI) from the federal perspective will be provided, followed by an introduction to the National Center on RTI. Discussion will include a summary of the resources and services available from the Center as well as highlights from specific technical assistance activities being done with states as they implement and scale-up RTI initiatives. (11233)

Leader(s): Darren Woodruff, National Center on Response to Intervention, AIR, Washington, DC

Presenter(s): Amy Elledge, National Center on Response to Intervention, AIR, Washington, DC; Stacia Rush, National Center on Response to Intervention, AIR, Washington, DC; Tessie Rose, National Center on Response to Intervention, AIR, Washington, DC; Tina Diamond, OSEP, U.S. Department of Education, Washington, DC; Pamela Huxford, Office of Instructional Promising Practices, South Carolina Department of Education, Columbia; Larry Hartzell, Oklahoma Department of Education, Oklahoma City

9:45-11:45 a.m. Room: 618 | Session: 389

SALUTING CEC PIONEERS FEATURING CAROLYN V. KING

Topic Area: Pioneers/Historical PerspectivesCEC-PD
Showcase**Secondary Topic:** Teacher Education**Format:** Panel

Join us as we salute Carolyn V. King, the Showcase Honoree for 2009. Carolyn served as a member of the Headquarters Staff at CEC from 1963 to 1974. She served as Director of the First Professional Standards project, the report of which was accepted by the CEC Delegate Assembly in 1966. She also served as Assistant Executive Secretary for Unit Development at CEC from 1966 to 1973. In that role, her contributions to CEC were critical in the development of the expanding organizational and governance structure during a period of significant growth. Her work provided a valuable framework for subsequent development within the organization. (11750)

Leader(s): *Jean Hebel*, CEC Past President, Tracys Landing, MD**Presenter(s):** *Lynn Brown*, University of Maryland, College Park; *D. Parthenia Cogdell*, CEC Past President, Willingboro, NJ; *June Robinson*, Sequim, WA; *Fred Weintraub*, Los Angeles, CA**9:45-11:45 a.m.** Room: 304 | Session: 390

SOCIAL JUSTICE, DISTRIBUTION OF RESOURCES, AND SPECIAL EDUCATION IN THE DEVELOPING WORLD

Topic Area: International Programs/ServicesDISES
Showcase**Secondary Topic:** Research**Format:** Panel

The conflict between social justice and the equitable distribution of resources and the developing nation's need to foster educational excellence in order to ensure its economic survival creates dilemmas for the educator in the developing country. Through this lens we will examine both special educational policy and the applicability of global trends in the education of children with disabilities. (11809)

Leader(s): *Thomas Gumpel*, The Hebrew University of Jerusalem, Israel**Presenter(s):** *Alfredo Artilis*, Arizona State University, Tempe; *Michael Gerber*, University of California, Santa Barbara; *Kasper Mazurek*, University of Lethbridge, Alberta, Canada; *Mian Wang*, University of California, Santa Barbara; *Margret Winzer*, University of Lethbridge, Alberta, Canada**9:45-11:45 a.m.**

Room: 213 | Session: 391

DIVERSITY, EQUALITY AND INCLUSION: A RIGHTS-BASED FRAMEWORK FOR SCHOOLING—THE ROAD AHEAD

Topic Area: Cultural and/or Linguistic DiversityProg. Chair
Invited Speaker**Secondary Topic:** International Programs/Services**Format:** Lecture

The session will focus on achieving the goals of equality and inclusion with what is seen as an increasingly diverse student population. The human rights framework for accommodation and inclusion will be examined along with the impact of the UN convention on the Rights of Persons with Disabilities. The school and classroom practices associated with successful inclusion will be identified as well as what research in Canada reveals about outcomes for students. Factors that have promoted and limited progress toward inclusion – with a Canadian focus – will be discussed. (11827)

Leader(s): *Gordon Porter*, Canadian Association for Community Living, New Brunswick, Canada**9:45-10:45 a.m.**

Room: 210

COMPUTER-BASED DECODING STRATEGIES FOR THE STRUGGLING READER

Topic Area: Learning Disabilities**Secondary Topic:** Developmental Disabilities**Format:** Expo Session

This presentation discusses a computer-based reading program for struggling students. Specific decoding strategies will be taught and research that supports the need to develop these critical strategies will be shared. Participants receive access to free online training that teaches basic decoding strategies that can be applied in the classroom. (64)

Leader(s): *Sarele Ellsworth*, HEC Reading Horizons, North Salt Lake, Utah**9:45-10:45 a.m.**

Room: 214

RIDE: PROVIDING RESEARCH-BASED INTERVENTIONS FOR STUDENTS WITH BEHAVIORAL AND ACADEMIC CHALLENGES

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Response to Intervention**Format:** Expo Session

As a U.S. Department of Education validated model, RIDE Behavior Intervention Bank (BIB) offers a web-based menu of 104 evidence-based, jargon-free interventions backed by 50 video demonstrations. In keeping with PBS and RTI guidelines, the BIB focuses on students who exhibit problem behaviors such as aggression, disruptions, noncompliance, off-task, social skills and unprepared. (83)

Leader(s): *Ray Beck*, Longmont, Colorado

9:45-10:45 a.m. **Room: 401**
INCREASING SPECIAL EDUCATION CAPACITY WITH A DECREASING BUDGET

Topic Area: Autism Spectrum Disorder
Secondary Topic: Administration/Supervision
Format: Expo Session

Learn how a school district successfully implemented a cost-effective autism programming solution using a new technology called AutismPro. AutismPro provides online professional development and resource tools for individualized education programs. See how the use of AutismPro lowered staff stress, increased human resource capacity, satisfied stakeholders, and improved outcomes for children. (106)

Leader(s): *Ryan Reid*, AutismPro

9:45-10:45 a.m. **Room: 609 | Session: 392**
DOES PAPERWORK AFFECT THE MORALE OF BEGINNING SPECIAL EDUCATION TEACHERS?

Topic Area: Teacher Education
Secondary Topic: Research
Format: Lecture

A mixed-methods study probed a national sample of beginning special education teachers to determine if a correlation exists between the amount of paperwork completed (such as IEPs and goals) and common morale factors such as job satisfaction, job stress, and desire to leave the profession. (10158)

Leader(s): *Richard Mehrenberg*, Millersville University, PA

9:45-10:45 a.m. **Room: 212**
TRAIN THE TRAINERS: SHHH . . . IT'S CONFIDENTIAL!

Topic Area: Public Policy
Secondary Topic: Teacher Education
Format: Expo Session

"Shhh . . . It's Confidential" a "train the trainers" workshop which covers the Individuals with Disabilities Education Act 2004, the Family Educational Rights and Privacy Act, and the Protection of Pupil's Rights Amendment. Certificates of Completion will be awarded." (113)

Leader(s): *Nancy Nichols*, Firelight Books, Tyler, TX

9:45-10:45 a.m. **Room: 206 | Session: 393**

MULTIPLE PRESENTATION:
BRINGING STUDENTS TO THE TABLE AND UTILIZING ASSISTIVE TECHNOLOGY TO INCLUDE ALL STUDENTS

Moderator: *Dale Matusevich*, Delaware Department of Education, Dover

PRESENTATION #1: Bringing Students to the Table

Topic Area: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Multiple Presentation

This session will focus on strategies to improve the quality and quantity of student involvement in their transition IEP meetings. Strategies shared represent a synthesis of the current research and an evaluation of classroom application of those strategies. (11706)

Leader(s): *Jayne McGuire*, Humboldt State University, Arcata, CA
Presenter(s): *Maureen Kiritsy*, Arcata High School, CA

PRESENTATION #2: STUDENT-DIRECTED IEPs: REMOVING BARRIERS THROUGH ASSISTIVE TECHNOLOGY

Topic Area: Career Development/Transition
Secondary Topic: Developmental Disabilities
Format: Multiple Presentation

This session will describe a method of gathering information through person-centered planning, supporting the student's direction of the IEP meeting, and using strategies for student self-monitoring of implementation. The use of a wide range of assistive technology to promote different levels of participation will be illustrated. (10174)

Leader(s): *Craig Miner*, Southern Illinois University, Edwardsville

FEATURED MULTICULTURAL SESSION

9:45-10:45 a.m. **Room: 203 | Session: MC-2**
NEGOTIATING EDUCATIONAL EQUITY IN RTI WITH ENGLISH LANGUAGE LEARNERS

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Response to Intervention
Format: Lecture

Response to Intervention (RTI) has the potential to close the achievement gap. Yet of great concern are challenges related to the critical assumptions that English language learners (ELLs) are being provided adequate opportunities that explicitly and systematically incorporate their cultural and linguistic knowledge. Unless, we capitalize from ESL and Bilingual teaching methods, RTI models may assume that if ELLs are not making adequate progress, their struggles may be due to internal deficits.

Leader(s): *Michael J. Orosco*, University of California at Riverside

Friday

9:45-10:45 a.m. **Room: 201 | Session: 394**
 STANDARDS-BASED VERSUS TRADITIONAL
 MATHEMATICS CURRICULUM FOR MIDDLE SCHOOL
 STUDENTS WITH DISABILITIES

Topic Area: Accessing the General Education
 Curriculum That Is Aligned With State Standards

Secondary Topic: Research

Format: Lecture

This session will present the findings of a year-long study that examined the performance of students with and without disabilities on multiple choice and open-ended curriculum-based measurement assessments who were educated in standards-based versus traditional mathematics curriculum. Results suggest that condition (i.e., curriculum) was not a statistically significant factor; however, exam type and time of test were. (10191)

Leader(s): *Emily Bouck*, Purdue University, West Lafayette, IN

9:45-10:45 a.m. **Room: 303 | Session: 395**
 UNDERREPRESENTATION OF BLACK STUDENTS IN
 GIFTED EDUCATION AND AP CLASSES: PROBLEMS AND
 PROMISES

Topic Area: Gifted and Talented

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Nationally, Black students are underrepresented in gifted education. At no time in our nation's history has this group been well-represented. Factors associated with underrepresentation are described, along with recommendations for addressing this problem. (10200)

Leader(s): *Donna Ford*, Vanderbilt University, Nashville, TN

Presenter(s): *Gilman Whiting*, Vanderbilt University, Nashville, TN

9:45-10:45 a.m. **Room: 619/620 | Session: 396**
 RESPONSE TO INTERVENTION: IMPLEMENTATION
 THROUGH COLLABORATION AND CO-TEACHING
 MODELS

Topic Area: Collaboration Among Special Educators and
 General Educators

Secondary Topic: Response to Intervention

Format: Demonstration

Response to intervention intensifies the need for collaboration to address students' needs through a multitiered problem-solving process. The collaborative members must understand the multitiers; use student data and progress monitoring to determine instructional groupings for differentiation; and acquire practical strategies for developing relationships with parents, fellow colleagues, and support staff. (10388)

Leader(s): *Susan Hentz*, VIEW Inc., Sarasota, FL

9:45-10:45 a.m. **Room: 2B | Session: 397**
 PIONEER FAMILIES: CREATING EXCEPTIONAL LIVES IN
 THE COMMUNITY FOR EXCEPTIONAL CHILDREN

Topic Area: Developmental Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This presentation includes experiences and methods used by Pioneer Families to create exceptional lives for children with significant developmental disabilities. Participants will leave this session with strategies to promote successful transition from school to adult life. (10476)

Leader(s): *Luchara Sayles Wallace*, University of Kansas, Lawrence

9:45-10:45 a.m. **Room: 607 | Session: 398**
 DIFFERENTIATING INSTRUCTION IN INCLUSIVE
 SETTINGS: PREPARING ALL PRESERVICE TEACHERS

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators and
 General Educators

Format: Lecture

This presentation will focus on preparing all preservice teachers to teach in inclusive settings. Methods of integrating content into course work and fieldwork will be included. Emphasis is on development of skills in differentiating instruction and positive attitudes. Course design, competencies, and outcomes will be addressed as well as NCATE alignment. (10586)

Leader(s): *Linda Bufkin*, Saint Louis University, MO

Presenter(s): *Joy Voss*, Saint Louis University, MO

9:45-10:45 a.m. **Room: 617 | Session: 399**
 IMPROVING MATHEMATICAL PROBLEM SOLVING OF
 MIDDLE-SCHOOL STUDENTS WITH AND WITHOUT LD

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Lecture

This presentation describes a research study that demonstrates the effectiveness of Solve It!, an instructional program designed to improve mathematical problem solving of students at risk for math failure and students with LD. Students who received the intervention significantly improved in math problem solving compared with other students. (10736)

Leader(s): *Marjorie Montague*, University of Miami, Coral Gables, FL

9:45-10:45 a.m. Room: 602/603/604 | Session: 400
USING IMAGERY AND TECHNOLOGY TO HELP STUDENTS
WITH LD MASTER SCIENCE VOCABULARY

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design

Format: Lecture

Students with learning disabilities struggle with mastering vocabulary terms, but are interested in and familiar with technology. Learn about a researched vocabulary acquisition method using visual images and MS PowerPoint software to facilitate acquisition of general education science vocabulary by middle school students with learning disabilities. (10758)

Leader(s): *Kimberly Pawling*, University of Central Florida, Orlando

Presenter(s): *Sara Aronin*, University of Central Florida, Orlando; *Tanya Moorehead*, University of Central Florida, Orlando

9:45-10:45 a.m. Room: 204 | Session: 401
EMBEDDED MNEMONIC STRATEGY INSTRUCTION IN
INCLUSIVE SOCIAL STUDIES CLASSROOMS

Topic Area: Accessing the General Education Curriculum That Is Aligned With State Standards

Secondary Topic: Instructional Design

Format: Lecture

This investigation compared the use of embedded strategic instruction with peer tutoring versus traditional instruction for 186 seventh-grade students with and without disabilities in inclusive history classes. Overall findings revealed that students with and without disabilities in the treatment condition statistically outperformed students in the comparison condition. (10896)

Leader(s): *Lisa Marshak*, Fairfax County Public Schools, VA

Presenter(s): *Margo Mastropieri*, George Mason University, Fairfax, VA; *Thomas Scruggs*, George Mason University, Fairfax, VA

9:45-10:45 a.m. Room: 606 | Session: 402
COLLABORATIVE INSIGHTS: DEVELOPING SCIENCE AND
SPECIAL EDUCATOR TEAMS TO IMPROVE STUDENT
LEARNING

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Instructional Design

Format: Lecture

Collaborative special and science educator lesson study teams can help teachers increase their knowledge of disabilities and science while creating exciting but less overwhelming inclusive science classrooms. Presenters will discuss how to structure and support collaborative teams and present research findings about their impact on teacher development and student learning. (10949)

Leader(s): *Karen Mutch-Jones*, TERC, Cambridge, MA

9:45-10:45 a.m. Room: 613/614 | Session: 403
USING DIGITAL FLASH CARDS TO INCREASE
VOCABULARY GENERALIZATION FOR YOUNGSTERS
WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Technology and Media

Format: Lecture

Generalization of skills is often difficult for children with autism, especially when skills are taught in isolation as they frequently must be for acquisition. This session presents results from a study that used digital flash cards to teach new vocabulary to children with autism, leading to both acquisition and generalization. (11027)

Leader(s): *E. Amanda Boutot*, Texas State University, Austin

9:45-10:45 a.m. Room: 211 | Session: 404
IDENTIFYING STUDENTS WHO MAY BENEFIT FROM AA-
MAS THROUGH DATA DRILL-DOWN AND ANALYSIS

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Public Policy

Format: Lecture

Session participants will learn about NCLB regulations pertaining to alternate assessments based on modified achievement standards (AA-MAS), and the importance of developing information about students taking assessments based on these standards. The presenters will demonstrate an accountability system that can provide educators insights about the assessment needs of all students. (11221)

Leader(s): *Terry Wallis*, Tennessee Department of Education, Nashville

Presenter(s): *Christopher Rogers*, University of Minnesota, Minneapolis; *Martha Thurlow*, University of Minnesota, Minneapolis

9:45-10:45 a.m. Room: 307/308 | Session: 405
SUPPORTING READING COMPREHENSION OF AT-RISK
ADOLESCENTS BY CIRCUMVENTING WORD-DECODING
DIFFICULTIES USING TECHNOLOGY

Topic Area: Instructional Design

Secondary Topic: Technology and Media

Format: Lecture

This investigation evaluated whether simultaneous audio/video presentation of reading text allows for at-risk preadolescent readers to circumvent weaknesses in word decoding and increase comprehension of curricular content. Strategies included self-talk and synthesis of main points. Results, analyses, and social validity information will be shared and discussed. (11256)

Leader(s): *Susan Anderson*, University of Kansas, Lawrence

9:45-10:45 a.m. Room: 400 | Session: 406

MEETING THE CHALLENGE: PROVIDING HIGH-QUALITY INCLUSIVE PROGRAMS FOR YOUNG CHILDREN WITH DISABILITIES

Topic Area: Early Childhood**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

High-quality inclusive programs are important to the growth and development of young children with and without disabilities. This session will provide information specific to the implementation of an early childhood inclusive program, including the use of evidence-based practices and culturally appropriate strategies for partnering with families. (11532)

Leader(s): *Sonia Michael*, Eastern Kentucky University, Richmond

9:45-10:45 a.m. Room: 6C | Session: 407

BUILDING EFFECTIVE PARTNERSHIPS FOR RECRUITING, PREPARING, AND MENTORING BEGINNING SPECIAL EDUCATION TEACHERS

Topic Area: Administration/Supervision**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

In this presentation, presenters outline the common characteristics of effective partnerships among state education agencies, local education agencies, and Colleges of Education for recruiting, preparing, and retaining special education teachers. In addition, a statewide partnership between the Ohio State Department of Education and a consortium of higher education institutions is presented. (11765)

Leader(s): *Michael Rosenberg*, Johns Hopkins University, Baltimore, MD

Presenter(s): *Phoebe Gillespie*, National Association of State Directors of Special Education, Alexandria, VA; *Steven Kroeger*, University of Cincinnati, OH; *Erica McCray*, University of Florida, Gainesville

9:45-10:45 a.m. Room: 4C-1 | Session: 408

TECHNOLOGY TOOLKITS

Topic Area: Instructional Design**Secondary Topic:** Technology and Media**Format:** Demonstration

Research has documented that the creation of technology toolkits is an effective strategy for helping general and special education teachers utilize technology in the classroom. Particular emphasis will be placed on toolkits for teachers working with young children and students with learning disabilities (reading, writing, and math). (11777)

Leader(s): *Jim Gardner*, University of Oklahoma, Norman

Presenter(s): *Sharon Judge*, Old Dominion University, Norfolk, VA; *Kathleen Puckett*, Arizona State University, Phoenix; *Cheryl Wissick*, University of South Carolina, Columbia

9:45-10:45 a.m. Room: 4C-3 | Session: 409

TEACHING ACADEMIC CONTENT AND DESIGNING INSTRUCTIONAL PROGRAMS FOR LEARNERS WITH ASPERGER'S SYNDROME AND HIGHER-FUNCTIONING AUTISM

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Developmental Disabilities**Format:** Lecture

This session will discuss instructional strategies and supports for children and youth with Asperger's syndrome and higher-functioning autism. Assessment, curriculum, and instructional adaptation procedures and examples will be features of this presentation. Practitioner-oriented information as well as diversity issues will also be highlighted. (11806)

Leader(s): *Dianne Zager*, Pace University, New York

Presenter(s): *Nicole Mucherino*, Pace University, New York

Strand F
Session 2**9:45-10:30 a.m.** Room: 6B, Poster 11 | Session: 410

ADDRESSING EMOTIONAL NEEDS OF THE GIFTED AND TALENTED

Topic Area: Gifted and Talented**Secondary Topic:** Research**Format:** Poster Session

This session will provide an overview addressing the emotional needs of gifted and talented students. Unhealthy perfectionism and underachievement are barriers that inhibit gifted learners from achieving potential. Teachers of the gifted will learn research-supported strategies to help gifted learners cope with stressors related to giftedness in positive ways. (10176)

Leader(s): *Emily Mofield*, Tennessee State University, Nashville

Presenter(s): *Sumita Chakraborti-Ghosh*, Tennessee State University, Nashville

9:45-10:30 a.m. Room: 6B, Poster 22 | Session: 411

DEVELOPING A CLASSWIDE SYSTEM OF POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS (PBIS)

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Teacher Education**Format:** Poster Session

This session will present an overview of how teachers can develop a classwide system of positive behavior supports as an effective approach to classroom management. The presenters will provide an overview of PBIS and address the components of a classwide PBIS system. (10266)

Leader(s): *Yadira Flores*, Arizona State University, Scottsdale

Presenter(s): *Samuel DiGangi*, Applied Learning Technologies Institute, Tempe, AZ; *Angel Jannasch-Pennell*, Applied Learning Technologies Institute, Tempe, AZ

9:45-10:30 a.m. Room: 6B, Poster 5 | Session: 412
 GENDER-BASED LEARNING IN THE CLASSROOM: IS THERE EVIDENCE OF EFFICACY?

Topic Area: Nontraditional Schools
Secondary Topic: Instructional Design
Format: Poster Session

Recent research indicates that differences between male and female learners may support differentiated instructional strategies for each gender. This pilot project examined both attitudes and achievement scores for an individual elementary school providing single gender classes. Preliminary data suggests that there was an increase in academic achievement scores. (10385)

Leader(s): *Abigail James*, University of Virginia, Charlottesville
Presenter(s): *David Chadwell*, South Carolina Department of Education, Columbia; *Lori Howard*, University of Virginia, Falls Church

9:45-10:30 a.m. Room: 6B, Poster 23 | Session: 413
 FACULTY REFLECTIONS: METHODS OF BEST PRACTICE FOR TEACHING TEACHERS TO ENGAGE WITH FAMILIES

Topic Area: Teacher Education
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

Preparing “highly qualified” special educators that can effectively partner with the families of students with disabilities is proving to be a daunting task, though widely acknowledged as essential in special education. This presentation examines the longitudinal program experience of instructors at two institutions teaching a special education course focused on family-professional partnerships. (10544)

Leader(s): *Azure Smiley*, University of Indianapolis, IN
Presenter(s): *John Somers*, University of Indianapolis, IN

9:45-10:30 a.m. Room: 6B, Poster 12 | Session: 414
 RELATIONSHIPS BETWEEN TEACHING BEHAVIORS AND STUDENT ACADEMIC ENGAGEMENT DURING READING INSTRUCTION

Topic Area: Research
Secondary Topic: Response to Intervention
Format: Poster Session

Teacher instructional behaviors during reading lessons were examined in relation to academic engagement for at-risk and nonrisk students. Preliminary analyses revealed variance in teaching strategies, curriculum emphasized, and student response. Further analyses will show whether significant correlations exist between these variables across students or as a function of risk status. (10568)

Leader(s): *Tori Sanchez*, University of California, Riverside
Presenter(s): *Tiffany Rodriguez*, University of California, Riverside

9:45-10:30 a.m. Room: 6B, Poster 18 | Session: 415
 EVIDENCE-BASED EARLY LITERACY PRACTICES: EVIDENCE-BASED FOR WHOM?

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Early Childhood
Format: Poster Session

Evidence-based curricula and practices, identified by What Works Clearinghouse, were examined to determine their effectiveness for preschool students from culturally diverse backgrounds. Analyses revealed that though the strategies were implemented with students from diverse backgrounds, findings were not disaggregated according to student demographics. Implications for program implementation will be provided. (10650)

Leader(s): *Yi-Juin Liu*, University of Wisconsin, Milwaukee
Presenter(s): *Jay Buzhardt*, University of Kansas, Kansas City; *Shernaz García*, The University of Texas, Austin

9:45-10:30 a.m. Room: 6B, Poster 14 | Session: 416
 LIFE SKILLS AND ACADEMICS: SHARING THE CLASSROOM

Topic Area: Career Development/Transition
Secondary Topic: Instructional Design
Format: Poster Session

This session presents justification and techniques for incorporating life skills into academics at different learning levels (self-contained special needs classroom, basic academic skills classroom, regular-level academics classroom, and accelerated classrooms). (10684)

Leader(s): *Ellen Glisan*, Walden University, Minneapolis, MN

9:45-10:30 a.m. Room: 6B, Poster 1 | Session: 417
 THE IMPACT OF DISCIPLINARY REMOVALS FROM THE LEAST RESTRICTIVE ENVIRONMENT ON ANNUAL YEARLY PROGRESS

Topic Area: Accountability & Large Scale Assessments
Secondary Topic: Emotional and Behavioral Disorders
Format: Poster Session

This presentation will describe the results of a quasi-experimental study to evaluate the relationship between removal from the least restrictive environment for more than 10 days and academic grade point average (GPA) and yearly state assessment results. Implications for both districts and individual students will be examined and alternatives to exclusionary practices will be provided. (10709)

Leader(s): *Judith Harrison*, Texas A&M University, College Station

9:45-10:30 a.m. Room: 6B, Poster 10 | Session: 418
DIGITAL SIMULATIONS: FACILITATING TRANSITION FOR STUDENTS WITH DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Career Development/Transition

Format: Poster Session

Technology use should be reflected in education. When community-based instruction is paired with the use of digital simulations, students are afforded more time for practicing and maintaining new skills. This session discusses the use of digital simulations to help students with disabilities generalize post-secondary transitional skills. (10909)

Leader(s): *Allenda Zionch*, University of Nevada, Las Vegas

Presenter(s): *Troy Kieser*, University of Nevada, Las Vegas

9:45-10:30 a.m. Room: 6B, Poster 20 | Session: 419
PARENTING CHILDREN WITH AUTISM: MATERNAL PERSPECTIVES OF FATHER INVOLVEMENT

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Literature on families of children with disabilities indicates that the majority of support and involvement is maternal. For fathers of children with autism this may not be the case. Learn about the needs of fathers of children with autism based on outcomes from a recent pilot study. (10976)

Leader(s): *Ashley Perry*, University of Alabama, Tuscaloosa

9:45-10:30 a.m. Room: 6B, Poster 6 | Session: 420
THE EFFECTIVENESS OF SIMULTANEOUS PROMPTING PROCEDURE ON TEACHING QUESTION ANSWERING SKILLS TO CHILDREN WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Poster Session

This study examined the effectiveness of simultaneous prompting procedure delivered in small group teaching arrangement on teaching answering "Where...?", "When...?" and "What happens...?" questions to children with autism. The acquisition of the skills targeted during observational learning was also examined. Results will be shared and discussed. (11000)

Leader(s): *Oguz Gursel*, Anadolu University, Eskisehir, Turkey

Presenter(s): *Mujgan Altunel*, Private Bursa Special Education and Rehabilitation Center, Bursa, Turkey

9:45-10:30 a.m. Room: 6B, Poster 8 | Session: 421
ACCOMMODATIONS, TECHNOLOGIES, AND STRATEGIES TO IMPROVE THE ACHIEVEMENT OF BLIND STUDENTS

Topic Area: Visual Impairments

Secondary Topic: Research

Format: Poster Session

This session presents research findings on appropriate accommodations, teaching strategies, technologies, and collaborative practices to assist educators in providing meaningful learning opportunities for Blind students. Inductive analysis of study data revealed themes of individualism, self-motivation, reliance, available technologies, increased collaboration, and open communication appropriate for use by teachers and paraprofessionals. (11054)

Leader(s): *Randy Parker*, Louisiana Tech University, Ruston

Presenter(s): *Julie Holmes*, Louisiana Tech University, Ruston

9:45-10:30 a.m. Room: 6B, Poster 2 | Session: 422
USING EARLY LITERACY MEASURES TO PREDICT RESPONSE TO INSTRUCTION

Topic Area: Assessment

Secondary Topic: Response to Intervention

Format: Poster Session

The presenter will discuss early literacy measures that predict response to instruction in kindergarten. Participants will learn which early literacy measures predict response to instruction and how the predictive strength changes with reading development in kindergarten. (11058)

Leader(s): *Viveca Braganza*, University of Minnesota, Minneapolis

9:45-10:30 a.m. Room: 6B, Poster 3 | Session: 423
PLANNING FOR DIVERSE LEARNERS: PREPARING TEACHERS TO DEVELOP UNIVERSALLY DESIGNED LESSONS

Topic Area: Instructional Design

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Today's classrooms are filled with culturally and linguistically diverse learners; therefore, it is important for all teachers to develop lessons that meet the needs of all students. This study analyzes the preparation of preservice teachers in developing universally designed lessons in their student teaching experience. (11091)

Leader(s): *Jillian Pattison*, University of Kansas, Lawrence

9:45-10:30 a.m. Room: 6B, Poster 16 | Session: 424
THE REALITY OF IMPLEMENTING RTI: A STUDY OF TWO
FIRST-YEAR PROJECTS

Topic Area: Response to Intervention

Secondary Topic: Research

Format: Poster Session

Response to intervention (RTI) holds great promise for addressing early intervention and the identification of learning disabilities; unfortunately, a blueprint for implementing RTI doesn't exist. In this session the results of a study of two RTI pilot projects will be presented and the implications for RTI implementation discussed. (11096)

Leader(s): *Bill Bursuck*, University of North Carolina, Greensboro

Presenter(s): *Gretchen Smallwood*, University of North Carolina, Greensboro

9:45-10:30 a.m. Room: 6B, Poster 26 | Session: 425
FAMILY HOPE: SIX SYSTEMATIC STEPS TO SOLVING
PROBLEM BEHAVIOR AT HOME

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

Learn six systematic steps for teaching positive behavior support principles to families raising children with disabilities. A free parent handbook will be available to participants (quantities limited). (11133)

Leader(s): *Lynn Wilder*, Florida Gulf Coast University, Fort Myers

9:45-10:30 a.m. Room: 6B, Poster 9 | Session: 426
THE DANCE OF COLLABORATION: TRAINING TEACHERS
TO CO-TEACH

Topic Area: Collaboration Among Special Educators and
General Educators

Secondary Topic: Accessing the General Education
Curriculum That Is Aligned With State Standards

Format: Poster Session

Through a 4-year partnership, 75 teams of general and special educators were trained on legal issues, collaborative lessons, and teaching strategies. Results from pre- and postsurveys indicated increased understanding and implementation of collaborative teaching. This session will provide an overview of the project as well as lessons learned. (11224)

Leader(s): *Kristina Krampe*, Eastern Kentucky University, Richmond

Presenter(s): *Marti Ginter*, Central Kentucky Special Education Cooperative, Mt. Sterling

9:45-10:30 a.m. Room: 6B, Poster 4 | Session: 427
APPLYING UDL TO LITERATURE INSTRUCTION: READING,
COMPREHENSION, AND PROGRESS MONITORING

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

Students with disabilities are not considered in the standards or instructional materials, methods, and assessments. Learn about a technology-based system that blends two powerful and proven approaches—curriculum-based measurement and universal design for learning—to improve reading comprehension instruction and enhance the performance of students in standards-based settings. (11366)

Leader(s): *Tracey Hall*, Center for Applied Special Technology (CAST), Wakefield, MA

Presenter(s): *Patricia Ganley*, Center for Applied Special Technology, Wakefield, MA; *Richard Jackson*, Center for Applied Special Technology, Wakefield, MA; *Ge Vue*, Center for Applied Special Technology, Wakefield, MA

9:45-10:30 a.m. Room: 6B, Poster 21 | Session: 428
ESTABLISHING SOCIAL SKILLS TRAINING PROGRAMS AS
RTI STRATEGIES THROUGH UNIVERSITY-SCHOOL
PARTNERSHIPS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Response to Intervention

Format: Poster Session

This session describes a model for using university-school partnerships to implement a schoolwide social skills training program as a Tier 2 intervention of the RTI model for behavioral disorders. Learners will understand the rationale for implementing the model, the assessment process, and the program structure. (11413)

Leader(s): *Hollie Cost*, University of Montevallo, AL

9:45-10:30 a.m. Room: 6B, Poster 25 | Session: 429
THE INCLUSIVE ELEMENTARY EDUCATORS PROGRAM:
PREPARING TEACHERS TO TEACH ALL STUDENTS

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators
and General Educators

Format: Poster Session

The program director will describe a 2-year inclusive teacher preparation program including foundational principles, provide a curriculum overview, and present supporting research for this approach to teacher education. Teacher candidates from the current cohort will describe and evaluate their experiences in the program. (11471)

Leader(s): *Paula Stanovich*, Portland State University, OR

Presenter(s): *Tia Diaz*, Portland State University, OR; *Elaine Hudson*, Portland State University, OR; *Heidi Rivinus*, Portland State University, OR

9:45-10:30 a.m. Room: 6B, Poster 15 | Session: 430
 SELF-DETERMINATION + VIRTUAL LEARNING ENVIRONMENTS = SUCCESSFUL TRANSITION TO POSTSECONDARY EDUCATION

Topic Area: Career Development/Transition

Secondary Topic: Learning Disabilities

Format: Poster Session

This presentation focuses on the results of a study conducted to determine the effects of using a virtual learning environment to teach students with learning disabilities self-determination skills. Knowledge was assessed before and after participation in a virtual learning environment to determine gains in knowledge and application of skills. (11626)

Leader(s): Kara Rosenblatt, University of Central Florida, Orlando

9:45-10:30 a.m. Room: 6B, Poster 13 | Session: 431
 EFFECTIVE READING INSTRUCTION FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Response to Intervention

Format: Poster Session

Learn the key features of a comprehensive reading program that is part of an ongoing large-scale research study examining response to intervention by students with low IQs. Presenters will describe modifications used to respond to challenging behavior and limited language and cognitive functioning, and highlight success stories from the research. (11677)

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

Presenter(s): Tammi Champlin, Southern Methodist University, Dallas, TX

9:45-10:30 a.m. Room: 6B, Poster 24 | Session: 432
 MAXIMIZING SUCCESS FOR POSTSECONDARY STUDENTS WITH EXCEPTIONALITIES: INTEGRATING ASSISTIVE TECHNOLOGY SUPPORTS

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Poster Session

Students with disabilities are increasingly entering postsecondary programs. Assistive technology (AT) improves their achievement outcomes. The presenters will discuss categories of AT, demonstrate specific types of AT, identify barriers; and share research-based, best practice approaches for AT use in online and face-to-face postsecondary learning environments. (11708)

Leader(s): Karen Voytecki, East Carolina University, Greenville, NC

Presenter(s): Soonhwa Seok, University of Wisconsin, Whitewater

9:45-10:30 a.m. Room: 6B, Poster 17 | Session: 433
 EIGHT HABITS OF HIGHLY EFFECTIVE SPECIAL EDUCATION TEACHERS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

Some challenges beginning special educators face include inadequate preparation, meeting student needs, challenging behaviors, excessive paperwork, intensified mandates, lack of support, role ambiguity, collaboration issues, and high stress. Mentors from the M.U.S.E. (Mentoring Unique Special Educators) program at University of Hawaii share strategies and tools to increase special educators' effectiveness. (11719)

Leader(s): Michelle Kama, University of Hawaii, Manoa

Presenter(s): Sherri Sai, University of Hawaii, Manoa; Kory Toyozaki, University of Hawaii, Manoa

11:00 a.m.-Noon Room: 210

INTRODUCING THE NEW AUTISTIC DISORDER EVALUATION SCALE AND AUTISTIC DISORDER INTERVENTION MANUAL

Topic Area: Autism Spectrum Disorder

Secondary Topic: Assessment

Format: Expo Session

This session will introduce the new Autistic Disorder Evaluation Scale (ADES) and how to use it in conjunction with the Autistic Disorder Intervention Manual to identify intervention suggestions for problematic behaviors associated with autism. The ADES is based upon the definition of autistic disorder as developed by the APA, provides normative scores in 9 subscales, is appropriate for ages 3 to 18 years, and includes both a home and school version. (71)

Leader(s): Tamara Arthaud, Hawthorne Educational Services Inc., Columbia, MO

11:00 a.m.-Noon Room: 214

SELF-DETERMINATION—SKILLS ESSENTIAL FOR TRANSITION SUCCESS

Topic Area: Career Development/Transition

Secondary Topic: Assessment

Format: Expo Session

Self-determination is related to the goal setting and achievement skills essential for transition success. See how to assess and then provide intervention strategies for self-determination and success using our research-based Personal Responsibility program. With this system, students learn to focus on developing the ability to set clear, attainable goals and then to manage the successful completion of those goals. (74)

Leader(s): Terry Schmitz, The Conover Company, Oshkosh, WI

11:00 a.m.-Noon

Room: 212

ADVENTURES IN LANGUAGE FROM BEGINNER (EARLY PRIMARY/ESL) TO ADVANCED (MIDDLE SCHOOL)

Topic Area: Instructional Design

Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards

Format: Expo Session

Learn about data-supported explicit instruction for development of language and written expression skills including Core Knowledge and Six Traits. Language/grammar skills are incorporated into the writing process using three-steps—presenting an exemplar (model), teacher guided write (lead), and independent write (test). (85)

Leader(s): *Terry Dodds*, Novel Ideas, Inc.

11:00 a.m.-Noon

Room: 400 | Session: 434

A COMPREHENSIVE ASSESSMENT OF ACHIEVEMENT IN CHILDREN WITH HEARING IMPAIRMENT

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Lecture

This session will share the results of a study that examined the assessment of achievement for children with hearing loss. Academic achievement tests, classroom interactions, and perceptions of lesson presentation will be examined to assess the overall achievement of students with varying levels of hearing loss. Perceptions and classroom interactions will be contrasted with normal hearing peers. (10216)

Leader(s): *Christy Borders*, University of Cincinnati, OH

11:00 a.m.-Noon

Room: 607 | Session: 435

A COMPARISON OF THREE INSTRUCTIONAL TEACHER EDUCATION METHODS ON PRESERVICE TEACHER OUTCOMES

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Lecture

Empirical findings of a small, nationwide study comparing three instructional methods on the knowledge, beliefs, and skills of preservice teachers will be presented. Preservice teachers exposed to multimedia anchored instruction outperformed participants in other instructional conditions on measures assessing understanding of, and developing skills for, managing challenging behavior. (10261)

Leader(s): *Cathy Thomas*, University of Texas, Austin

Presenter(s): *Herbert Rieth*, University of Texas, Austin

11:00 a.m.-Noon

Room: 2B | Session: 436

USING COMPUTER INSTRUCTED GRAPHIC ORGANIZERS TO TEACH RECIPE COMPREHENSION AND COOKING

Topic Area: Developmental Disabilities

Secondary Topic: Technology and Media

Format: Lecture

An interactive computer-based program teaching students with mild to moderate intellectual disabilities to develop a graphic organizer to assist with recipe comprehension and cooking was examined. A multiple-probe design across participants demonstrates the powerful effects of using a graphic organizer to increase comprehension and to assist with cooking recipes. (10339)

Leader(s): *Karen Douglas*, University of Georgia, Athens

Presenter(s): *Kevin Ayres*, University of Georgia, Athens

11:00 a.m.-Noon

Room: 307/308 | Session: 437

SECONDARY INCLUSION IN SCIENCE, MATHEMATICS, AND TECHNOLOGY: PRACTICAL IDEAS FOR TEACHERS

Topic Area: Instructional Design

Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards

Format: Demonstration

This session will provide practical strategies focused on mathematics, science, and technology for special educators at the secondary level. The focus will be on teachers working in co-taught environments. Participants will leave with ideas they can take back and use immediately in their classrooms at the secondary level. (10384)

Leader(s): *Sara Aronin*, University of Central Florida, Orlando

Presenter(s): *Tanya Moorehead*, University of Central Florida, Orlando; *Michael O'Neal*, University of Central Florida, Orlando

11:00 a.m.-Noon

Room: 206 | Session: 438

DEVELOPMENT OF EMPLOYABILITY SKILLS THROUGH DIFFERENT MODELS OF WORK-BASED LEARNING

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

This presentation will provide practical ideas and examples for implementing work-based learning programs within existing school structures and in alignment with curricular and assessment requirements. Participants will learn how one university partners with local schools, community resources, and employers to increase employability skills of individuals with disabilities. (10504)

Leader(s): *Jackie Pacha*, Texas A&M University, College Station

Presenter(s): *Leena Landmark*, Texas A&M University, College Station; *Dan Dalun Zhang*, Texas A&M University, College Station

Friday

11:00 a.m.-Noon Room: 602/603/604 | Session: 439

RESPONSE TO INTERVENTION: IMPROVING TIER 1 INSTRUCTION THROUGH TEACHER STUDY GROUPS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design

Format: Demonstration

Participants will learn how Teacher Study Groups (TSGs) can improve Tier 1 instruction. Implementing the four components of TSGs, using the tenets of Scientifically Based Reading Research (SBRR) to analyze vocabulary and comprehension instruction in core reading programs and developing lessons based on the analysis will be discussed and practiced. (10702)

Leader(s): *Joseph Dimino*, Instructional Research Group, Signal Hill, CA

11:00 a.m.-Noon Room: 619/620 | Session: 440

FROM CHAOS TO CALM(ER) SCHOOLS, CLASSROOMS, AND CAFETERIAS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Administration/Supervision

Format: Lecture

This session will highlight successful approaches to supporting positive student behavior in urban schools serving culturally diverse, low SES students. Common elements of effective school programs with documented success from the literature and the presenter's work in schools will be shared to offer leadership teams ideas for implementing programs in their own settings. (10808)

Leader(s): *Lori Korinek*, College of William and Mary, Williamsburg, VA

11:00 a.m.-Noon Room: 613/614 | Session: 441

EDUCATING STUDENTS WITH AUTISM SPECTRUM DISORDERS IN INCLUSIVE SETTINGS: EVIDENCE-BASED PRACTICES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

This presentation will provide a systematic overview of existing evidence-based and promising intervention strategies for educating students with autism spectrum disorders in general education classroom settings. A review of the literature will be provided outlining evidence-based and promising practices that facilitate inclusion and skill development across all domains. (11050)

Leader(s): *Maureen Conroy*, Virginia Commonwealth University, Richmond

Presenter(s): *Rich Mancil*, Western Kentucky University, Bowling Green; *Samantha Marsh*, Virginia Commonwealth University, Richmond

11:00 a.m.-Noon

Room: 310 | Session: 442

UNDERSTANDING THE CURRENT CONTEXT OF LRE: STATES' PROGRESS IN IMPROVING STUDENT OUTCOMES

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

This presentation will provide a review of a recent analysis of national data on students with disabilities' access to LRE. Participants will learn about IDEA's mandates and states' obligation to improve student outcomes, national patterns in access to LRE, and promising practices in improving access to general education. (11213)

Leader(s): *Amanda Sullivan*, Arizona State University, Tempe

Presenter(s): *Elizabeth Kozleski*, Arizona State University, Tempe

11:00 a.m.-Noon

Room: 617 | Session: 443

FAMILY FACTORS THAT PREDICT THE PREVENTION OF SPECIAL EDUCATION IDENTIFICATION

Topic Area: Research

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This presentation describes a study that examined how family protective factors moderate risk levels to influence special education identification in elementary school. Using national data from the Early Childhood Longitudinal Study, findings demonstrated that parental expectations for success, reading at home, and volunteering at school were associated with preventing identification. (11242)

Leader(s): *Jeffrey Anderson*, Indiana University, Bloomington

Presenter(s): *Allison Howland*, Indiana University, Columbus

11:00 a.m.-Noon

Room: 615/616 | Session: 444

THE COMMONWEALTH SPECIAL EDUCATION ENDORSEMENT PROGRAMS: SUCCESSFUL RETENTION OF PROVISIONALLY LICENSED SPECIAL EDUCATORS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

This distance-learning alternative licensure program has demonstrated success in the retention of provisionally licensed special educators. Program participants also exhibit increased knowledge and skills as measured by national standards. Session attendees will learn the unique components of a program that promotes retention and increases the knowledge and skills of provisionally licensed teachers. (11281)

Leader(s): *Ann Maydosz*, Old Dominion University, Norfolk, VA

Presenter(s): *Robert Gable*, Old Dominion University, Norfolk, VA

11:00 a.m.-Noon **Room: 303 | Session: 445**
 EXAMINING PRACTICES IN GIFTED EDUCATION
 THROUGH THE EYES OF THE STAKEHOLDERS

Topic Area: Gifted and Talented
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Lecture

In 2007 to 2008 the superintendent of a large, diverse school district encompassing poor rural and urban populations and wealthy suburban populations, requested that a task force examine the district's current practices in gifted education. This presentation will address design methods, implementation of these design methods, and outcomes of this study. (11336)

Leader(s): *Lynn Howard*, Hamilton County Department of Education, Chattanooga, TN

Presenter(s): *Tara Strang*, Hamilton County Department of Education, Chattanooga, TN

11:00 a.m.-Noon **Room: 201 | Session: 446**
 (OVER)REFERRAL AND (OVER)IDENTIFICATION IN ONE
 BORDER COMMUNITY

Topic Area: Assessment
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Lecture

This investigation examined referral and identification rates in one border community in Texas. District rates were compared to state and national statistics and findings suggest that teacher and diagnostician understanding of language and cultural differences and effectiveness of prereferral intervention cloud observed patterns of referral/identification of students for special education placement. (11339)

Leader(s): *Steven Chamberlain*, University of Texas, Brownsville

Presenter(s): *Jaime Garcia*, University of Texas, Brownsville

11:00 a.m.-Noon **Room: 204 | Session: 447**
 LOST IN TRANSLATION: HOW CO-TEACHERS PUT
 MODELS INTO PRACTICE

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Teacher Education
Format: Lecture

In this session, presenters will describe how, after receiving intensive blended training, general and special education teachers put co-teaching models into practice. Also, presenters will outline key components of the course-related, job-embedded training and discuss how it helped some of the partners, but not others. (11571)

Leader(s): *Donna Ploessl*, University of Alabama, Tuscaloosa

Presenter(s): *Pamela Howard*, University of Alabama, Tuscaloosa; *Marcia Rock*, University of Alabama, Tuscaloosa

11:00 a.m.-Noon **Room: 609 | Session: 448**
 WHY DON'T WE DIFFERENTIATE?

Topic Area: Teacher Education
Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards
Format: Lecture

How can we effectively prepare preservice teachers for diverse classrooms? Differentiated instruction has been advocated as the answer, but how likely are teachers to implement differentiated instruction? Participants in this session will be able to identify potential barriers in the implementation of differentiated instruction and implications for teacher preparation. (11609)

Leader(s): *Hendrina Yssel*, Ball State University, Muncie, IN

11:00 a.m.-Noon **Room: 211 | Session: 449**
 HOME-BASED READING PRACTICE AND READING
 ACHIEVEMENT OF ELEMENTARY EDUCATION STUDENTS

Topic Area: Parent/Family/School Partnerships
Secondary Topic: Instructional Design
Format: Lecture

This presentation discusses a project investigating the effect of family supervised reading practice on the reading achievement of 9 elementary students. Participants will review a reading package designed for use with parent supervised supplemental reading instruction, and see its effect with students of varying reading achievement levels and instructional needs. (11701)

Leader(s): *Candace Baker*, Texas A & M International University

11:00 a.m.-Noon **Room: 6C | Session: 450**
 TEACHER INDUCTION AND MENTORING: WHAT WE
 KNOW AND STEPS FOR FUTURE SUCCESS

Topic Area: Administration/Supervision
Secondary Topic: Strategies for Entry to the Special Education Career

Strand G
 Session 3

Format: Lecture

In this session, we present major themes from the research literature on teacher induction in special education, considered in the context of the broader general education literature; unique aspects of these programs for special educators; and descriptions of programs identified as promising from the literature. (11766)

Leader(s): *Bonnie Billingsley*, Virginia Tech, Blacksburg

Presenter(s): *Cyndy Griffin*, University of Florida, Gainesville; *Margaret Kamman*, University of Florida, Gainesville

11:00 a.m.-Noon **Room: 4C-1 | Session: 451**
 DESIGNING AND USING FLEXIBLE DIGITAL MEDIA IN
 THE CLASSROOM

Topic Area: Instructional Design

Secondary Topic: Technology and Media

Format: Demonstration

Strand E
 Session 3

The provision of access to digital instructional materials was mandated in IDEA 2004. This session will explore research, practice, and policy issues associated with designing, converting, and using digital instructional materials. (11778)

Leader(s): *Randy Boone*, University of Nevada, Las Vegas

Presenter(s): *Kyle Higgins*, University of Nevada, Las Vegas; *Joy Zabala*, Center for Applied Special Technology, Wakefield, MA

11:00 a.m.-Noon **Room: 4C-3 | Session: 452**
 EFFECTIVE SOCIAL INTERACTION PROGRAMS AND
 MANAGEMENT SUPPORT STRATEGIES FOR LEARNERS
 WITH ASPERGER'S SYNDROME

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

Strand F
 Session 3

This session will present effective-practice social skill instruction and social interaction enhancement programs and strategies for children and youth with Asperger's syndrome, higher-functioning autism, and autism spectrum disorders. Practical methods and examples of utilitarian social skill development programs as well as socially focused environmental supports will be included in this presentation. (11807)

Leader(s): *Paul LaCava*, University of Kansas, Lawrence

Presenter(s): *Jon Williams*, Private Practice, St. Louis, MO

11:00 a.m.-Noon **Room: 606 | Session: 453**
 HOW TO WRITE FOR TEACHING EXCEPTIONAL
 CHILDREN

Topic Area: Teacher Professional Advancement

Secondary Topic: Research

Format: Lecture

This presentation will cover steps in preparing and submitting manuscripts for *TEACHING Exceptional Children (TEC)*. We will focus on the submission and review process, the revise and re-submit process, and preparing a completed manuscript. A detailed analysis of the how to translate research into practice, writing style, tips, and hints to consider when writing are included. This is a practical session about the basic procedures for publishing in TEC. (11843)

Leader(s): *Alec Peck*, Boston College, Chestnut Hill, MA

Presenter(s): *Barbara Ludlow*, West Virginia University, Morgantown; *Stan Scarpati*, University of Massachusetts, Amherst

11:00 a.m.-Noon **Room: 401**
 TOUCHMATH: A MULTISENSORY APPROACH TO MATH

Topic Area: Learning Disabilities

Secondary Topic: Early Childhood

Format: Expo Session

Looking for a math program guaranteed to work with every child? Don't miss the TouchMath Workshop. See why TouchMath's multisensory approach is unparalleled in its reach and how it keeps children listening, laughing, and learning. (61)

Leader(s): *Brian Crosby*, TouchMath, Colorado Springs, CO

11:00-11:45 a.m. **Room: 6B, Poster 25 | Session: 454**
 RETAINING TEACHERS: EFFECTIVE PRACTICES

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

What practices has one institution implemented that are resulting in a retention rate of over 80% of our initial certifiers, with more than 3 years of teaching experience? Why are those candidates who go through this preparation program staying at higher rates than the state and national norms? (10124)

Leader(s): *Shirley Ritter*, Furman University, Greenville, SC



11:00-11:45 a.m. Room: 6B, Poster 2 | Session: 455
DEVELOPMENT OF AN ASSESSMENT RUBRIC FOR THE
RTI IMPLEMENTATION IN ELEMENTARY SCHOOLS

Topic Area: Assessment

Secondary Topic: Collaboration Among Special Educators and
General Educators

Format: Poster Session

This study developed a rubric to evaluate the implementation of Response to Intervention (RTI) for students in elementary schools, documented evidence of content validity for the developed rubric, and gathered initial information on its utility to support RTI implementation in schools. Results of the findings will be presented. (10258)

Leader(s): *Kimy Liu*, University of Oregon, Eugene

11:00-11:45 a.m. Room: 6B, Poster 11 | Session: 456
IMPACT OF AN INTERNATIONAL BACCALAUREATE
PROGRAM FROM THE PERSPECTIVE OF DIPLOMA
GRADUATES

Topic Area: Gifted and Talented

Secondary Topic: Research

Format: Poster Session

This session will discuss the results of a study investigating how high-ability graduates of an International Baccalaureate (IB) Diploma Program perceive the program's impact on their educational careers beyond high school. Participants will learn about the benefits of an IB Program for high-ability students, discuss how IB addresses issues of diversity, and longitudinal research on the IB with a high-ability sample. (10319)

Leader(s): *Rita Culross*, Louisiana State University, Baton Rouge

11:00-11:45 a.m. Room: 6B, Poster 13 | Session: 457
PARENT-TRAINING IN NARRATIVE LANGUAGE
INTERVENTION WITH CHILDREN WITH DOWN
SYNDROME

Topic Area: Developmental Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This study introduced parent training as a method to increase narrative language production in children with Down syndrome. Children were pretested and posttested using measures for receptive and narrative language skills. Parents were trained to implement narrative language intervention. Results showed gains in vocabulary and narrative language development. (10330)

Leader(s): *Lisa Schoenbrodt*, Loyola College, Baltimore, MD

Presenter(s): *Lisa Eliopoulos*, Hearing and Speech Agency, Baltimore, MD; *Eleni Popomaronis*, Hearing and Speech Agency, Baltimore, MD

11:00-11:45 a.m. Room: 6B, Poster 9 | Session: 458
WALKING THE TALK WHEN TEACHING

Topic Area: Collaboration Among Special Educators and
General Educators

Secondary Topic: Teacher Education

Format: Poster Session

The implementation of a teacher education program with a focus on inclusionary practices will be presented. Program strategies, the effectiveness of the program, and findings from the preservice general education teacher journal entries will be shared. This information will provide suggestions for improving practices promoting inclusionary practices for all teacher preparation programs. (10369)

Leader(s): *Kim Stoddard*, University of South Florida, St. Petersburg

Presenter(s): *Bonnie Braun*, University of South Florida, St. Petersburg

11:00-11:45 a.m. Room: 6B, Poster 14 | Session: 459
SUMMARY OF PERFORMANCE AND POSTSECONDARY
EDUCATION PERSISTENCE

Topic Area: Career Development/Transition

Secondary Topic: Teacher Education

Format: Poster Session

This session will provide practitioners with strategies in utilizing a new requirement of IDEA 2004, Summary of Performance (SOP). Results of new research regarding state implementation of the SOP will be presented along with postsecondary education persistence research for students with disabilities. (10415)

Leader(s): *Wayne Miller*, University of Connecticut, Storrs

11:00-11:45 a.m. Room: 6B, Poster 5 | Session: 461
CREATING A GENERATION OF NOISE INDUCED HEARING
LOSS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Poster Session

Recent news broadcasts have reported on the dangerous noise levels of popular shopping venues. This research project investigated shoppers' knowledge of dangerous noise levels and their effect on hearing abilities. Noise levels were measured in various areas of two trendy stores frequented by high school and college students. Upon exiting the store, customers were asked to complete a brief survey. (10509)

Leader(s): *Jillian Walsh*, Bridgewater State College, MA

Presenter(s): *Meghan Benjamin*, Bridgewater State College, MA; *Sandra Ciocci*, Bridgewater State College, MA

11:00-11:45 a.m. Room: 6B, Poster 20 | Session: 462
 ENHANCING SOCIAL SKILLS IN ELEMENTARY STUDENTS WITH AUTISM THROUGH DIRECT INSTRUCTION STRATEGY

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

Children with autism display severe deficits in social skills. Results of a research study conducted in an elementary classroom to improve social skills through direct instruction will be shared. The learner outcomes include outlining direct instruction steps, teaching direct instruction strategy, and discussing advantages and limitations of the intervention. (10540)

Leader(s): *Devender Banda*, Texas Tech University, Lubbock

Presenter(s): *Stephanie Hart*, Texas Tech University, Lubbock

11:00-11:45 a.m. Room: 6B, Poster 12 | Session: 463
 A SUMMER MODEL FOR ACADEMIC REMEDIATION USING DIRECT INSTRUCTION

Topic Area: Research

Secondary Topic: Nontraditional Schools

Format: Poster Session

Children with learning delays due to disabilities or English language acquisition averaged 6 months academic gain in 6 weeks of remedial summer instruction using Direct Instruction. The program was delivered by undergraduate and graduate students preparing to be teachers. This session reviews research, discusses implementation, and reports evaluation data. (10574)

Leader(s): *Betty Williams*, Whitworth University, Spokane, WA

11:00-11:45 a.m. Room: 6B, Poster 15 | Session: 464
 IDENTIFICATION OF NONRESPONDERS TO TIER 2 INTERVENTIONS WITHIN AN RTI MODEL

Topic Area: Response to Intervention

Secondary Topic: Learning Disabilities

Format: Poster Session

This presentation delineates the methods of identifying nonresponders to Tier 2 interventions in an RTI model. Highly varied prevalence rates pose a problem for RTI as part of the LD identification process because of the potential for inconsistency. We will describe steps to stabilize prevalence rates, including empirically validated practices. (10674)

Leader(s): *Douglas Dexter*, Penn State University, University Park

Presenter(s): *Charles Hughes*, Penn State University, University Park

11:00-11:45 a.m. Room: 6B, Poster 17 | Session: 465
 NATIONAL TRENDS IN PROFESSIONAL DEVELOPMENT FOR SPECIAL EDUCATORS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

This session will present research findings on the current professional development practices of special education departments across the United States. These practices will be compared with best practices identified in the literature and federal law (NCLB and IDEA). Attendees will also learn about recommendations to correct unsatisfactory professional development practices. (10678)

Leader(s): *Layla Nelson*, Capella University, Minneapolis, MN

11:00-11:45 a.m. Room: 6B, Poster 4 | Session: 466
 OBSERVED WRITING EFFECTS OF COMBINING A PREWRITING PROCEDURAL FACILITATOR WITH DIRECT INSTRUCTION

Topic Area: Instructional Design

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session shares the results of a study that examined both the effects of a Direct Instruction writing curriculum on the writing performance of students served in a residential treatment facility, and any additive writing effects of using a prewriting procedural facilitator, and determined if the above interventions led to improvements on sample state writing prompts. Preliminary results will be discussed. (10759)

Leader(s): *Mark White*, Georgia State University, Atlanta

Presenter(s): *David Houchins*, Georgia State University, Atlanta,; *Kristine Jolivet*, Georgia State University, Atlanta,; *Kimberly Viel-Ruma*, Georgia State University, Atlanta,

11:00-11:45 a.m. Room: 6B, Poster 6 | Session: 467
 ORAL READING FLUENCY SKILLS OF POOR COMPREHENDERS: CONTEXT-FREE AND CONTEXTUAL READING

Topic Area: Learning Disabilities

Secondary Topic: Response to Intervention

Format: Poster Session

This session describes the contextual and context-free reading fluency skills of poor reading comprehenders. The role of reading fluency measures for poor comprehenders will be discussed. Learn about the limitations of Oral Reading Fluency for indexing reading proficiency with one subtype of poor reading comprehenders. (11122)

Leader(s): *Sung Hee Lee*, University of Washington, Seattle

Presenter(s): *Roxanne Hudson* and *Joseph Jenkins*, University of Washington, Seattle

11:00-11:45 a.m. Room: 6B, Poster 10 | Session: 468

THE USE OF IPODS FOR PODCASTING LECTURES

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Poster Session

Universal design for learning proposes using multimedia technology to build on students' strengths and preferences by providing them multiple ways to acquire information, and engage in the learning process. Podcasting is one technology that has increased students' achievement and engagement in the material. Learn the basics of podcasting and understand why this technology works well for students. (11170)

Leader(s): *Gregory Bodeep*, Mill Springs Academy, Alpharetta, GA

11:00-11:45 a.m. Room: 6B, Poster 3 | Session: 469

ACADEMIC MUSIC: AN EFFECTIVE STRATEGY FOR TEACHING FRACTION CONCEPTS

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

An innovative strategy to teach fraction concepts by connecting music notes to fraction quantities was designed by a university researcher and a music teacher. Third-graders who received the novel instruction outperformed peers on music and fraction computation measures. General and special education teachers will benefit from our presentation and demonstration. (11174)

Leader(s): *Endre Balogh*, San Francisco State University, CA

Presenter(s): *Susan Courey*, San Francisco State University, CA

11:00-11:45 a.m. Room: 6B, Poster 21 | Session: 470

USING CONSTANT TIME DELAY TO TEACH VOCABULARY TO ADOLESCENTS WITH BEHAVIOR PROBLEMS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design

Format: Poster Session

Results of two studies utilizing Constant Time Delay to teach content-area definitions to adolescents with behavior problems are presented. Participants included high school students with EBD (3) with a teacher-presented procedure, and middle schoolers described as noncompliant (6) with a peer-implemented procedure. Students demonstrated learning complex words quickly and enjoyed instruction. (11182)

Leader(s): *Rachel Wannarka*, Penn State University, University Park

Presenter(s): *Kathy Ruhl*, Pennsylvania State University, State College

11:00-11:45 a.m. Room: 6B, Poster 7 | Session: 471

RESPONSE TO INTERVENTION IN AN ACUTE PEDIATRIC/ ADOLESCENT HOSPITAL FOR SCHOOL REENTRY

Topic Area: Physical/Health Disabilities

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

Pediatric/adolescent inpatient hospitalization requires the cooperative and collaborative skills of an interdisciplinary team. The roles of the speech and language pathologist as well as the educational specialist on this team will be highlighted. Response to intervention plans designed for patients and later shared with schools as students prepare for reentry will be explained. (11183)

Leader(s): *Catherine Keating*, Providence College, RI

Presenter(s): *Rebecca Arasz* and *Lynette Holmes*, Spaulding Rehabilitation Hospital, Boston, MA; *Jacqueline Mongeau*, Providence College, RI; *Edward Sullivan*, Providence College, RI

11:00-11:45 a.m. Room: 6B, Poster 24 | Session: 472

WHAT EXPERIENCES CREATE POSITIVE CHANGES IN PRACTICE? ANSWERS FROM EXPERT SPECIAL EDUCATORS

Topic Area: Teacher Education

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

This study analyzed experiences described by 30 expert special educators throughout their development from novice to expert teachers. Findings revealed common significant events throughout teaching careers that may have the strongest impact on teachers' abilities to change practices. (11223)

Leader(s): *Nicole Conners*, Fairfax County Public Schools, VA

11:00-11:45 a.m. Room: 6B, Poster 26 | Session: 473

BRIDGING THE GAP: PARENT TO PROFESSIONAL

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Learning Disabilities

Format: Poster Session

Family and school partnership is essential. Based on qualitative research, this presentation will share parental insights into learning disabilities. Learn how parents discover and accept the diagnosis. Explore the challenges faced and overcome. Find support strategies that are most helpful for parents. (11227)

Leader(s): *Carol Dolan*, Missouri Baptist University, St. Louis

11:00-11:45 a.m. Room: 6B, Poster 1 | Session: 474
GOOF-PROOF LESSON PLANNING: DI + UDL = ACCESS FOR ALL LEARNERS

Topic Area: Accessing the General Education Curriculum That Is Aligned With State Standards

Secondary Topic: Instructional Design

Format: Poster Session

Learn how to incorporate the principles of Universal Design for Learning (UDL) to create direct instruction (DI) lesson plans using low-tech/high-tech materials to plan, implement, and assess elementary and secondary diverse learners. A DI/UDL lesson template, assessment instruments, and ideas for age-appropriate multisensory learning centers will be presented. (11467)

Leader(s): *Debbie Metcalf*, East Carolina University/Pitt County Schools, Greenville, NC

Presenter(s): *Chan Evans*, East Carolina University, Greenville, NC

11:00-11:45 a.m. Room: 6B, Poster 16 | Session: 475
IMPLEMENTING RTI THROUGH IMPROVED PREREFERRAL TEAMS: A QUALITATIVE STUDY OF THREE SCHOOLS

Topic Area: Response to Intervention

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

This study presents an action research model in which a special education administrator supported three schools in improving prereferral teams known as educational support teams. These teams reviewed classroom assessment data, including data associated with response to intervention (RTI), to monitor the progress of students not meeting local and state standards. (11496)

Leader(s): *Vicki Wells*, Addison Central Supervisory Union, Middlebury, VT

Presenter(s): *Katharine Shepherd*, University of Vermont, Burlington

11:00-11:45 a.m. Room: 6B, Poster 8 | Session: 476
KEEPING PLAY AS AN INSTRUCTIONAL TOOL IN EARLY CHILDHOOD EDUCATION

Topic Area: Early Childhood

Secondary Topic: Teacher Education

Format: Poster Session

Play provides young children an opportunity to construct and refine learning. Two rural school districts' efforts to create inclusive early childhood instructional environments that preserved play and addressed standards and grade level expectations within the challenges and constraints of federal, state, and local mandates will be described. (11511)

Leader(s): *Donna Dugger Wadsworth*, University of Louisiana, Lafayette

Presenter(s): *William Rieck*, University of Louisiana, Lafayette

11:00-11:45 a.m. Room: 6B, Poster 23 | Session: 477
JOURNEY FROM PRACTITIONER TO SCHOLAR: EMPOWERING NATIVE AMERICAN AND LATINO DOCTORAL STUDENTS

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session describes the successful journey of culturally diverse students from practitioners to scholars enrolled in a Web-based doctoral program. This OSEP-funded grant program prepares doctoral students from Hispanic and Native American backgrounds to become highly qualified special education faculty in the areas of teaching, research, technology, and cultural/linguistic diversity. (11551)

Leader(s): *Patricia Peterson*, Northern Arizona University, Flagstaff

11:00-11:45 a.m. Room: 6B, Poster 18 | Session: 478
EVALUATING ENGLISH LANGUAGE LEARNERS WITH SUSPECTED LEARNING DISABILITIES: RETHINKING CLASSROOM ASSESSMENT PRACTICES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Assessment

Format: Poster Session

this session will demonstrate how curriculum-based measurement (CBM) informs, guides, and directs effective instructional planning and delivery for English language learners (ELLs) with suspected learning disabilities. Session participants will learn how to implement CBM within the general education setting to assess the academic progress of English language learners with suspected learning disabilities. (11568)

Leader(s): *John Doak*, University of Arkansas, Fort Smith

1:15-4:15 p.m. Room: 310 | Session: 479
INSTITUTE OF EDUCATION SCIENCES: GRANT FUNDING OPPORTUNITIES/NATIONAL ASSESSMENT OF IDEA

Topic Area: Research

Secondary Topic: Public Policy

Format: Lecture

Special
Focus

This session will consist of two parts. The first part (1:15-2:45 p.m.) will offer an interactive discussion with Institute of Education Sciences (IES) representatives regarding funding opportunities at IES and the grant review process. The second part (2:45-4:15 PM) will offer an overview of IES studies underway that are part of the congressionally-mandated evaluation of IDEA 2004, including studies of (1) IDEA implementation by states and school districts, (2) impacts of Response to Intervention strategies in early reading (3) patterns of identification of children for early intervention and special education, and (4) outcomes for children with disabilities. (11840)

Leader(s): *Celia Rosenquist*, Institute of Education Sciences, Washington, DC

Presenter(s): *Jonathan Jacobson*, Institute of Education Sciences, Washington, DC

1:15-3:15 p.m. Room: 2A | Session: 480
RESPONSE TO INTERVENTION AND EARLY
MATHEMATICS ASSESSMENT AND INTERVENTION

Topic Area: Response to Intervention
Secondary Topic: Instructional Design
Format: Demonstration

This session will present the findings from an early mathematics project that focused on Tier 2 intervention for first-grade students who were at risk for mathematics difficulties. Participants will learn about the components of RTI and guidelines for implementing the RTI process. Tips for getting started will also be discussed. (10945)

Leader(s): *Diane Bryant*, University of Texas, Austin
Presenter(s): *Brian Bryant*, University of Texas, Austin; *Kathleen Hughes*, University of Texas, Austin; *Jennifer Porterfield*, University of Texas, Austin

1:15-3:15 p.m. Room: 606 | Session: 481
ADVANCING TRANSFORMATIVE PARADIGMS IN
RESEARCH AND PRACTICE FOR CULTURALLY AND
LINGUISTICALLY DIVERSE EXCEPTIONAL LEARNERS

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Research
Format: Lecture

DDEL
Showcase

Despite 30 years of research and reform, culturally and linguistically diverse students continue to experience disproportionate representation in special education, higher attrition rates, and disparate achievement outcomes. Featured presenters discuss transformative shifts in special education research, policy, and practice to improve the condition of education for culturally and linguistically diverse learners with disabilities. (11812)

Leader(s): *Shernaz García* and *Audrey McCray Sorrells*, University of Texas, Austin
Presenter(s): *Alfredo Artiles*, Arizona State University, Tempe; *Tom Skrtic*, University of Kansas, Lawrence

1:15-3:15 p.m. Room: 619/620 | Session: 482
RESPONSE TO INTERVENTION IN THE SOCIAL DOMAIN:
INTERVENTIONS, MONITORING, AND STUDENT
OUTCOMES

Topic Area: Emotional and Behavioral
Disorders

Prog. Chair
Invited Speaker

Secondary Topic: Response to Intervention
Format: Lecture

The behavioral challenges of public school students have been an enduring issue over the past 3 decades. Schoolwide positive behavior supports have emphasized the importance of three tiers of interventions to ameliorate these behavior problems. This presentation will focus on the effectiveness of the Check, Connect, and Expect program (CC&E), a Tier 2 behavioral intervention for students at-risk of emotional or behavioral disabilities. Results from a two-year study of CC&E will demonstrate features of the intervention, progress monitoring approaches, and student outcomes that show it thwarted the development of serious emotional/behavior problems in elementary aged students. (11819)

Leader(s): *Doug Cheney*, University of Washington, Seattle

1:15-2:15 p.m. Room: 210
ONE MINUTE READER: IMPROVING READING
ACHIEVEMENT AT HOME

Topic Area: Instructional Design
Secondary Topic: Parent/Family/School Partnerships
Format: Expo Session

One Minute Reader combines the research-proven strategies of teacher-modeling, repeated reading, and progress monitoring into one powerful strategy to improve reading fluency and comprehension. The classroom version of this strategy, Read Naturally, has been effectively implemented nationwide for over 17 years with ELL, special education, Title I, and mainstream students. (67)

Leader(s): *Esther Eustice*, Read Naturally, Inc., St. Paul, MN

1:15-2:15 p.m. Room: 214
WRITING MANIPULATIVES: WRITING IDEA TILES

Topic Area: Instructional Design
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Expo Session

Learn about WITS, a tool for teaching composition skills. Visual/tactile symbols on the "WITS" correspond to sentences, capitalization, punctuation, elaboration, sequence, transitions, and summaries. Colors on the tiles represent the "5Ws" and guide the content of a composition. These patented, multi-sensory tiles and method help all students develop writing skills needed for paragraphs, stories, reports, summaries and poetry. (76)

Leader(s): *Judy Rhodes*, Write Minded Education, Inc., Oakton, VA

1:15-2:15 p.m. Room: 401

THE YOU IN UDL

Topic Area: Collaboration Among Special Educators and General Educators**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Expo Session

Looking for a way to implement UDL in your classroom? Learn how Read&Write GOLD software is being used successfully in classrooms and district UDL initiatives. Learn how many states including Washington are implementing UDL in assessments. (95)

Leader(s): *Maureen Doherty*, Texthelp Systems**1:15-2:15 p.m.** Room: 201 | Session: 483

ACCURATE IDENTIFICATION OF PRESCHOOL STUDENTS WITH DISABILITIES USING AN ARENA ASSESSMENT MODEL

Topic Area: Assessment**Secondary Topic:** Early Childhood**Format:** Lecture

This presentation explores how to use an Arena Assessment model for accurate and consistent identification of preschool students with disabilities. The focus will be on the importance of family in the assessment process and setting a positive relationship for their entry into the local educational agency. Data supporting improved outcomes will be presented. (10108)

Leader(s): *Laura O'Laughlin*, Greenville County Schools, SC**1:15-2:15 p.m.** Room: 613/614 | Session: 484

EXPERIENTIAL MULTISENSORY MATH INSTRUCTION FOR STUDENTS WITH AUTISM SPECTRUM DISORDERS

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Instructional Design**Format:** Lecture

This presentation addresses evidence-based strategies for teaching math concepts and skills to children with autism. In order to appreciate the impact of information processing challenges of children with ASD on math skill acquisition, the focus will be on autism spectrum disorders and mathematics instruction. (10178)

Leader(s): *Dianne Zager*, Pace University, New York**1:15-2:15 p.m.** Room: 204 | Session: 485

AUTISMPRO: ADVANCES IN COMPREHENSIVE SUPPORT FOR EDUCATORS AND PARENTS OF YOUNG CHILDREN

Topic Area: Autism Spectrum Disorder**Secondary Topic:** Early Childhood**Format:** Demonstration

Educators are seeking innovative solutions to access comprehensive professional development in order to meet the needs of the growing number of children with a diagnosis of autism spectrum disorders. Learn about AutismPro, an online system that provides professional development and training, program planning guidance, and a student tracking system. (10389)

Leader(s): *Kathleen Quill*, Autism Institute, Essex, MA**1:15-2:15 p.m.** Room: 617 | Session: 486
**MULTIPLE PRESENTATION:
IDENTIFYING STUDENTS AT RISK FOR EMOTIONAL AND
BEHAVIOR DISORDERS**
Moderator: *Jane Cole*, Miami University of Ohio, Oxford
**PRESENTATION #1: IMPLEMENTING PBS PROGRAMS
ACROSS THE K TO 12 CONTINUUM: HOW TO CONDUCT
SYSTEMATIC SCREENINGS**
Topic Area: Research**Secondary Topic:** Emotional and Behavioral Disorders

Participants will learn two approaches for conducting systematic screenings across the K to 12 continuum, practical ways to implement systematic screenings, and methods for identifying students who require targeted interventions. We encourage practitioners and researchers interested in supporting students at risk for emotional and behavioral disorders to attend. (10397)

Leader(s): *Kathleen Lane*, Vanderbilt University, Nashville, TN**Presenter(s):** *Allison Bruhn*, Vanderbilt University, Nashville, TN; *Mary Cronbori*, Vanderbilt University, Nashville, TN
**PRESENTATION #2: A DESCRIPTIVE STUDY OF AT-RISK
STUDENT ASSESSMENT DATA**
Topic Area: Research**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Multiple Presentation

This descriptive study analyzes assessment data from a university-based assessment center. Data from 95 students in Grades 4 through 12, representing over 1,000 tests are analyzed. Participants at this session will gain a clear understanding of recommended assessment protocols for students with EBD and suspected language disorder. (11208)

Leader(s): *Kelley Lassman*, Fordham University, New York**Presenter(s):** *Nicole Fulton*, Fordham University, NY; *Harriet Zois*, Fordham University, Mamaroneck, NY

1:15-2:15 p.m. **Room: 205 | Session: 487**
 SCIENTIFICALLY BASED READING INSTRUCTION FOR
 ENGLISH LANGUAGE LEARNERS:

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Lecture

This session reports the findings of a study on reading instruction designed for K to 6 English language learners. The research used experimental or quasi-experimental designs that were published since 1967. We report not only on the availability of scientifically based instruction, but also on the instructional conditions necessary for obtaining optimal outcomes. (10502)

Leader(s): *Insoon Han*, University of Minnesota, Minneapolis

Presenter(s): *Kristen McMaster*, University of Minnesota, Minneapolis

1:15-2:15 p.m. **Room: 303 | Session: 488**
 WORD STUDY FOR MIDDLE AND SECONDARY SCHOOL
 STUDENTS

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Lecture

Many middle school and secondary students with disabilities continue to struggle with reading and spelling accuracy and fluency. Yet, middle school and secondary programs often do not provide help in these areas. Assessment and remediation will be described and planning for the inclusion of this work in programs will be discussed. (10663)

Leader(s): *Maravene Roscow*, Southern Connecticut State University, New Haven

Presenter(s): *Jule McCombes-Tolis*, Southern Connecticut State University, New Haven

1:15-2:15 p.m. **Room: 307/308 | Session: 489**
 THE EFFECTS OF SCHEMA-BASED INSTRUCTION AND
 SELF-MONITORING ON PROPORTIONAL THINKING

Topic Area: Instructional Design

Secondary Topic: Research

Format: Lecture

This research examines the impact of schema-based instruction (SBI) in mathematics. Three performance tasks were given to a range of students as part of a larger experimental study. Results indicated significant shifts in students' proportional thinking. The findings add to a growing literature on SBI for students with disabilities. (10838)

Leader(s): *John Woodward*, University of Puget Sound, Tacoma, WA

Presenter(s): *Asha Jitendra*, University of Minnesota, Minneapolis; *Jon Star*, Harvard University, Cambridge, MA; *Kristin Starosta*, Lehigh University, Bethlehem, PA

1:15-2:15 p.m. **Room: 304 | Session: 490**
 MORE THAN "ABCS" AND STOP SIGNS: WRITTEN
 LANGUAGE INSTRUCTION FOR STUDENTS WITH
 MULTIPLE DISABILITIES

Topic Area: Physical/Health Disabilities

Secondary Topic: Instructional Design

Format: Demonstration

This interactive session details strategies for the selection and instruction of meaningful written language skills to students with severe, multiple, and low incidence disabilities. Tactics for building literacy and for adapting general education curricula and instruction will be highlighted. Discussion, group activities, and practical handouts will be used to convey information. (11092)

Leader(s): *Jan Writer*, Visions & Dreams, Downers Grove, IL

1:15-2:15 p.m. **Room: 203 | Session: 491**
 101 PRACTICAL TRANSITION TIPS

Topic Area: Career Development/Transition

Secondary Topic: Teacher Education

Format: Lecture

DCDT commissioned a survey of what transition practices are currently being used by practitioners and those working directly with students. This presentation will highlight these "101 Practical Transition Ideas." Transition ideas were submitted in the areas of transition planning, student involvement, family involvement, interagency collaboration, curriculum and instruction, inclusion and access to the general curriculum, transition assessment, cultural diversity, assistive technology, and UDL and students from specific disability groups. (11112)

Leader(s): *Ryan Kellems*, University of Kansas, Lawrence

Presenter(s): *Mary Morningstar*, University of Kansas, Lawrence

1:15-2:15 p.m. **Room: 2B | Session: 492**
 "I'LL DO IT MYSELF!": USING WORK SYSTEMS TO
 PROMOTE INDEPENDENCE FOR STUDENTS WITH ASD

Topic Area: Developmental Disabilities

Secondary Topic: Autism Spectrum Disorder

Format: Lecture

Discover the work system, an element of Structured Teaching developed by Division TEACCH, which assists in increasing student engagement and independent performance. Explore the supporting research, discuss the rationale for its use, and learn practical methods of implementation across activity and setting. Enjoy many classroom/community examples, photographs, and video clips. (11115)

Leader(s): *Kara Hume*, University of North Carolina/Frank Porter Graham Child Development Institute, Chapel Hill

Presenter(s): *Christy Borders*, University of Cincinnati, Dayton, OH; *Christi Carnahan*, University of Cincinnati, OH

1:15-2:15 p.m. **Room: 602/603/604 | Session: 493**
 INCREASING COMPREHENSION FOR STUDENTS WITH
 AUTISM SPECTRUM DISORDERS (ASD): FROM
 RESEARCH TO PRACTICE

Topic Area: Autism Spectrum Disorder
Secondary Topic: Instructional Design
Format: Lecture

This session offers a framework for designing comprehension interventions for students with ASD. Based on a multimethod study, the session describes the characteristics of individuals with ASD as they approach written text. Evidence-based strategies that align with characteristics are detailed. Implications for classroom intervention and future research are discussed. (11283)

Leader(s): *Pamela Williamson*, University of Cincinnati, OH
Presenter(s): *Jenni Jacobs*, University of Cincinnati, OH

1:15-2:15 p.m. **Room: 608 | Session: 494**
 EVIDENCE-INFORMED PRACTICES FOR THE TRANSITION
 OF YOUNG PEOPLE WITH EMOTIONAL OR BEHAVIORAL
 DIFFICULTIES TO ADULTHOOD

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Career Development/Transition
Format: Lecture

This panel presentation, comprised of chapter authors of the book, *Transition of Young People with Emotional or Behavioral Difficulties: An Evidence-Informed Handbook* will provide information on gaps in transition services, principles of an evidence-informed transition model, model program examples, policy recommendations, and future directions. (11307)

Leader(s): *Deanne Unruh*, University of Oregon, Eugene
Presenter(s): *Hewitt (Rusty) Clark*, University of South Florida, Tampa; *Brigid Flannery*, University of Oregon, Eugene; *Lauren Lindstrom*, University of Oregon, Eugene

1:15-2:15 p.m. **Room: 609 | Session: 495**
 EXAMINING THE RELATIONSHIP BETWEEN
 MATHEMATICS ACHIEVEMENT OF STUDENTS WITH
 DISABILITIES AND TEACHER PREPARATION

Topic Area: Teacher Education
Secondary Topic: Research
Format: Lecture

Using a national longitudinal data set, this study assesses the relationship between teacher qualifications of general and special educators measured by content, pedagogical, and special education course work with the math achievement of students with disabilities. This study is modeled on Monk's research and includes specific recommendations for teacher education. (11368)

Leader(s): *Trish Steinbrecher*, University of Kansas, Lawrence

1:15-2:15 p.m. **Room: 615/616 | Session: 496**
 BREAKING NEW GROUND: VIRTUAL COACHING AS AN
 ADMINISTRATIVE TOOL

Topic Area: Administration/Supervision
Secondary Topic: Technology and Media
Format: Lecture

Presenters designed a virtual coaching system to mentor general and special educators employed in six school districts across five counties in the southeastern United States. Discussion will focus on how the system was used to help teachers carry out research-based practices and lessons learned. Participants will also receive step-by-step instructions for replication. (11379)

Leader(s): *Pamela Howard*, University of Alabama, Tuscaloosa
Presenter(s): *Donna Ploessl*, University of Alabama, Tuscaloosa; *Marcia Rock*, University of Alabama, Tuscaloosa

1:15-2:15 p.m. **Room: 607 | Session: 497**
 MEETING HIGHLY QUALIFIED TEACHER REQUIREMENTS
 THROUGH ONLINE TRAINING MODULES

Topic Area: Teacher Education
Secondary Topic: Technology and Media
Format: Lecture

The No Child Left Behind Act requires teachers providing primary instruction in core academic subjects to meet specific requirements to be highly qualified. This presentation covers a series of online modules designed to meet highly qualified standards as measured by the Praxis Fundamental Subjects: Content Knowledge test. (11563)

Leader(s): *Melina Alexander*, Weber State University, Ogden, UT
Presenter(s): *Hannah Alexander*, Creighton University, Omaha, NE; *Lee Mason*, Utah State University, Logan

1:15-2:15 p.m. **Room: 212 | Session: 498**
 DOES RTI APPLY TO VI?

Topic Area: Visual Impairments
Secondary Topic: Response to Intervention
Format: Lecture

In this session the presenter discusses how the response to intervention (RTI) model can be applied to the field of visual impairments (VI). Learn about the current literature on RTI, effective reading interventions being used in RTI, and how this literature relates to the field of VI. (11643)

Leader(s): *Cheryl Kamei-Hannan*, California State University, Los Angeles
Presenter(s): *Diane Haager*, California State University, Los Angeles; *Cay Holbrook*, University of British Columbia, Vancouver, Canada

1:15-2:15 p.m. Room: 206 | Session: 499
TRANSITION FROM SCHOOL TO LIFE: VOICES OF PARENTS, TEACHERS, AND COMMUNITY MEMBERS

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Although research indicates that the transition outcomes for youth with disabilities have improved, a myriad of obstacles prevent their successful postschool adjustment. Embedded in a critical phenomenology, this session illuminates the lived reality of transition planning. Successful strategies, barriers, and areas demanding intentionality will be addressed. (11655)

Leader(s): *Gonzaga da Gama*, San Jose State University, CA

Presenter(s): *Linda McDowell*, University of Southern Mississippi, Hattiesburg

1:15-2:15 p.m. Room: 400 | Session: 500
SCHOOL SUCCESS IN YOUNG ADOLESCENTS: THE ROLE OF LITERATE LANGUAGE DEVELOPMENT

Topic Area: Communicative Disabilities and Deafness

DCDD
Showcase

Secondary Topic: Learning Disabilities

Format: Lecture

This session will discuss the essential role that literate language development plays in the attainment of academic success in middle school students (ages 10-14 years). Topics will include the development of the literate lexicon (e.g., morphologically complex words) and spoken and written expository discourse. (11757)

Leader(s): *Marilyn Nippold*, University of Oregon, Eugene

1:15-2:15 p.m. Room: 6C | Session: 501
USING TECHNOLOGY TO PREPARE AND MENTOR BEGINNING SPECIAL EDUCATION TEACHERS

Topic Area: Administration/Supervision

Secondary Topic: Strategies for Entry to the Special Education Career

Strand G
Session 4

Format: Lecture

This presentation will feature the demonstration of technology-based applications critical for teacher recruitment and retention, especially during the induction years. Participants will hear from researchers as well as practitioners currently engaged in the use of technology to facilitate effective mentoring during the initial years of the teacher's career. (11767)

Leader(s): *Sean Smith*, University of Kansas, Lawrence

Presenter(s): *Maya Israel*, University of Kansas, Lawrence; *Alyson Mike*, New Teacher Center, Helena, MT

1:15-2:15 p.m. Room: 4C-1 | Session: 502
EXPLORING THE POSSIBILITIES OF EMERGING TECHNOLOGIES

Topic Area: Instructional Design

Secondary Topic: Technology and Media

Format: Demonstration

Strand E
Session 4

The rate of innovation in the field of technology means that there is always something new to learn. This session will introduce a variety of new technologies with important classroom applications: 1-1 Laptop Initiatives, Second Life, and multi-player games. (11779)

Leader(s): *Deb Newton*, Southern Connecticut State University, New Haven

Presenter(s): *David Davis*, FDLRS Technology Coordinating Unit, Chipley, FL; *Matthew Marino*, Washington State University, Pullman; *Betty Nelson*, University of Alabama, Birmingham

1:15-2:15 p.m. Room: 4C-3 | Session: 503
MEDICAL UNDERPINNINGS OF AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

Strand F
Session 4

This session will focus on medical treatments and supports for children and youth diagnosed with autism spectrum disorder. The presentation is designed for a nonmedical professional audience and will discuss the evolution of medical theories in autism, genetic underpinnings, medical complications, and general treatment principles. Participants will receive information about resources needed to assist in coordinated medical-education support. (11808)

Leader(s): *Samuel Zinner*, University of Washington, Seattle

Representative Assembly

1:30-4:30 p.m.

Room 6E, Level 6

Convention Center

Friday

1:15-2:15 p.m. Room: 6A | Session: 504

EVIDENCE-BASED PRACTICES FOR DEVELOPING MATHEMATICS COMPETENCE AMONG ELEMENTARY STUDENTS WITH DISABILITIES

Topic Area: Instructional Design**Secondary Topic:** Learning Disabilities**Format:** Demonstration

Mathematics is one of the most challenging aspects of the school curriculum for many students with disabilities. Due to the hierarchical nature of mathematics learning, students must develop conceptual, procedural, and declarative knowledge in the elementary curriculum to experience continued success as they progress through school. The purpose of this interactive session is to describe and demonstrate evidence-based practices that help elementary students develop mathematics competence. Participants will have opportunities to engage in the demonstrations and practice a variety of instructional techniques. Emphasis will be placed on strategies designed to teach number sense and operations. (11815)

Leader(s): Susan Miller, University of Nevada, Las Vegas**Presenter(s):** Nancy Fitzgerald, University of Las Vegas, NV; Bradley Kaffar, Cloud State University, OKProg. Chair
Invited Speaker**1:15-2:15 p.m.** Room: 211 | Session: 505

HOW TO WRITE FOR EXCEPTIONAL CHILDREN

Topic Area: Professional Advancement**Format:** Lecture

This session provides participants with practical information on how to publish an article in the journal, *Exceptional Children*. Focus includes examining the types of articles published in the journal, the process by which submitted manuscripts are reviewed, and tips for increasing the probability that a manuscript will be published. (11817)

Leader(s): Steve Graham, Vanderbilt University, Nashville, TN**1:15-2:15 p.m.** Room: 611/612 | Session: 506

IDEA REAUTHORIZATION: CEC'S TOWN HALL FORUM

Topic Area: Public Policy**Secondary Topic:** Administration/Supervision**Format:** Town Hall Forum

Participation in this CEC Town Hall Forum will provide input to CEC as they craft recommendations for the upcoming 2010 Reauthorization of IDEA. Tell us what is working well and the implementation challenges. (11835)

Leader(s): Lindsay Jones and Elisabeth Williams, Council for Exceptional Children, Arlington, VA**1:15-2:15 p.m.**

Room: 618

CONQUER THE TIMES TABLES IN ONLY 3 WEEKS—GUARANTEED!

Topic Area: Instructional Design**Secondary Topic:** Response to Intervention**Format:** Expo Session

Rhymes 'n' Times is a research-based, MULTI-SENSORY math program to teach the Times Tables in ONLY 3 WEEKS—Guaranteed! If the class average isn't 90% or above on the final test, you get a 100% refund. This program addresses all 4 learning styles to meet the needs of ALL students, including general and special education. Ask about: Fishin' for Addition, Subtraction in Action, and Divide 'n' Slide. Visit www.rhymesntimes.com for a 3-minute video. (62)

Leader(s): Anita Turner, Rhymes 'n' Times**1:15-2:00 p.m.** Room: 6B, Poster 22 | Session: 507

SCREENING FOR UNDERSTANDING: A FUNCTIONAL APPROACH TO CHILD STUDY TEAMS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Response to Intervention**Format:** Poster Session

The Screening for Understanding matrix is an efficient, team-based approach to identifying the function of a child's problem behavior, devising interventions to increase desired behaviors, and reducing problem behaviors. Participants will learn the results from research on the approach, its utility for PBIS, and the steps for conducting the screening. (10169)

Leader(s): Philip Nordness, University of Nebraska, Omaha**Presenter(s):** Corey Pierce, University of Northern Colorado, Greeley**1:15-2:00 p.m.** Room: 6B, Poster 26 | Session: 508

SCHOOL-FAMILY PARTNERSHIP FOR STUDENTS FROM CULTURALLY AND LINGUISTICALLY DIVERSE BACKGROUNDS

Topic Area: Parent/Family/School Partnerships**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Poster Session

Expanding efforts to build partnerships between schools and families may spark strategies that will benefit students with disabilities. This session will present the findings from a study that investigated the issues and what is needed to develop effective partnerships between schools and parents from Chinese-American and Korean-American backgrounds in school reform. (10201)

Leader(s): Szu-Yin Chu, University of Texas, Austin**Presenter(s):** Jiyoun Kim, University of Texas, Austin

1:15-2:00 p.m. Room: 6B, Poster 25 | Session: 509
EFFECTIVE CLASSROOM COMMUNICATION: EXPLORING
TEACHER TALK AND VERBAL FEEDBACK

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Teachers inform, affect, and influence students daily through verbal interactions. This presentation will share findings from two studies on teacher language. Session attendees explore how their verbalizations build emotionally secure learning environments and thus impact student learning. Attendees will also learn ways to consciously change or improve their own teacher talk. (10204)

Leader(s): *Helen Dainty*, Tennessee Technological University, Cookeville

Presenter(s): *Jane Baker*, Tennessee Technological University, Cookeville

1:15-2:00 p.m. Room: 6B, Poster 12 | Session: 510
BEYOND RAN AND PHONOLOGICAL AWARENESS: THE
ROLE OF PROCESSING SPEED

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Poster Session

The results of this study demonstrate the need for further exploration on the impact of poor processing speed (Gs) on the development of reading skills. Implications for the identification of the most effective interventions for this population and the instructional implications for students with poor cognitive efficiency will be discussed. (10298)

Leader(s): *Annamarie Urso*, State University of New York College at Geneseo

Presenter(s): *Bashir Abu-Hamour*, University of Arizona, Tucson

1:15-2:00 p.m. Room: 6B, Poster 23 | Session: 511
USING THE CEC STANDARDS TO GUIDE CURRICULUM
FOR PRESERVICE SECONDARY CONTENT TEACHERS

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

Results are presented from a national survey of special education teachers on which of the CEC standards should be included in general education preservice teacher preparation to prepare them to teach students with disabilities. Results inform curriculum development for preservice preparation and clarify roles of general and special education teachers. (10310)

Leader(s): *Janice Grskovic*, Indiana University Northwest, Gary

Presenter(s): *Saleem Rasheed*, Indiana University Northwest; *Sheila Marie Trzcinka*, Indiana University Northwest, Gary

1:15-2:00 p.m. Room: 6B, Poster 16 | Session: 512
TIERS OF INTERVENTIONISTS: PARAPROFESSIONALS—
THE UNSUNG HEROES OF KINDERGARTEN READING
INTERVENTION

Topic Area: Response to Intervention

Secondary Topic: Instructional Design

Format: Poster Session

Effective early reading instruction is dependent on research and evidence-based instructional practices. However, kindergarten reading interventionists may not need to be masters of declarative reading content knowledge. Findings from this study suggest there may be two tiers of knowledge (instructional and interventional) involved in teaching reading in kindergarten. (10313)

Leader(s): *Maureen Ruby*, Eastern Connecticut State University, Willimantic

Presenter(s): *Brandon Monroe*, Eastern Connecticut State University, Willimantic

1:15-2:00 p.m. Room: 6B, Poster 18 | Session: 513
ADDRESSING RELIGIOUS AND SPIRITUAL DIVERSITY IN
INCLUSIVE SCHOOLS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This presentation offers educators guidelines and research-based strategies for addressing religious and spiritual diversity in inclusive schools. Understanding legal mandates, religious/spiritual beliefs and their relationship to disability and culture, accommodating religious considerations in the special education process and curriculum, addressing religious/spiritual issues affecting school performance, involving families, and dealing with intolerance will be discussed. (10340)

Leader(s): *Catharine Whittaker*, State University of New York, New Paltz

Presenter(s): *Hala Elhoweris*, United Arab Emirates University, Al-Ain City; *Spencer Salend*, State University of New York, New Paltz

1:15-2:00 p.m. Room: 6B, Poster 5 | Session: 514
IMPROVING VOCABULARY LEARNING:
CONCEPTUAL EMPHASIS FOR DEAF AND
HARD-OF-HEARING STUDENTS

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Research

Format: Poster Session

Results from a research study conducted with deaf and hard-of-hearing second-grade students will be presented. Six students participated in a 5 to 7 week conceptually based vocabulary intervention utilizing a single-subject multiple-baseline across subjects design. (10500)

Leader(s): *Lisa Dimling*, Bowling Green State University, OH

1:15-2:00 p.m. Room: 6B, Poster 2 | Session: 515
 RESPONSE TO INTERVENTION AND PORTFOLIO
 ASSESSMENT: ARE THEY COMPATIBLE?

Topic Area: Assessment

Secondary Topic: Learning Disabilities

Format: Poster Session

IDEA 2004 supported the use of response to intervention to gauge students' performance when using scientific research-based interventions to diagnose learning disabilities. This presentation examines the appropriateness of using portfolios to measure student performance, specifically during the third tier of intervention. Types of portfolios and artifacts are discussed. (10515)

Leader(s): *Douglas Carothers*, Florida Gulf Coast University, Fort Myers

Presenter(s): *Margarita Bianco*, University of Colorado, Denver; *Ronald Taylor*, Florida Atlantic University, Boca Raton; *Edward Ziegler*, Boynton Beach, FL

1:15-2:00 p.m. Room: 6B, Poster 24 | Session: 516
 WHO'S TEACHING WHOM? PEER SUPPORT FOR
 INCLUSION AT THE UNIVERSITY LEVEL

Topic Area: Teacher Education

Secondary Topic: Developmental Disabilities

Format: Poster Session

In a case study, an individual with Down syndrome was included in a course at a 4-year university. Her peer support was a preservice special education teacher attending the same institution. Benefits and challenges of participants are shared. Implications for transition and teacher preparation are discussed. (10563)

Leader(s): *Diane Giannola*, Rider University, Lawrenceville, NJ

1:15-2:00 p.m. Room: 6B, Poster 11 | Session: 517
 IMPACT OF POETRY ON COGNITIVE DEVELOPMENT OF
 GIFTED MIDDLE SCHOOLERS

Topic Area: Gifted and Talented

Secondary Topic: Instructional Design

Format: Poster Session

This session will share the results of research of poetry workshops in an eighth-grade English class. Outcome variables included low-level skills, writing and vocabulary fluency, and high-level processes, metaphor and multiple perspectives use, revision, and overall writing quality. It was expected that fluent low-level skills would free working memory resources for high-level composing processes. (10588)

Leader(s): *Pamela Walker*, Cal Poly, Pomona, CA

1:15-2:00 p.m. Room: 6B, Poster 7 | Session: 518
 PRE-K TO HS: STRATEGIES TO FACILITATE ACADEMIC
 INDEPENDENCE FOR STUDENTS WITH PHYSICAL
 IMPAIRMENTS

Topic Area: Physical/Health Disabilities

Secondary Topic: Instructional Design

Format: Poster Session

Students with physical impairments are in school settings with diverse academic and medical needs. Only 19 states require certification in this area and many higher education special education programs provide cursory information about physical impairments. This presentation will provide strategies for special/general educators that promote successful academic progress, including specialized curricular information. (10752)

Leader(s): *Janice Lichtenstein*, Dorchester II County Schools, SC

1:15-2:00 p.m. Room: 6B, Poster 17 | Session: 519
 ENHANCING PARAEducATORS EFFICIENCY THROUGH
 PROFESSIONAL DEVELOPMENT OF CERTIFIED STAFF

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Poster Session

It is clear that paraeducators are under the direction of the teacher, yet little support has been offered in relationship to supervision. This session will show how offering professional development related to supervising will improve the effectiveness of paraeducators in their work with pupils with disabilities. (10824)

Leader(s): *Claudia Reinfelds*, University of Kansas, Lawrence

1:15-2:00 p.m. Room: 6B, Poster 13 | Session: 520
 OVERCOMING AGGRESSION AND DEFIANCE WITH
 ENGAGEMENT AND DIGNITY

Topic Area: Developmental Disabilities

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Low SES minority students with developmental delays often display defiance and aggression. For 5 months the presenter recorded and analyzed daily records on one particularly challenging kindergartner who was treated with dignity and was engaged intellectually. Learn how teachers who offer respectfulness and engrossing instruction empower students who have special needs. (10883)

Leader(s): *Jamey Barrows*, District of Columbia Public Schools, Washington, DC

1:15-2:00 p.m. Room: 6B, Poster 21 | Session: 521
 STORY WRITING INTERVENTION: HELPING STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISORDERS SUCCEED

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Second- and third-grade students with emotional and/or behavioral disorders were taught a story writing strategy using Self-Regulated Strategy Development. A multiple baseline across participants design was employed. Participants improved in number of essential elements included, quality, and self-efficacy. In addition, effects generalized to personal narratives written during postinstruction. (11129)

Leader(s): *Mary Adkins*, Goucher College, Baltimore, MD

1:15-2:00 p.m. Room: 6B, Poster 4 | Session: 522
 TRANSFERRING DOMAIN KNOWLEDGE FROM READING TO WRITING IN STUDENTS WITH READING DIFFICULTIES

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

This study examined the transfer of domain knowledge from reading to writing. Elementary students with reading difficulties received one of three reading interventions and wrote a report before and after reading. The results indicated that students demonstrated gains in all report writing outcome measures, with some differential gains by intervention group. (11175)

Leader(s): *Natalie Olinghouse*, University of Connecticut, Storrs

1:15-2:00 p.m. Room: 6B, Poster 10 | Session: 523
 APPLYING UNIVERSAL DESIGN FOR LEARNING GUIDELINES TO SCIENCE EDUCATION

Topic Area: Technology and Media

Secondary Topic: Instructional Design

Format: Poster Session

This session introduces participants to the Universal Design for Learning (UDL) guidelines and how they support inquiry-based science curricula. The panel will present techniques and strategies used in four research and development projects focused on creating digital tools framed in the principles of UDL that support student learning in science. (11191)

Leader(s): *Patricia Ganley*, Center for Applied Special Technology (CAST), Wakefield, MA

Presenter(s): *Tracey Hall*, Center for Applied Special Technology, Wakefield, MA; *Mindy Johnson*, Center for Applied Special Technology, Wakefield, MA; *Seoin Lim*, Center for Applied Special Technology, Wakefield, MA

1:15-2:00 p.m. Room: 6B, Poster 14 | Session: 524
 ELEMENTARY STUDENT-LED IEPs: DEVELOPING SELF-DETERMINATION SKILLS

Topic Area: Career Development/Transition

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Self-determination, an essential component for success for students with disabilities, develops throughout the lifespan. The IEP process provides an opportunity for students to gain those skills. Elementary students can participate meaningfully and enhance the IEP process. Lesson plans, training materials, and stories of elementary IEPs will be shared. (11218)

Leader(s): *Jeanne Danneker*, Winona State University, MN

Presenter(s): *Megan Ness*, Winona State University, MN

1:15-2:00 p.m. Room: 6B, Poster 3 | Session: 525
 ONLINE INSTRUCTION: EFFECTIVE DELIVERY OF BEHAVIOR MANAGEMENT AND OTHER COMPLEX MODULES

Topic Area: Instructional Design

Secondary Topic: Technology and Media

Format: Poster Session

This "how-to" session will help teacher educators prepare content for distance learning and teach in an online format. Practitioners will learn specific strategies to promote a more effective delivery of online instruction. (11350)

Leader(s): *Richmond Mancil*, Western Kentucky University, Bowling Green

1:15-2:00 p.m. Room: 6B, Poster 9 | Session: 526
 DATA-DRIVEN REFORM AND COLLABORATIVE INSTRUCTION FOR SCHOOLWIDE AND ELL INTERVENTION

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session outlines successful data-driven decisions in a schoolwide reform model matching the needs of every student and focusing on solutions for English language learners (ELLs) through collaboration instruction. Participants will learn about proven plan, understand how to utilize data to drive decisions, and adjust instructional practices to create student success. (11383)

Leader(s): *Susan Millions*, Winsor Learning, St. Paul, MN

1:15-2:00 p.m. Room: 6B, Poster 15 | Session: 527
RTI AND SPECIAL EDUCATION PAPERWORK: HOW DOES IT WORK?

Topic Area: Response to Intervention

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

Arlington Heights School District 25 has implemented response to intervention/problem solving for over 10 years. The district has developed a process for entitlement using RTI for all students, not only students with learning disabilities. The process and paperwork comprise a comprehensive evaluation using information gained from interventions and additional assessment information, if necessary. (11545)

Leader(s): *Carla Cumblad*, Arlington Heights School District 25, IL

1:15-2:00 p.m. Room: 6B, Poster 19 | Session: 528
EFFECTS OF MANIPULATIVE LETTER INSTRUCTION ON THE DECODING SKILLS OF STUDENTS WITH AUTISM SPECTRUM DISORDER (ASD)

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design

Format: Poster Session

Presenters will share findings from a study investigating the use of an instructional reading strategy called Manipulative Letter Instruction on the development of early literacy skills in students with ASD. Results and analyses will be shared. (11577)

Leader(s): *Elizabeth Tuckwiller*, University of Virginia, Charlottesville

Presenter(s): *Kristen Ashworth*, University of Virginia, Charlottesville; *Deanna Cash*, University of Virginia, Charlottesville; *Maureen Conroy*, Virginia Commonwealth University, Richmond; *Shelly Pearson*, University of Virginia, Charlottesville; *Paige Pullen*, University of Virginia, Charlottesville

1:15-2:00 p.m. Room: 6B, Poster 6 | Session: 529
WRITING OF STUDENTS WITH LD WHO ARE ALSO ENGLISH LEARNERS

Topic Area: Learning Disabilities

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This presentation describes a study investigating the writing of middle school students with learning disabilities (LD), both English Learners (EL) and native English speakers. Results indicate that EL with LD write less and make more frequent and qualitatively different errors. Implications for both research and practice will be discussed. (11614)

Leader(s): *Cara Richards*, California State University, Long Beach

Presenter(s): *Lisa Funk*, California State University, Long Beach

1:15-2:00 p.m. Room: 6B, Poster 8 | Session: 530
A DESCRIPTIVE ANALYSIS OF EARLY CHILDHOOD ASSESSMENT PROCEDURES FOR PRESCHOOL-AGE ELLS

Topic Area: Early Childhood

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Research findings thus far suggest that children from diverse backgrounds may be overrepresented in special education programs as a consequence of culturally or linguistically inappropriate assessments. This session will describe assessment tools and procedures intended to measure language, social, and cognitive development. Issues and challenges presented by cultural and language biases may underestimate abilities of young English language learners. (11620)

Leader(s): *Elizabeth O'Brien*, Virginia Commonwealth University, Richmond

1:15-2:00 p.m. Room: 6B, Poster 1 | Session: 531
TEACHING ARGUMENTATION TO STUDENTS WITH LEARNING DISABILITIES: AN EMPIRICAL AND LITERATURE-BASED MODEL

Topic Area: Accessing the General Education Curriculum That Is Aligned With State Standards

Secondary Topic: Teacher Education

Format: Poster Session

This session presents and evaluates a new approach for teaching argumentation skills to secondary-aged students with learning disabilities. The approach includes a multisensory argumentation model and instructional design recommendations which blend social constructivist and direct instruction pedagogies. A case study provides empirical evidence of the efficacy of this approach. (11663)

Leader(s): *Karen Amende*, University of California, Berkeley

1:15-2:00 p.m. Room: 6B, Poster 20 | Session: 532
EXPRESSIVE WRITING STRATEGIES FOR TEACHERS INSTRUCTING STUDENTS WITH HFA/AS: INCLUSIVE SETTINGS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Poster Session

This presentation provides teachers with descriptions and strategies for teaching expressive writing to middle school students characterized as HFA/AS. These strategies take into account the characteristics of learners identified with HFA/AS and the impact of such traits on expressive writing. The strategies presented target implementation in inclusive settings. (11689)

Leader(s): *Amy Papacek*, Arizona State University, Phoenix

2:30-4:30 p.m. **Room: 303 | Session: 533**
EARLY CHILDHOOD SERVICES AND SUPPORTS IN
NATURAL ENVIRONMENTS: BENEFITS AND PRACTICAL
STRATEGIES

Topic Area: Early Childhood
Secondary Topic: Physical/Health Disabilities
Format: Demonstration

This multimedia session demonstrates strategies to embed IFSP/IEP outcomes and goals into home and community settings, focusing on interactions between children and their physical and social environments. A case study will present an innovative application of natural environments to promote learning in a child with multiple developmental/physical/ health disabilities involving family, nurses, practitioners, and peers. (11268)

Leader(s): *Beth Popich*, Clermont County Board of MR/DD, Owensville, OH
Presenter(s): *Kimberly Christensen*, Bowling Green State University, OH

2:30-4:30 p.m. **Room: 6A | Session: 534**
CULTURE AND EQUITY CONSIDERATIONS IN THE ERA OF
PREVENTION MODELS

Topic Area: Cultural and/or Linguistic Diversity **Prog. Chair
Invited Speaker**
Secondary Topic: Research
Format: Panel

This session will cover culture and equity consideration in educational programs that emphasize prevention of learning and behavioral difficulties. Two topics will be addressed including how practice-based models of culture can be used to design culturally responsive learning environments, and implications of research with immigrant students for school improvement efforts. (11813)

Leader(s): *Alfredo Artiles*, Arizona State University, Tempe
Presenter(s): *Robert Rueda*, University of Southern California, Los Angeles

2:30-3:30 p.m. **Room: 618**
A SCIENTIFICALLY RESEARCH BASED SIGHT WORDS
PROGRAM FOR NONREADERS

Topic Area: Developmental Disabilities
Secondary Topic: Instructional Design
Format: Expo Session

Learn about a systematic, visual-discrimination-based method for teaching students with developmental disabilities and significant learning differences how to read. The authors of the PCI Reading Program will share research-based instructional strategies that help nonreaders of all ages build a solid reading foundation. Handouts will be provided. (109)

Leader(s): *Jill Haney and Donna Tilley*, PCI Education

2:30-3:30 p.m. **Room: 401**
COGNITIVELY ACCESSIBLE SELF-MANAGEMENT:
INTRODUCTION TO PICTURE PLANNER, THE ICON-
BASED PERSONAL ORGANIZER

Topic Area: Developmental Disabilities
Secondary Topic: Autism Spectrum Disorder
Format: Expo Session

In this session, teachers and parents explore Picture Planner, the customizable, cognitively accessible, icon-based, personal activity organizer. Picture Planner helps students with autism and other intellectual disabilities build self-determination skills by planning and creating their own activity schedules. Teachers can easily schedule group activities and access data for IEP documentation. (90)

Leader(s): *Tom Keating*, Eugene, OR

2:30-3:30 p.m. **Room: 210**
TARGETING TRANSITION: A PRACTICAL APPROACH TO
SUCCEEDING AT TRANSITION

Topic Area: Career Development/Transition
Secondary Topic: Autism Spectrum Disorder
Format: Expo Session

Participants will learn about a practical transition program that includes: (1) research-based transition skills, (2) online transition assessments, (3) transition rubrics to write measurable annual transition goals and collect goal data, (4) activities for teaching transition skills, and (5) tools for tracking transition progress over multiple years. (105)

Leader(s): *John Wessels*, Ten Sigma

2:30-3:30 p.m. **Room: 201 | Session: 535**
EXTENDED SCHOOL YEAR (ESY)

Topic Area: Assessment
Secondary Topic: Teacher Education
Format: Lecture

The general topic of ESY and how IEP teams make decisions for ESY will be discussed. Based on IDEA, ESY services must be considered by the IEP team as part of the provision for a free and appropriate public education for students with disabilities. Presentation will include how to determine if a student qualifies for ESY, what ESY services look like, the difference between ESY and summer school programs, regression and recoupment of skills, critical life skills, data collection samples, and other templates and guides that participants can take with them to assist their IEP teams in making decisions regarding the necessity for ESY services. (10094)

Leader(s): *Linda Dauer*, Lake Washington School District, WA

2:30-3:30 p.m. Room: 204 | Session: 536

CO-TEACHING AS A SCHOOL SYSTEM STRATEGY FOR INCREASED STUDENT ACHIEVEMENT

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards

Format: Lecture

This presentation describes a comprehensive approach for academic intervention using co-teaching as a high-leverage strategy to enable special education students to achieve success on accountability measures. Across all schools and levels, as more students were served in co-taught classrooms, student achievement on state assessments improved. (10151)

Leader(s): *Patricia Daley*, Howard County Public School System, MD

Presenter(s): *Patricia Mackey*, Howard County Public School System, MD

2:30-3:30 p.m. Room: 2B | Session: 537

TEACHING SELF-DETERMINATION AND SOCIAL SKILLS TO STUDENTS WITH COGNITIVE DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design

Format: Lecture

Students with cognitive disabilities frequently lack self-determination and social skills. In many ways these two skill areas are dependent on each other. This presentation will provide an overview of these skills and students with cognitive disabilities and will also provide some strategies for teaching these skills to this group of students. (10187)

Leader(s): *Tom Smith*, University of Arkansas, Fayetteville

2:30-3:30 p.m. Room: 613/614 | Session: 538

RESPONSE TO INTERVENTION IN GRADES K TO 2 READING FOR STUDENTS WITH LANGUAGE CHALLENGES

Topic Area: Research

Secondary Topic: Response to Intervention

Format: Lecture

This session describes the first 3 years of reading progress for kindergartners with below average language skills (range 40-85), half of whom are ELLs. Participants will learn predictors of literacy growth, stability of growth in first and second grades, necessary adjustments and scaffolding of instruction, and student outcomes. (10308)

Leader(s): *Rollanda O'Connor*, University of California, Riverside

Presenter(s): *Kathleen Bocian*, University of California, Riverside; *James Lewis*, University of California, Riverside

2:30-3:30 p.m. Room: 611/612 | Session: 539

COLLABORATIVE CONSULTANT TEACHER MODEL TO PROMOTE DISTRICTWIDE PBS FOR CHALLENGING BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Lecture

This session highlights a research-based model used to deliver behavior support services districtwide that incorporates an ecological view of student behavior. Itinerant team members lead, advocate, and articulate best practices to include programming for generalization, evaluation of efficacy of social skills instruction, and implementation of schoolwide positive behavioral support (PBS). (10510)

Leader(s): *Amy Okeze*, Puyallup School District, WA

Presenter(s): *Phyllis Ellermeier*, Puyallup School District, WA

2:30-3:30 p.m. Room: 608 | Session: 540

INTERACTIVE WHITEBOARDS ENGAGES ALL LEARNERS

Topic Area: Technology and Media

Secondary Topic: Instructional Design

Format: Demonstration

Ever wonder how to bring meaningful content to your students and manipulate it to make a concept come to life? Interactive and engaging K to 5 lesson activities created with an interactive whiteboard using streaming videos, audio, and flash will be the focus of this presentation. (10800)

Leader(s): *Linda Rush*, Norte Dame School, Dallas, TX

2:30-3:30 p.m. Room: 307/308 | Session: 541

HELPING STUDENTS ACQUIRE DECIMAL NUMBER KNOWLEDGE: TEACHING CONCEPTUALLY AND BUILDING BRIDGES

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Demonstration

This session will present common student misconceptions, identify the most critical components of effective instruction and provide an instructional sequence for teaching decimal concepts. Presenter will also link decimals instruction to place value and will demonstrate how to integrate manipulatives and pictorial representations into the lesson. (10805)

Leader(s): *Linda Patriarca*, East Carolina University, Greenville, NC

2:30-3:30 p.m. Room: 602/603/604 | Session: 542
UNRAVELING EXPOSITORY TEXTS: EVIDENCE-BASED PRACTICES FOR STUDENTS WITH LEARNING DISABILITIES

Topic Area: Learning Disabilities

Secondary Topic: Accessing the General Education Curriculum That is Aligned With State Standards

Format: Lecture

In this session we present evidence-based practices to enhance expository text comprehension for middle schoolers with LD in two categories: instructional modification, such as graphic organizers, and strategy instruction, like Collaborative Strategic Reading. Differences between narrative and expository text structures and the need for differentiated instructional strategies will also be highlighted. (10855)

Leader(s): Radhika Misquitta, University of Texas, Austin

Presenter(s): Steve Cuillo, University of Texas, Austin

2:30-3:30 p.m. Room: 212 | Session: 543
PATTER: EXPERIENCES, INVOLVEMENT, AND THE ECC FOR YOUNG CHILDREN WITH VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Early Childhood

Format: Demonstration

The skills of the ECC aren't taught—they gradually evolve through meaningful experiences in everyday activities. Children learn language, motor, social, and living skills through involvement with others! The PATTERN provides ideas for incorporating the involvement of preschoolers with visual impairments in daily tasks and progress-monitoring strategies. (10874)

Leader(s): Sandra Lewis, Florida State University, Tallahassee

Presenter(s): Burt Boyer, American Printing House for the Blind, Louisville, KY

2:30-3:30 p.m. Room: 214
THE ACADEMIC CURRICULUM FRAMEWORK: A DEVELOPMENTALLY SEQUENCED K-12+ CORE SKILLS PROGRAM

Topic Area: Instructional Design

Secondary Topic: Developmental Disabilities

Format: Expo Session

Learn about a comprehensive K-12+ program that horizontally and vertically aligns content area and application skills for students with moderate to severe disabilities. The authors of the Academic Curriculum Framework, two special education directors from Ohio, will share how the developmentally sequenced progression of skills can be implemented district-wide through the framework's unique progress monitoring system. (111)

Leader(s): Karen Anderson and Maria Hampton, Akron Ohio Public Schools

2:30-3:30 p.m. Room: 615/616 | Session: 544

**MULTIPLE PRESENTATION:
UNDERSTANDING CHILDREN WITH AUTISM
AND THEIR SIBLINGS**

MODERATOR: Toni Fuller Merfeld, Metro West Kids Learning Center, Clive, IA

PRESENTATION #1: INCREASING INTERACTION BETWEEN CHILDREN WITH AUTISM AND SIBLINGS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

This presentation reviews a study in which elementary school-aged children with autism participated in play sessions with siblings. Session participants will learn about the features of video modeling, the rationale for using video modeling in home environments, and how video modeling addresses diversity. (10905)

Leader(s): Monica Delano, University of Louisville, KY

Presenter(s): Jonathan Lee, University of Louisville, KY

PRESENTATION #2: SIBLINGS OF CHILDREN WITH ASD: LIVED EXPERIENCES AND PERCEIVED SUPPORT NEEDS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

During this session we will discuss findings of a qualitative study investigating the subjective experiences of typically developing siblings of children with autism spectrum disorder (ASD) and their self-reported support needs. The presentation will include a summary of related literature, our findings, and group discussion of implications for research and practice. (10970)

Leader(s): Maureen Angell, Illinois State University, Normal

Presenter(s): Hedda Meadan, Illinois State University, Normal; Julia Stoner, Illinois State University, Normal

2:30-3:30 p.m. Room: 205 | Session: 545
BECOMING CULTURALLY RESPONSIVE: A NEED FOR PRE-SERVICE SPECIAL EDUCATION TEACHERS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Panel

Diversity in special education classrooms require infusing culturally responsive practices into teacher education programs. Preservice special educators interviewed certified special and general educators about culturally relevant practices during participation in a field experience. Findings of teachers' responses to culture and the impact on instruction, behavior, and environment will be presented. (10982)

Leader(s): Sylvia Imler, Youngstown State University, OH

2:30-3:30 p.m. Room: 617 | Session: 546

EFFECTS OF SRSD INSTRUCTION ON "QUICK WRITING" SKILLS

Topic Area: Research**Secondary Topic:** Instructional Design**Format:** Lecture

Special education teachers used SRSD instruction to teach seventh-grade students a strategy for writing a 10-minute persuasive response, a "Quick Write." A multiple-baseline design across 3 groups was used to evaluate intervention effects on writing. All participants improved in number of essay parts, words written, and quality of essay. (11032)

Leader(s): Linda Mason, Pennsylvania State University, University Park**Presenter(s):** Elizabeth Benedek-Wood, Pennsylvania State University, University Park; Anne Cramer, Pennsylvania State University, University Park; Ray Taft, Pennsylvania State University, University Park**2:30-3:30 p.m.** Room: 607 | Session: 547

AN IN-DEPTH STUDY OF EXPERT MIDDLE SCHOOL SPECIAL EDUCATORS

Topic Area: Teacher Education**Secondary Topic:** Administration/Supervision**Format:** Lecture

This qualitative research examined characteristics of nominated expert middle school special educators. Common behaviors and attributes of 30 teachers were identified. All teachers were observed and interviewed. A conceptual framework of expertise was developed from data sources to define the characteristics associated with expert special educators. (11068)

Leader(s): Nicole Conners, Fairfax County Public Schools, VA**2:30-3:30 p.m.** Room: 203 | Session: 547A

USING TECHNOLOGY TO DIFFERENTIATE READING INSTRUCTION

Topic Area: Technology and Media**Secondary Topic:** Instructional Design**Format:** Lecture

This presentation will introduce participants to using technology in an unparalleled way to differentiate instruction. With technology, students with special needs experience success while teachers and administrators can use the power of technology to differentiate instruction, monitor progress and promote achievement. (11193)

Leader(s): Suzanne Puccerella, Scholastic, Inc., New York, NY;**Presenter(s):** Ted Hasselbring, Peabody College of Vanderbilt University, Nashville, TN**2:30-3:30 p.m.**

Room: 206 | Session: 548

**MULTIPLE PRESENTATION:
ACCESSING POSTSECONDARY EDUCATION:
ADDRESSING THE DOCUMENTATION DILEMMA**
Moderator: Peg Lamb, Learning and Career Connections, East Lansing, MI
**PRESENTATION #1: PREPARING POSTSECONDARY
LEARNING DISABILITY DOCUMENTATION: SUGGESTIONS
FOR PRACTICE**
Topic Area: Career Development/Transition**Secondary Topic:** Learning Disabilities

This presentation will highlight findings from two national surveys related to components of learning disability documentation for students accessing postsecondary education. Secondary transition personnel and postsecondary disability service providers were surveyed related to preparing and reviewing documentation. Recommendations will be offered related to transition planning for students with a learning disability. (11451)

Leader(s): Joseph Madaus, University of Connecticut, Storrs
**PRESENTATION #2: ACCESS TO POSTSECONDARY
EDUCATION: ONE STATE'S EFFORTS TO ADDRESS THE
DOCUMENTATION ISSUE**
Topic Area: Career Development/Transition**Secondary Topic:** Parent/Family/School Partnerships

The presentation will discuss the results of a statewide summit of key leaders in Virginia concerning postsecondary education documentation issues. Session participants will obtain information on the outcomes of the summit and learn about implementation of strategies to resolve existing issues concerning the documentation of a disability for higher education programs. (11309)

Leader(s): Elizabeth Getzel, Virginia Commonwealth University, Richmond

2:30-3:30 p.m. **Room: 609 | Session: 549**
A STANDARDS-BASED SOCIOCULTURAL FRAMEWORK
FOR CULTURALLY RESPONSIVE TEACHER PREPARATION
PROGRAMS

Topic Area: Teacher Education
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Lecture

This session will present a standards-based framework for preparing culturally responsive teachers of students with disabilities. The framework focuses on the intersection of UDL and culturally responsive teaching and serves as the foundation for the evidence-based teacher preparation coursework, portfolio, classroom observation tool, training modules, and program evaluation tools. (11398)

Leader(s): *Elizabeth Borreca*, University of St. Thomas, Houston, TX

Presenter(s): *Tarah Burris*, University of St. Thomas, Houston, TX; *Shannon Connors*, University of St. Thomas, Houston, TX; *Angela Wrigglesworth*, University of St. Thomas, Houston, TX

2:30-3:30 p.m. **Room: 400 | Session: 550**
MONITORING READING PROGRESS WITH STUDENTS
WHO ARE DEAF OR HARD OF HEARING

Topic Area: Communicative Disabilities and Deafness
Secondary Topic: Response to Intervention
Format: Lecture

The technical adequacy of curriculum-based measures (CBM) including the use of oral reading fluency, signed reading fluency, and silent reading comprehension and fluency measures as indicators of progress in reading performance will be presented. The results of a 4-year study focusing on alternative forms of CBM measures with students who are deaf or hard of hearing will be reported. Guidelines will be available regarding the selection of progress-monitoring tools, implementation guidelines, and teachers' perspectives on CBM in the classroom. (11407)

Leader(s): *Susan Rose*, University of Minnesota, Minneapolis

Presenter(s): *Lauren Barkmeier*, University of Minnesota, Minneapolis; *Patricia McAnally*, University of Minnesota, Minneapolis

2:30-3:30 p.m. **Room: 304 | Session: 551**
INTERACTIVE LEARNING ENVIRONMENTS: FACILITATING
ACTIVE ENGAGEMENT IN CHILDREN WITH SIGNIFICANT
PHYSICAL/HEALTH DISABILITIES

Topic Area: Physical/Health Disabilities
Secondary Topic: Technology and Media
Format: Demonstration

This multimedia session uses adaptive/assistive technology to design interactive environments and developmentally appropriate play materials that facilitate the independent engagement of children with physical/health and significant multiple disabilities. A strengths-based process is presented for assessing preferences and physical response behaviors to use in developing meaningful activities for this population. (11465)

Leader(s): *Kimberly Christensen*, Bowling Green State University, OH

2:30-3:30 p.m. **Room: 6C | Session: 552**
WHAT HELPS BEGINNING SPECIAL EDUCATION
TEACHERS LEARN TO TEACH?

Topic Area: Strategies for Entry to the Special
Education Career

Strand G
Session 5

Secondary Topic: Teacher Education
Format: Lecture

In this presentation, we describe the contextual and preparation supports that help beginning special education teachers learn, and how context is especially important to teachers coming from fast track preparation routes. One beginning special educator describes those contextual factors that helped her learn to teach in her first year. (11768)

Leader(s): *Margaret Kamman*, University of Florida, Gainesville

Presenter(s): *Rachel Casey*, Alachua County School District, Gainesville, FL; *Melinda Leko*, University of Florida, Gainesville

2:30-3:30 p.m. **Room: 4C-1 | Session: 553**
ACCESSIBLE CURRICULUM FOR STUDENTS WITH
MODERATE AND SEVERE DISABILITIES

Topic Area: Instructional Design
Secondary Topic: Technology and Media
Format: Demonstration

Strand E
Session 5

Students with moderate and severe disabilities often require assistive technology in order to access and manipulate the curriculum. This session will highlight innovative accessible curriculum materials. (11780)

Leader(s): *Kathy Howery*, University of Alberta, Edmonton, Canada

Presenter(s): *Suzanne Feit*, Cambium Learning Technologies, Marina Del Rey, CA; *Anne Meyer*, AbleNet Inc., Roseville, MN; *Kathy Stauger*, News-2-You, Inc., Huron, OH

2:30-3:30 p.m. **Room: 211 | Session: 554**
 HOW TO PUBLISH IN CEC'S BOOK AND MEDIA PROGRAM

Topic Area: Professional Advancement

Format: Lecture

This session will provide an overview of CEC's publishing program, including the types of books and media products that CEC publishes. The presenter will focus on the process of submitting a manuscript to CEC and on the subsequent steps involved in publication, including schedules, contracts, and manuscript preparation. The topic areas and publication formats of particular interest to CEC will be discussed, as will the linkage of publication to training and to the CEC's professional standards. (11842)

Leader(s): Stefani Roth, Council for Exceptional Children, Arlington, VA

2:30-3:15 p.m. **Room: 6B, Poster 20 | Session: 555**
 PEER-MEDIATED INTERVENTIONS FOR PROMOTING SOCIAL INTERACTIONS AMONG CHILDREN WITH AUTISM: A META-ANALYSIS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Poster Session

A meta-analysis was conducted using 45 single-subject studies from 19 journals to investigate the efficacy of peer-mediations among young children with autism spectrum disorders. Participants will learn about the utility of peer-mediated interventions for promoting social interactions among young children with ASD. (10153)

Leader(s): Jie Zhang, State University of New York, Brockport

Presenter(s): John Wheeler, Tennessee Technological University, Cookeville

2:30-3:15 p.m. **Room: 6B, Poster 13 | Session: 556**
 RECENT RESEARCH USING CONSTANT TIME DELAY (CTD) TO TEACH PERSONS WITH DEVELOPMENTAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design

Format: Poster Session

The presenters reviewed studies (1996-2006) that used the constant time delay procedure to teach chained tasks to individuals with developmental disabilities. Variables analyzed included tasks taught, outcome, maintenance, generalization, and social validity. Results indicate that CTD is an effective procedure for teaching chained tasks to individuals with developmental disabilities. (10338)

Leader(s): Maud Dogoe, Texas Tech University, Lubbock

Presenter(s): Devender Banda, Texas Tech University, Lubbock

2:30-3:15 p.m. **Room: 6B, Poster 2 | Session: 557**
 A META-ANALYSIS OF THE RELATIONSHIP BETWEEN CURRICULUM-BASED MEASUREMENT (CBM) MEASURES AND TEACHER JUDGMENTS

Topic Area: Assessment

Secondary Topic: Teacher Education

Format: Poster Session

In this session the presenters discuss the relationship between CBM reading aloud and teacher judgments, reveal effect size for this relationship, and examine factors that affect this relationship between CBM reading aloud and teacher judgments. Implications of the results for accuracy of teacher judgments in predicting CBM measures will be shared. (10403)

Leader(s): Seungsoo Yeo, University of Minnesota, Minneapolis

Presenter(s): Xiaoqing Du, University of Minnesota, Minneapolis

2:30-3:15 p.m. **Room: 6B, Poster 24 | Session: 558**
 TEACHER IDENTITY: RELEVANCE TO PROFESSIONAL LEARNING IN URBAN CONTEXTS

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

The Urban Professional Learning Schools Initiative findings from surveys and focus groups indicated how teacher candidates differed from practicing teachers in their view of themselves as instructors in inclusive urban environments. Discussion will focus on how their views of identity were used to design and restructure teacher preparation coursework. (10571)

Leader(s): Sarup Mathur, Arizona State University, Tempe

Presenter(s): Kathleen McCoy, Arizona State University, Tempe; Elizabeth Kozleski, Arizona State University, Tempe

2:30-3:15 p.m. **Room: 6B, Poster 17 | Session: 559**
 SUPERVISORS' OBSERVATION NOTES: STUDENT TEACHING SUPERVISION OBSERVATION NOTES ANALYSIS

Topic Area: Administration/Supervision

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

Student teaching is a vital experience for preservice teachers. University supervisors play critical roles in preparing them to become competent teachers in the future by providing constructive feedback through observation and modeling professional behaviors. This session shares the results of a study that examined university supervisors' observation notes. (10780)

Leader(s): Sangsu Baek, Roberts Wesleyan College, Rochester, NY

Presenter(s): Eun-Young Jung, Roberts Wesleyan College, Rochester, NY

2:30-3:15 p.m. Room: 6B, Poster 7 | Session: 560
COMMUNICATION DEVICES SO EASY GRANDMA CAN USE! OBSERVE THE PODD IN ACTION!

Topic Area: Physical/Health Disabilities

Secondary Topic: Technology and Media

Format: Poster Session

The Pragmatic Organization Dynamic Display (PODD) approach supports the design, production, and implementation of a communication system which enables genuine communication for children with complex communication needs. Through a low-tech, no-tech approach, the PODD creates a communication solution for all areas of the child's life including home, school, therapy, and the community. (10791)

Leader(s): *Melissa Larson*, Center for Independence Through Conductive Education, Countryside, IL

2:30-3:15 p.m. Room: 6B, Poster 18 | Session: 561
MEETING THE NEEDS OF ENGLISH LANGUAGE LEARNERS WITH SPECIAL LEARNING NEEDS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design

Format: Poster Session

This presentation provides foundational knowledge and practitioner-oriented strategies for preservice and inservice teachers and educational staff who teach English language learners who also have special educational needs. (10803)

Leader(s): *Laurel Garrick Duhaney*, State University of New York at New Paltz

2:30-3:15 p.m. Room: 6B, Poster 12 | Session: 562
ORAL READING FLUENCY (ORF) INSTRUCTION FOR AT-RISK FIRST-GRADE AFRICAN AMERICAN MALES

Topic Area: Research

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This study evaluated the effects of fluency instruction for four first-grade, urban students. The students were identified as at risk for reading failure. Fluency instruction consisted of four components delivered for 11 weeks. Results demonstrated the intervention was successful in increasing ORF of all participants. Results and implications for classroom implementation are discussed. (10933)

Leader(s): *Lenwood Gibson*, Ohio State University, Columbus

2:30-3:15 p.m. Room: 6B, Poster 22 | Session: 563
POSITIVE BEHAVIOR SUPPORT (PBS) AT THE HIGH SCHOOL LEVEL: WHAT DO THE DATA SAY?

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

PBS is implemented in many elementary and middle schools as well as in some high schools. One often hears the phrase "But high schools are different." This session will share data and common themes from a national survey from high schools implementing PBS, and an analysis of ODR data from high schools versus elementary and middle schools. (11043)

Leader(s): *K. Brigid Flannery*, University of Oregon, Eugene

Presenter(s): *Mimi McGrath Kato*, University of Oregon, Eugene; *Kimberly Thier*, Loyola University, Chicago, IL

2:30-3:15 p.m. Room: 6B, Poster 3 | Session: 564
USE OF THE JAMESTOWN READING NAVIGATOR AND SECONDARY STUDENTS' READING SKILLS

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

Computerized reading programs are used in some secondary classrooms to improve reading skills; however, the research evidence on these programs is lacking. This session will present the findings of a 5-week intervention where the Jamestown Reading Navigator computer program and print materials were used with 50 secondary students. (11093)

Leader(s): *Catherine Griffith*, Clemson University, SC

2:30-3:15 p.m. Room: 6B, Poster 16 | Session: 565
RESPONSE TO INTERVENTION AND SPECIFIC LEARNING DISABILITIES IDENTIFICATION: POLICIES ACROSS THE STATES

Topic Area: Response to Intervention

Secondary Topic: Public Policy

Format: Poster Session

This session will present findings from a comprehensive review of state education agency Web sites and resources related to state policies on RTI implementation and LD identification. It will synthesize related state policy guidance, as well as evaluation of RTI models, and highlight states with innovative policy and technical assistance material. (11155)

Leader(s): *Melissa Storm*, National Center on Response to Intervention, AIR, Washington, DC

2:30-3:15 p.m. Room: 6B, Poster 26 | Session: 566
 BIBLIOTHERAPY: HELPING STUDENTS WHO ARE
 STRUGGLING WITH DIFFICULT PERSONAL EXPERIENCES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Nontraditional Schools

Format: Poster Session

This presentation will summarize efforts to review children's literature that deal with themes such as divorce, death in the family, and disability awareness. Learn about efforts to create curriculum kits for a local library which can be used as resources for parents and educators when talking to children about these topics. (11203)

Leader(s): Jason Miller, State University of New York, Geneseo

Presenter(s): Phillip Heiler, State University of New York, Geneseo; Michael Rozalski, State University of New York, Geneseo

2:30-3:15 p.m. Room: 6B, Poster 4 | Session: 567
 MENTORING PRESERVICE TEACHERS TO UTILIZE
 EFFECTIVE LITERACY STRATEGIES ACROSS SETTINGS

Topic Area: Instructional Design

Secondary Topic: Teacher Education

Format: Poster Session

This research summarizes a project in which 24 teacher education students were taught literacy instructional strategies in-class, which were then generalized to in-vivo tutoring of students with mild/moderate disabilities. Class activities included developing case studies; guided reading lesson plans; strategy notebooks; reflection research journals; and simulations of RTI, UD, and co-teaching.

(11263)

Leader(s): Kathryn Haring, University of Oklahoma, Norman

2:30-3:15 p.m. Room: 6B, Poster 1 | Session: 568
 LEARNING CHARACTERISTICS OF STUDENTS
 PARTICIPATING IN ONE STATE'S ALTERNATE
 ASSESSMENT

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards

Format: Poster Session

What do we know about the characteristics of students participating in alternate assessment? Attendees will receive information relating to student communication levels, relationships between demographics and student scores, and how teachers use results of the alternate assessment for planning instruction. Implications for generalizing the information to other states will be discussed. (11279)

Leader(s): Melinda Roden, University of Illinois, Champaign

Presenter(s): James Shriner, University of Illinois, Champaign

2:30-3:15 p.m. Room: 6B, Poster 11 | Session: 569
 THE NEGATIVE POWER OF ANALOGY: RTI AND THE
 GIFTED

Topic Area: Gifted and Talented

Secondary Topic: Assessment

Format: Poster Session

In special education, the power of analogy has been positive. It has also been negative in many areas of exceptionality. For students who are gifted and talented, analogy has offered problems extending from resource room models to crusading inclusionary models. RTI may be a concern, but it has potential for harm. This presentation provides a discussion of limitations of the model for the gifted and how it might be adapted more profitably. (11290)

Leader(s): W. Thomas Southern, Miami University, Oxford, OH

2:30-3:15 p.m. Room: 6B, Poster 23 | Session: 570
 BEYOND NCLB: WHAT TEACHER EDUCATORS KNOW IS
 CRITICAL TO PRODUCING EFFECTIVE TEACHERS

Topic Area: Teacher Education

Secondary Topic: Public Policy

Format: Poster Session

Participants learn about common practices found in newly developed special education preparation programs used to improve the knowledge base, experience, and leadership skills of candidates. They will discuss how teacher preparation extends beyond requirements of NCLB to provide best practice in program development for academics, field experiences, and interpersonal support. (11333)

Leader(s): Tamar Riley, Florida Memorial University, Miami Gardens

Presenter(s): Denise Callwood-Brathwaite, Florida Memorial University, Miami Gardens; Annamaria Jerome-Raja, Florida Memorial University, Miami Gardens

2:30-3:15 p.m. Room: 6B, Poster 6 | Session: 571
 WEB-BASED MAZE AND LANGUAGE ARTS PROGRESS
 MONITORING AND TEACHER SATISFACTION

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Poster Session

A Web-based system for monitoring literacy growth is described for maze and a skills-based language arts tool. Correlations with year-end achievement tests are provided for students with and without learning disabilities in Grades 2-8. Satisfaction by special and general education teachers with Web-based progress monitoring for program improvement is discussed. (11404)

Leader(s): Pamela Stecker, Clemson University, SC

2:30-3:15 p.m. Room: 6B, Poster 25 | Session: 572
 WHAT SECONDARY ENGLISH TEACHERS KNOW ABOUT
 TEACHING WRITING TO STUDENTS WITH DISABILITIES

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Secondary general educators are required to have content area expertise, but whether they successfully meet the needs of students with disabilities is unknown. In this presentation, findings from a study of teachers' understandings of teaching writing to students with disabilities included in the general education curriculum are discussed. (11428)

Leader(s): *Mary Theresa Kiely*, University of Florida, Gainesville

Presenter(s): *Charlotte Mundy*, University of Florida, Gainesville

2:30-3:15 p.m. Room: 6B, Poster 10 | Session: 573
 THREE DIMENSIONAL SOLUTIONS OF ONLINE
 COURSE EVALUATION AT THE POSTSECONDARY
 EDUCATION LEVEL

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Poster Session

The session discusses the results of a study that identified and validated indicators applicable to the evaluation of online instruction at the postsecondary level. The indicators were derived from an extensive review of the literature and input from two consultant Subject Matter Experts (SMEs). (11444)

Leader(s): *Soonhwa Seok*, University of Wisconsin, Whitewater

Presenter(s): *Karen Voytecki*, East Carolina University, Greenville, NC

2:30-3:15 p.m. Room: 6B, Poster 15 | Session: 574
 TEN YEARS LATER: SUCCESS WITH RTI FROM THE
 PRINCIPAL'S PERSPECTIVE

Topic Area: Response to Intervention

Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards

Format: Poster Session

Arlington Heights School District 25 has implemented response to intervention/problem solving for over 10 years. In this presentation, the building principal will describe the journey of one elementary school on its path to becoming the 37th highest-achieving school in Illinois and reducing referrals to special education by 60%. (11542)

Leader(s): *Carla Cumblad*, Arlington Heights School District 25, IL

2:30-3:15 p.m. Room: 6B, Poster 19 | Session: 575
 PROMOTING INDEPENDENT PERFORMANCE OF
 INDIVIDUALS WITH DISABILITIES: A REVIEW ON
 ACTIVITY SCHEDULES

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Poster Session

Activity schedules are an effective instructional strategy to promote independent performance of individuals with disabilities. This presentation will review the existing empirical studies on activity schedules and analyze the extent of effectiveness. The audience will learn tips and pitfalls on how to build activity schedules. (11625)

Leader(s): *Takanori Koyama*, University of Washington, Seattle

2:30-3:15 p.m. Room: 6B, Poster 9 | Session: 576
 TEACHING COACHING TEACHERS TO ENHANCE
 CLASSROOM MANAGEMENT

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Teacher Education

Format: Poster Session

The inclusion of students with disabilities in general education classrooms has created opportunities for general and special educators to simultaneously collaborate in educating students with and without disabilities. This presentation presents results from two studies exploring the effectiveness of peer coaching in using teacher praise as an effective management tool. (11638)

Leader(s): *Maura Linas*, Juniper Gardens Children's Project, Kansas City

2:30-3:15 p.m. Room: 6B, Poster 8 | Session: 577
 RESEARCH SYNTHESIS: CHARACTERISTICS OF
 COACHING PROGRAMS TO DEVELOP LITERACY SKILLS
 IN PRESCHOOLERS

Topic Area: Early Childhood

Secondary Topic: Response to Intervention

Format: Poster Session

This session describes the characteristics of coaching programs designed to enhance literacy skills for preschoolers who are at risk. This synthesis will provide critical research findings from different coaching models related to the evaluation of student and teacher outcomes and measurement in effectiveness of coaching programs. (11651)

Leader(s): *Younwoo Lee*, University of Kansas, Lawrence

3:45-5:45 p.m. Room: 307/308 | Session: 578
 ENHANCING TEXT-BASED COLLABORATIVE READING SKILLS OF DIVERSE SECONDARY LEARNERS ACROSS CONTENT AREAS

Topic Area: Instructional Design

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Demonstration

This highly interactive session focuses on the current emphasis on Academic Literacy (reading/writing/thinking connection); the critical role secondary general and special education teachers play in teaching diverse secondary learners to use collaborative reading skills; and “hands-on” practice in multiple strategies for text-based collaborative learning (i.e., literature circles and graphic representations). (10710)

Leader(s): *Christine Kolar*, California State Polytechnic University, Pomona

Presenter(s): *Janice Filer*, California Academy of Math and Science, Dominquez Hills; *Dr. Janeen Volsey*, California State Polytechnic University, Pomona

3:45-5:45 p.m. Room: 611/612 | Session: 579
 PRACTICAL EVIDENCE-BASED USES OF TECHNOLOGY TO SCREEN, MONITOR PROGRESS AND MANAGE INSTRUCTION.

Topic Area: Assessment

Secondary Topic: Technology and Media

Format: Lecture

Prog. Chair
 Invited Speaker

Both RTI and the research literature on effective instruction clearly indicate that student outcomes are enhanced when students receive instruction matched to their skill level, sufficient practice time, and immediate feedback on their performance. Making use of newer technology-enhanced instructional management systems helps teachers collect, score, manage, and use data to plan instructional programs for students without the manual labor. Participants will learn how technology can help take the drudgery out of capturing the data, manage instruction and guided practice, and manage instruction by organizing, summarizing, and displaying data in ways that are useful to aid teacher decision making. (11823)

Leader(s): *James Ysseldyke*, University of Minnesota, Minneapolis

3:45-4:45 p.m. Room: 210
 LITERACY INTERVENTION: THE SIX STEPS FROM SOUND TO TEXT

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Expo Session

Experience a dynamic lesson that is a sample of explicit, systematic instruction for students who need to master the critical skills of literacy in a sequential and cumulative format. This lesson design and format is specifically organized to address the needs of middle and high school students who are in classrooms for intervention in Tier 2 or Tier 3 levels. (82)

Leader(s): *Angelee Eames*, CEC, Idaho

3:45-4:45 p.m. Room: 214
 SOCIAL/EMOTIONAL LEARNING—THE NEW EMPLOYABILITY SKILLS

Topic Area: Career Development/Transition

Secondary Topic: Developmental Disabilities

Format: Expo Session

In this session you will learn how to use the Success Profiler, a systematic, research-based assessment and skill building system designed for social/emotional development. In 1995, Howard Gardner said that IQ accounts for about 20% of success. That leaves 80% to other factors. Come and learn what some of those other factors are: social/emotional learning. (86)

Leader(s): *Terry Schmitz*, The Conover Company, Oshkosh, WI

3:45-4:45 p.m. Room: 618
 USING DATA FROM ASSESSMENTS TO DRIVE EFFECTIVE INSTRUCTION

Topic Area: Assessment

Secondary Topic: Response to Intervention

Format: Expo Session

How do successful schools utilize data from assessments to provide effective intervention solutions for the struggling learners. Learn how to use assessment and reporting tools for screening, grouping, progress monitoring and analyzing data to inform implementation of instructional methods to meet student needs. (97)

Leader(s): *Susan Milliones*, Winsor Learning, Inc., St. Paul, MN

3:45-4:45 p.m. **Room: 401**

NEXT™ TRANSITION SKILLS SYSTEM FOR ORGANIZING, DELIVERING, AND MEASURING TRANSITION SKILLS DEVELOPMENT

Topic Area: Career Development/Transition

Secondary Topic: Technology and Media

Format: Expo Session

Next™ Transition Skills System from AbleNet, Inc. is a district-wide solution that simplifies the process of identifying, teaching and tracking essential transition skills over multiple years, while meeting state standards and federal guidelines for providing transition education to students with autism and mild, moderate and severe disabilities. (101)

Leader(s): *Ann Meyer*, AbleNet, Inc., Roseville, MN

3:45-4:45 p.m. **Room: 204 | Session: 580**

PLANNING FOR CO-TEACHING: FROM CURRICULUM FRAMEWORK TO LESSON PLANS BENEFITING ALL STUDENTS

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Accessing the General Education Curriculum That is Aligned With State Standards

Format: Lecture

This session provides both special and general education teachers with tools, examples, and opportunities to plan for successful co-teaching. Discussion includes an emphasis on planning for classroom strategies that will benefit students with and without disabilities and suggestions for how teachers can plan together. (10263)

Leader(s): *Elizabeth Potts*, University of Virginia, Falls Church

Presenter(s): *Lori Howard*, University of Virginia, Falls Church

3:45-4:45 p.m. **Room: 2B | Session: 581**

BEST OF THE BEST: A LOOK AT BEST PRACTICES IN SPECIAL EDUCATION

Topic Area: Developmental Disabilities

Secondary Topic: Instructional Design

Format: Lecture

What does the term "Best Practices" mean for the field of special education? This presentation will show practical evidence-based strategies for teaching students with severe/profound disabilities. Examples of best teaching practices will be demonstrated in the four major subject areas: Language Arts, Mathematics, Science, and Social Science. (10265)

Leader(s): *Christine Scholma*, Elim Christian School, Palos Heights, IL

Presenter(s): *Sara Baillie*, Elim Christian School, Palos Heights, IL

3:45-4:45 p.m.

Room: 608 | Session: 582

USING AN ASSISTIVE TECHNOLOGY TOOLKIT TO PROMOTE INCLUSION FOR YOUNG CHILDREN

Topic Area: Technology and Media

Secondary Topic: Early Childhood

Format: Lecture

This session will describe an assistive technology toolkit designed for use with young children with disabilities that can be easily assembled and implemented by early childhood professionals. We will describe assistive technology tools that support young children's participation in their daily activities that involve movement, communication, and interaction with materials. (10341)

Leader(s): *Sharon Judge*, Old Dominion University, Norfolk, VA

Presenter(s): *Kim Floyd*, Old Dominion University, Norfolk, VA

3:45-4:45 p.m.

Room: 211 | Session: 583

PROFESSIONAL AND PERSONAL BALANCE: STRATEGIES FOR SUCCESS

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

Teachers are the single most important influence on student achievement. However, when teachers feel dissatisfied and frustrated it impacts their ability to deliver quality services. This presentation includes a summary of the research for reducing teacher stress and suggestions for creating a balanced lifestyle. (10352)

Leader(s): *John Luckner*, University of Northern Colorado, Greeley

3:45-4:45 p.m.

Room: 212 | Session: 584

THE EFFECTIVENESS OF THE DUAL-CERTIFIED VISION PROFESSIONAL SERVICE DELIVERY MODEL

Topic Area: Visual Impairments

Secondary Topic: Research

Format: Lecture

This study determined the effectiveness of the itinerant service delivery model by dual-certified vision education professionals through examination of their job responsibilities and opinions. This qualitative study combined interviews and observations of dual-certified vision professionals with interviews of their administrators to develop a comprehensive picture of their job. (10380)

Leader(s): *Rona Pogrund*, Texas Tech University, Lubbock

Presenter(s): *Nora Griffin-Shirley*, Texas Tech University, Lubbock; *Eric Grimmitt*, Texas Tech University, Lubbock

3:45-4:45 p.m. Room: 606 | Session: 585

ANTECEDENT-BASED INTERVENTIONS FOR YOUNG CHILDREN AT RISK IN HEAD START CLASSROOMS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Early Childhood**Format:** Lecture

In school settings, increased attention has focused on the role of antecedent events to prevent the occurrence of problem behaviors. The antecedent-based assessment and intervention process will be described. Results from a study will be shared to demonstrate decreases in challenging behaviors for preschool children at risk for emotional disabilities. (10478)

Leader(s): *Kristy Park*, University of Louisville, KY**3:45-4:45 p.m.** Room: 205 | Session: 586

EDUCATOR VOICES: THE PULSE OF EXPECTATIONS FOR NATIVE AMERICAN STUDENTS

Topic Area: Cultural and/or Linguistic Diversity/culture/socioeconomic status,**Secondary Topic:** Teacher Education**Format:** Lecture

This qualitative study examines educators of Native American students perspectives and experiences in low-performing schools. Factors specifically explored include those effecting secondary and postsecondary pursuits and the ways in which schools address these issues. Results of six semi-structured interviews with educators ranging from elementary to high school were completed and analyzed. (10615)

Leader(s): *Juan Portley*, University of Oklahoma, Norman**3:45-4:45 p.m.** Room: 619/620 | Session: 587

LIFE SPACE CRISIS INTERVENTION: NEW SKILLS FOR WORKING WITH CONFRONTATIONAL STUDENTS

Topic Area: Emotional and Behavioral Disorders**Secondary Topic:** Collaboration Among Special Educators and General Educators**Format:** Demonstration

Life Space Crisis Intervention offers specific skills to professionals working with students with emotional and/or behavioral disorders and their general education colleagues. Participants will recognize six patterns of self-defeating student behaviors and will gain consultation strategies to assist colleagues in avoiding power struggles with challenging children and adolescents. (10836)

Leader(s): *Frank Fecser*, Positive Education Program, Cleveland, OH**3:45-4:45 p.m.** Room: 304 | Session: 588

ADRENAL INSUFFICIENCY AND RARE DISORDERS: WHAT CAN WE LEARN FROM FAMILIES?

Topic Area: Physical/Health Disabilities**Secondary Topic:** Parent/Family/School Partnerships**Format:** Lecture

Ever wondered what to do with a child with a rare condition? In combination, orphan diseases affect more than 25 million Americans. Adrenal Insufficiency is one of these. This presentation highlights results of a family survey focusing on lessons schools can learn about educating children with rare disorders. (10881)

Leader(s): *Suzanne Thomas*, University of Texas, Tyler**3:45-4:45 p.m.** Room: 609 | Session: 589

USING MULTIPLE DATA SOURCES TO EVALUATE ALTERNATIVE SPECIAL EDUCATION CERTIFICATION PROGRAM EFFECTIVENESS

Topic Area: Teacher Education**Secondary Topic:** Research**Format:** Lecture

This 3-year study examines an alternative special education teacher preparation program using assessments designed for program evaluation and improvement. How to use various assessments to analyze individual program components and overall program effectiveness is presented by discussing the results of needs assessments, mentoring logs, teaching evaluations, and exit surveys. (10995)

Leader(s): *Carrie Ann Blackaller*, California State University, Dominguez Hills**Presenter(s):** *Kate Esposito*, California State University, Dominguez Hills; *Shirley Lal*, California State University, Dominguez Hills**3:45-4:45 p.m.** Room: 602/603/604 | Session: 590

PREPARING STUDENTS WITH LD FOR LARGE-SCALE WRITING ASSESSMENTS: RESEARCH-BASED PRINCIPLES

Topic Area: Learning Disabilities**Secondary Topic:** Accountability & Large Scale Assessments**Format:** Lecture

This presentation provides research-based recommendations to improve the large-scale writing assessment scores of students with learning disabilities. Recommendations are drawn from the writing, large-scale assessment, and writing across curriculum literatures, and focus on including test preparation within the existing curriculum rather than as a separate instructional component. (11089)

Leader(s): *Natalie Olinghouse*, University of Connecticut, Storrs

3:45-4:45 p.m. **Room: 2A | Session: 591**
CONSIDERATIONS FOR IMPLEMENTING SCHOOLWIDE
PROGRESS-MONITORING SYSTEMS IN RESPONSE-TO-
INTERVENTION MODELS

Topic Area: Response to Intervention

Secondary Topic: Assessment

Format: Lecture

Presenters will describe key features of a schoolwide approach to progress monitoring in RTI models. Practical considerations related to schoolwide data collection, data management, use of progress data, professional development, and system sustainability will be discussed. Implementation issues will be illustrated through school case studies. (11346)

Leader(s): *Angela Whalen*, University of Oregon, Eugene

Presenter(s): *Danielle Parisi*, University of Oregon, Eugene;
Billie Jo Rodriguez, University of Oregon, Eugene

3:45-4:45 p.m. **Room: 201 | Session: 592**
EFFICIENT AND EFFECTIVE DATA COLLECTION IN
SPECIAL EDUCATION

Topic Area: Assessment

Secondary Topic: Collaboration Among Special Educators and
General Educators

Format: Lecture

Data-Based Observations will save time, increase communication, and facilitate self-directed growth for special educators. This approach, based on objective data collection improves the accessibility to information, the opportunity to participate in problem identification, discussion, and decision making. Stakeholders are able to identify, plan, and track differentiated treatment and response to interventions. (11355)

Leader(s): *Cheryl Brown*, Willamette University, Salem, OR

Presenter(s): *John Tenny*, Willamette University, Salem, OR

3:45-4:45 p.m. **Room: 615/616 | Session: 593**
EFFECTIVE MENTORSHIP PRACTICES FOR
ALTERNATIVELY LICENSED SPECIAL EDUCATION
TEACHERS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

It is important to properly train and mentor nonlicensed teachers as mandated by the guidelines set forth in NCLB legislation. This presentation provides research-based mentorship strategies that address the needs of alternatively licensed special educators. (11362)

Leader(s): *Sandra Nichols*, University of Memphis, TN

Presenter(s): *Domeniek Harris*, University of Memphis, TN

3:45-4:45 p.m. **Room: 400 | Session: 594**
USING SIMPLE TECHNOLOGY TO INVOLVE PARENTS,
IMPROVE LANGUAGE, AND MAKE BOOKS

Topic Area: Early Childhood

Secondary Topic: Technology and Media

Format: Lecture

Two projects have developed a curriculum that makes use of portable technology to make home books which as increased parent involvement and increased child language outcomes. This program has been used by both Part C and Head Start programs that are focused on English language learners. This session will teach the process and present results. (11422)

Leader(s): *Mark Innocenti*, Utah State University, Logan

3:45-4:45 p.m. **Room: 206 | Session: 595**
THE VETS PROJECT: LINKING STUDENT SERVICE
LEARNING TO CAREER DEVELOPMENT AND TRANSITION

Topic Area: Career Development/Transition

Secondary Topic: Collaboration Among Special Educators and
General Educators

Format: Demonstration

Empowering youth with skills needed to contribute to and be involved in their communities and country is a critical and much needed aspect of transition that is often overlooked for youth with disabilities. Learn how Student Service Learning can teach self-determination skills, oral and written communication skills, and social and civic responsibility. (11430)

Leader(s): *LaVerne Buchanan*, TransCen Inc., Rockville, MD

Presenter(s): *Sandi Cole*, Indiana University, Bloomington; *Teressa Grossi*, Indiana University, Bloomington; *Cate Hart*, Indiana University, Bloomington; *Mary Razza*, University of Vermont, Burlington

3:45-4:45 p.m. **Room: 613/614 | Session: 596**
ESSENTIAL TRANSITION ACTIVITIES FOR ELEMENTARY
THROUGH HIGH SCHOOL AGED STUDENTS WITH
AUTISM SPECTRUM DISORDER (ASD)

Topic Area: Autism Spectrum Disorder

Secondary Topic: Career Development/Transition

Format: Lecture

This session will focus on career awareness and self-determination activities that must occur throughout a person's life from elementary school through graduation. The presenters will focus on activities in which students with ASD must engage to increase their awareness of themselves as self-determined workers in adult life. (11478)

Leader(s): *Dawn Hendricks*, Virginia Commonwealth University, Richmond

3:45-4:45 p.m. Room: 607 | Session: 597**WHY SOME DOCTORAL STUDENTS TAKE LONGER TO FINISH THAN OTHERS****Topic Area:** Teacher Education**Secondary Topic:** Research**Format:** Lecture

Results from an analysis of 50 recent University of Kansas special education doctoral program graduates will be presented. Presenters will focus on common program completion challenges and strategies that facilitate student progress. This session will provide opportunities for participants to compare common concerns and discuss effective student support strategies. (11721)

Leader(s): *Chriss Walther-Thomas*, University of Kansas, Lawrence**Presenter(s):** *Maya Israel*, University of Kansas, Lawrence**3:45-4:45 p.m.** Room: 213 | Session: 598**GRADUATE STUDENT RESEARCH COLLOQUIUM: EXPLORING THE HALLMARKS OF EXCELLENT SPECIAL EDUCATION RESEARCH****Topic Area:** Research**Secondary Topic:** Strategies for Entry to the Special Education Career**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 an invited panel of distinguished researchers recognized for making outstanding scientific contributions to special education research. (11753)

Leader(s): *Jean Crockett* and *Mary Theresa Kiely*, University of Florida, Gainesville**Presenter(s):** *Bryan Cook*, University of Hawaii at Manoa; *Michael Coyne*, University of Connecticut, Storrs; *Karen Harris*, Vanderbilt University, Nashville, TN**3:45-4:45 p.m.**

Room: 6C | Session: 599

HANGING ON TO THE GOOD ONES: SUPPORTING AND RETAINING HIGH QUALITY SPECIAL EDUCATION TEACHERS**Topic Area:** Strategies for Entry to the Special Education CareerStrand G
Session 6**Secondary Topic:** Teacher Education**Format:** Lecture

In this session, we describe one large suburban school district's standards-based new educator induction program. This award-winning, comprehensive program is aligned with the district Professional Development Model for all teachers and has proven successful in providing the necessary support and guidance to retain its high quality special educators. (11769)

Leader(s): *Alison Banikowski*, Olathe District Schools, KS**Presenter(s):** *Laine Fasulo*, Olathe District Schools, KS; *Tes Mehring*, Emporia State University, KS; *Cristan Phillip*, Olathe District Schools, KS; *Kelly Tines*, Olathe District Schools, KS**3:45-4:45 p.m.**

Room: 4C-1 | Session: 600

UNIVERSAL DESIGN FOR LEARNING: RESEARCH AND PRACTICE**Topic Area:** Instructional Design**Secondary Topic:** Technology and Media**Format:** DemonstrationStrand E
Session 6

Universal design for learning (UDL) is recognized as an important new paradigm for helping diverse students access and make progress in the general curriculum. This session will examine the latest efforts regarding UDL research and classroom practice. (11781)

Leader(s): *Tara Jeffs*, East Carolina University, Greenville, NC**Presenter(s):** *Mallory Burton*, SET-BC, British Columbia; *Vicki Hershman*, Promoting Achievement Through Technology and Instruction for All Students, Indianapolis, IN; *Jenna Wasson*, Center for Applied Special Technology, Wakefield, MA**3:45-4:30 p.m.** Room: 6B, Poster 16 | Session: 601**VIDEO SOCIAL STORIES FOR ADOLESCENTS WITH AUTISM SPECTRUM DISORDER****Topic Area:** Autism Spectrum Disorder**Secondary Topic:** Technology and Media**Format:** Poster Session

In this presentation we will report the results of the first phase of a project to enhance the social skills of adolescents with autism spectrum disorder through the use of videotaped social stories presented on i-Pods. Results prior to and following implementation of the intervention will be discussed. (10196)

Leader(s): *Jay Kuder*, Rowan University, Glassboro, NJ

Join the celebration!
YES I CAN! AWARDS CEREMONY
5:00-6:00 p.m., Metropolitan Ballroom
3rd Floor, Sheraton Seattle Hotel

3:45-4:30 p.m. Room: 6B, Poster 22 | Session: 602
TEACHER EDUCATION AND SPECIAL EDUCATION IN
CHANGING TIMES: PERSONNEL PREPARATION AND
CLASSROOM INTERVENTIONS

Topic Area: Teacher Education

Secondary Topic: Career Development/Transition

Format: Poster Session

Partnerships between universities and school districts may or may not correlate directly with university curriculum courses. A unique partnership program will be shared which merges course work for three undergraduate courses into a local middle school afterschool program focused on preparing children with learning disabilities for transition to high school. (10257)

Leader(s): *Lora Lee Smith Canter*, East Carolina University, Greenville, NC

3:45-4:30 p.m. Room: 6B, Poster 14 | Session: 603
SUMMER LINKS: BRIDGING THE TRANSITION TO
COLLEGE FOR HIGH SCHOOL JUNIORS

Topic Area: Career Development/Transition

Secondary Topic: Learning Disabilities

Format: Poster Session

This presentation will describe a unique transition program facilitating the transition to college for students with learning disabilities. This original program entitled "Summer LINKS" provided instruction in necessary college skills and follow-up mentoring to juniors in high school, who then used their senior year to practice those skills. (10302)

Leader(s): *Tracy Amerman*, New Jersey City University, Jersey City

Presenter(s): *Jennifer Aitken*, New Jersey City University, Jersey City

3:45-4:30 p.m. Room: 6B, Poster 10 | Session: 604
ANALYSIS OF USAGE OF 851 STUDENTS IN THE
TEACHTOWN COMPUTER-ASSISTED INSTRUCTION
PROGRAM

Topic Area: Technology and Media

Secondary Topic: Autism Spectrum Disorder

Format: Poster Session

The TeachTown database was analyzed with 851 students ages 3 to 22 years, who have been using TeachTown: Basics. Significant changes from pre- to posttests in the software were found in language, academic/cognitive, social, and life skills with social skills taking the highest number of trials to reach mastery. Results will be discussed in terms of the potential and benefits of computer-assisted instruction in school, clinic, and home settings. (10458)

Leader(s): *Christina Whalen*, Jigsaw Learning, Seattle, WA

Presenter(s): *Eric Dashen* and *Manya Vaupel*, Jigsaw Learning, Seattle, WA; *Paul Fielding*, Independent Consultant, San Francisco, CA; *David Lockhart*, Independent Consultant, Seattle, WA; *Asif Rahman*, Independent Consultant, San Francisco, CA

3:45-4:30 p.m. Room: 6B, Poster 9 | Session: 605
CO-TEACHING PRACTICE IN INCLUSIVE ELEMENTARY
SCHOOL: WHAT IS GOING ON IN KOREA?

Topic Area: Collaboration Among Special Educators and
General Educators

Secondary Topic: Learning Disabilities

Format: Poster Session

This session shares the findings of a study that was conducted to investigate teachers' and students' perception about the co-teaching and academic achievements of students both with and without disabilities in co-taught mathematics classes. Results showed that both teachers and students had positive perception on the co-teaching practice. (10520)

Leader(s): *Kyounggun Han*, Dankook University, Gyeonggi-do, Korea

Presenter(s): *Seungsook Choi*, Kangnam University, Yongin-si, Gyeonggi-do, South Korea; *Jung Hyun Hwang*, Dankook University, Yongin, Seoul, South Korea; *Mi Kyung Lee*, Dankook University, Yongin, Seoul, South Korea; *Dong Joon Shin*, Kangnam University, Yongin-si, Gyeonggi-do, South Korea

3:45-4:30 p.m. Room: 6B, Poster 3 | Session: 606
IS COGNITIVE STRATEGY INSTRUCTION AN EVIDENCE-
BASED PRACTICE FOR IMPROVING TEXT
COMPREHENSION?

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

This session presents findings from a review of the literature on cognitive strategy instruction to enhance reading comprehension of expository text by students with learning disabilities. Learn how to use quality indicators to determine whether cognitive strategy instruction meets the criteria for an evidence-based practice. (10845)

Leader(s): *Clare Burgess*, Lehigh University, Bethlehem, PA

Presenter(s): *Meenakshi Gajria*, St. Thomas Aquinas College, Sparkill, NY; *Asha Jitendra*, University of Minnesota, Minneapolis

3:45-4:30 p.m. Room: 6B, Poster 12 | Session: 607
MEASURING NUMBER SENSE IN YOUNG CHILDREN
WITH AND WITHOUT DISABILITIES

Topic Area: Research

Secondary Topic: Early Childhood

Format: Poster Session

This presentation documents research on the development of a valid and reliable mathematics curriculum-based measure to assess number sense, including precounting skills, in preschool children with and without disabilities. The assessment tool was an interactive game played between assessor and child. Confirmatory factor analysis indicated good model fit. (10867)

Leader(s): *Sally Moomaw*, University of Cincinnati, OH

Presenter(s): *Mary Boat*, University of Cincinnati, OH; *Victoria Carr*, University of Cincinnati, OH

3:45-4:30 p.m. Room: 6B, Poster 15 | Session: 608
RTI AND SECOND LANGUAGE LEARNERS:
IMPLEMENTATION IN KINDERGARTEN THROUGH THIRD
GRADE

Topic Area: Response to Intervention

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This presentation will outline effective strategies that can be used with English language learners during RTI. Tier 1 in-class interventions, Tier 2 intensive interventions, assessment strategies, and actual outcomes for ELLs will be discussed. The problems and challenges of implementing RTI at a school will be presented as well. (10997)

Leader(s): *Mary Howland*, University of San Francisco, CA

3:45-4:30 p.m. Room: 6B, Poster 25 | Session: 609
ASSESSMENT TOOLS ALIGNED WITH NCATE, CEC, AND
STATE STANDARDS: APPLICATIONS AND EVIDENCE-
BASED RESULTS

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Poster Session

The presenters will provide an overview of an assessment system used to document special education teacher candidates' ability to meet standards and impact learning of students with disabilities. (11062)

Leader(s): *Julia Reffel*, Valdosta State University, GA

Presenter(s): *Julia Lee*, Valdosta State University, GA; *Lynn Minor*, Valdosta State University, GA

3:45-4:30 p.m. Room: 6B, Poster 4 | Session: 610
MONITORING STUDENT PROGRESS IN MIDDLE-SCHOOL
MATHEMATICS

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Poster Session

Finding appropriate mathematics measures for monitoring students' progress is a difficult challenge for many teachers. This presentation will share middle school mathematics measures that are being investigated through the Research Institute on Progress Monitoring and report research results related to using the measures for screening and monitoring student progress. (11064)

Leader(s): *Anne Foegen*, Iowa State University, Ames

3:45-4:30 p.m. Room: 6B, Poster 13 | Session: 611
DO DREAMS COME TRUE?: A FOLLOW-UP OF STUDENT-
INDICATED POSTSECONDARY GOALS

Topic Area: Career Development/Transition

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

This session will present the types of and success rate of goals indicated by graduating students (with and without disabilities) from a large urban-type high school. Follow-up data were collected to determine the "success rate" of these goals in post-secondary outcome areas. Results will be discussed. (11087)

Leader(s): *Kendra Williams-Diehm*, University of Oklahoma, Norman

Presenter(s): *Patricia Lynch*, Texas A&M University, College Station

3:45-4:30 p.m. Room: 6B, Poster 7 | Session: 612
PROJECT ABC123: PROMOTING SCHOOL READINESS IN
LITERACY AND MATHEMATICS FOR PRESCHOOL
CHILDREN

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Project ABC123 examines the impact of early access to books and math manipulatives on the achievement of children from low SES families, coupled with professional development support for teachers and family education sessions. Children enrolled in Head Start programs at four local elementary schools received literacy-related materials and math manipulatives. (11102)

Leader(s): *Melissa Miller*, University of North Carolina, Chapel Hill

Presenter(s): *Tyran Butler*, University of Florida, Gainesville; *Kat Nichols*, University of North Carolina, Chapel Hill; *Beverly Schieffman*, University of North Carolina, Chapel Hill; *Kris Zorigian*, University of North Carolina, Chapel Hill

3:45-4:30 p.m. Room: 6B, Poster 2 | Session: 613
COMPUTER-BASED INSTRUCTION OF PHONOLOGICAL
AWARENESS FOR YOUNG CHILDREN WITH DISABILITIES

Topic Area: Instructional Design

Secondary Topic: Technology and Media

Format: Poster Session

This presentation will provide an overview of the empirical research on the efficacy of using computer-based phonological awareness instruction for different groups of young children and a discussion of the possibility to use computer-based phonological awareness instruction for young children with intellectual disabilities. (11162)

Leader(s): *Zhen Chai*, University of Georgia, Athens

Presenter(s): *Cynthia Vail*, University of Georgia, Athens

3:45-4:30 p.m. Room: 6B, Poster 24 | Session: 614
EXAMINING PERSONAL USES OF FACEBOOK:
RECOMMENDATIONS FOR TEACHER EDUCATION AND
INSERVICE SUPPORT

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Poster Session

Members of the Net Generation are increasingly using social networking sites to interact with individuals both on and off campus. This mixed methods study examines specifically what features preservice educators are using and how those features are used in both personal and professional ways. Recommendations for teacher education programming are made. (11168)

Leader(s): *Trish Steinbrecher*, University of Kansas, Lawrence

Presenter(s): *Juliet Hart*, University of Kansas, Lawrence

3:45-4:30 p.m. Room: 6B, Poster 21 | Session: 615
DEVELOPING SUPPORTIVE CLASSROOMS FOR
STUDENTS WHO EXHIBIT PROBLEM BEHAVIORS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Poster Session

An evaluation of a multicomponent intervention to improve the classroom experiences of students who exhibit problem behaviors will be presented. Specific strategies to develop supportive classroom environments for these students will be outlined. Implications for the acquisition, implementation, and maintenance of effective classroom and behavior management strategies will be discussed. (11286)

Leader(s): *Tara Moore Partin*, Vanderbilt University, Nashville, TN

3:45-4:30 p.m. Room: 6B, Poster 6 | Session: 616
PREDICTING LEARNING DISABILITIES IN ELEMENTARY
SCHOOL STUDENTS

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Poster Session

This presentation will discuss the results of a secondary analysis of the Early Childhood Longitudinal Study-Kindergarten cohort data investigating the student characteristics and instructional factors that predict identification of learning disability in reading in the third and fifth grades. Implications for early intervention and assessment will be discussed. (11295)

Leader(s): *Stacy Weiss*, North Carolina State University, Durham

3:45-4:30 p.m. Room: 6B, Poster 20 | Session: 617
DEVELOPING A CENTER FOR INTEGRATED
SOCIALIZATION PROGRAMS FOR CHILDREN WITH
AUTISM: A COMMUNITY COLLABORATION

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Learn about a collaboration between San Francisco State University and community members who developed a community-based center called the Autism Social Connection. The center provides integrated social experiences for children on the spectrum and their typical peers including specialized video and acting classes. (11388)

Leader(s): *Pamela LePage*, San Francisco State University, CA

Presenter(s): *Sue Courey*, San Francisco State University, CA

3:45-4:30 p.m. Room: 6B, Poster 19 | Session: 618
EVALUATING THE EFFECTIVENESS OF SOCIAL SKILLS
INTERVENTIONS WITH AN ADOLESCENT STUDENT WITH
ASPERGER'S SYNDROME

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

This session presents a study examining the effectiveness of two interventions, video feedback and self-monitoring, on inappropriate and appropriate social interactions of a middle school student with Asperger's syndrome. Steps of the intervention will be described, along with strategies to compare the relative effectiveness of two interventions. (11421)

Leader(s): *Talida State*, Lehigh University, Bethlehem, PA

Presenter(s): *Allison Ash*, Lehigh University, Bethlehem, PA; *Lee Kern*, Lehigh University, Bethlehem, PA; *Brynne McNabb*, Lehigh University, Bethlehem, PA

3:45-4:30 p.m. Room: 6B, Poster 18 | Session: 619
ACTION RESEARCH IN URBAN SPECIAL EDUCATION:
INVESTIGATING ISSUES OF DIVERSITY

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Teacher Education

Format: Poster Session

This presentation will describe the use of action research as a professional development strategy that allows inservice and preservice teachers to work together in exploring some of the most complex issues that face urban special education today—from making inclusion work in diverse, standards-based classrooms to developing strong home/school partnerships. (11505)

Leader(s): *Deborah Voltz*, University of Alabama, Birmingham

Presenter(s): *Sundra Hicks*, University of Alabama, Birmingham; *Ashley Moore*, University of Alabama, Birmingham; *Abbeba Tait*, University of Alabama, Birmingham; *Nikkia White*, University of Alabama, Birmingham

3:45-4:30 p.m. Room: 6B, Poster 8 | Session: 620
TEACHER ATTITUDES TOWARD INCLUSION WITH
EMPHASIS ON STUDENTS WITH VISUAL IMPAIRMENTS

Topic Area: Visual Impairments

Secondary Topic: Collaboration Among Special Educators and
General Educators

Format: Poster Session

Inclusion as a method of providing quality education for all students has brought with it much controversy. One controversy is teacher attitudes toward the inclusion of special education students in the general education classroom. The results of research will be presented, which reveals teachers' favorableness toward various disability groups and the impact on services. (11611)

Leader(s): *Carolyn Sinkfield*, Texas A&M University, San Antonio

3:45-4:30 p.m. Room: 6B, Poster 1 | Session: 621
CURRICULUM-BASED EVALUATION: A COLLABORATIVE
PARTNERSHIP BETWEEN GENERAL AND SPECIAL
EDUCATION MATH TEACHERS

Topic Area: Accessing the General Education Curriculum That
Is Aligned With State Standards

Secondary Topic: Assessment

Format: Poster Session

Curriculum-based evaluation is a problem-solving process that helps teachers determine what and how to teach. Using case-study data, this session offers strategies and resources for general and special education teachers who work together to meet the complex math needs of students. Resources for sharing information with families will be provided. (11642)

Leader(s): *Bridget Kelley*, Western Washington University, Bellingham

3:45-4:30 p.m. Room: 6B, Poster 11 | Session: 622
A COMPARISON OF READING COMPREHENSION
PERFORMANCE IN CHILDREN WITH ADHD

Topic Area: Research

Secondary Topic: Instructional Design

Format: Poster Session

Classroom performance relies heavily on good reading comprehension. This session addresses the impact of attention deficit hyperactivity disorder (ADHD) on reading comprehension, providing valuable insight into what types of intervention best support children with ADHD who demonstrate reading difficulties. (11691)

Leader(s): *Mary Burns*, Educational Therapy and Associates, Omaha, NE

5:00-6:00 p.m. Room: 613/614 | Session: 623
IMPROVING THE WRITING SKILLS OF CHILDREN WITH
AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design

Format: Lecture

In this presentation, we will discuss a study examining the effects of planning and writing instruction utilizing the self-regulated strategy development (SRSD) approach on the story writing of three children with autism spectrum disorders. Participants will learn to implement this strategy and address behaviors that interfered with strategy acquisition. (10192)

Leader(s): *Kristie Asaro*, University at Albany, NY

Presenter(s): *Bruce Saddler*, University at Albany, NY

5:00-6:00 p.m. Room: 615/616 | Session: 624

**MULTIPLE PRESENTATION:
AUTISM PREPARATION PROJECTS: PREPARING EDUCATORS**

Moderator: *Darlene Perner*, Bloomsburg University of
Pennsylvania

*PRESENTATION #1: STAGES PROJECT: STUDENTS WITH
AUTISM IN GENERAL EDUCATION SETTINGS*

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Multiple Presentation

The South Carolina Department of Education has awarded an autism training grant to Winthrop University to develop training materials for teachers across the state to promote the successful inclusion of students with autism spectrum disorders. This presentation will provide an overview of the grant activities and a description of the results. (10278)

Leader(s): *Debra Leach*, Winthrop University, Rock Hill, SC

*PRESENTATION #2: PROJECT ASD: SPECIAL EDUCATOR
PREPARATION IN AUTISM SPECTRUM DISORDER (ASD)*

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Multiple Presentation

Project ASD II expands upon the work accomplished at the University of Central Florida since initial funding of teacher preparation in ASD in 2004. The presentation features a unique mentorship/demonstration site program. Evidence-based practice for teaching students with ASD in the classrooms of five Project ASD graduates is highlighted. (11159)

Leader(s): *Cynthia Pearl*, University of Central Florida, Orlando

Presenter(s): *Marisa Salazar*, University of Central Florida, Orlando

5:00-6:00 p.m. Room: 204 | Session: 625

EFFECTIVE MATH COACHING

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Response to Intervention

Format: Demonstration

Participants will be introduced to an instructional coaching model for mathematics that includes progress monitoring, the evaluation and modification of math curricula, and the design of evidence-based instructional interventions. The session will include a brief overview of recent research in math instruction for low-performing students and students with disabilities. (10288)

Leader(s): *Marcy Stein*, University of Washington, Tacoma

Presenter(s): *Diane Kinder*, University of Washington, Tacoma

5:00-6:00 p.m. Room: 2B | Session: 626

EXPLORING BEST PRACTICE: CONDUCTING CASE CONFERENCES WITH FAMILIES OF COLOR

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

This session focuses on the connections among special education, cultural competencies, and family studies through critical theories of power to encourage collaboration and promote best practice between special education practitioners and families of color. Gaining insight into the experiences of families of color and special education practitioners can be used to highlight strategies of best practice for staff development and implementation of cultural competency policies. (10421)

Leader(s): *Azure Smiley*, University of Indianapolis, IN

5:00-6:00 p.m. Room: 206 | Session: 627

YOUNG ADULTS WITH DISABILITIES ACHIEVE THEIR DREAMS OF HIGHER EDUCATION AND/OR EMPLOYMENT!

Topic Area: Career Development/Transition

Secondary Topic: Administration/Supervision

Format: Panel

Young adults with disabilities, including those from diverse populations from across the nation, are successfully attending college and universities and/or are employed in careers of their choice. Hear them comment and discuss how their experiences in special education programs have helped them obtain a variety of outcomes and opportunities as they make their journey into adult life. (10602)

Leader(s): *Christine Cashman*, National Association of State Directors of Special Education (NASDSE), Alexandria, VA

Presenter(s): *Young Adult Leaders*

5:00-6:00 p.m.

Room: 303 | Session: 628

SCALING UP PEER-ASSISTED LEARNING STRATEGIES: FINDINGS FROM 3 YEARS OF RESEARCH

Topic Area: Instructional Design

Secondary Topic: Research

Format: Lecture

This presentation will report on an IES-supported research project that explores the scaling up of a validated supplemental reading program: Peer-Assisted Learning Strategies. We will discuss implications of this research for schools and districts interested in adopting and sustaining scientifically based instructional practices. (10653)

Leader(s): *Kristen McMaster*, University of Minnesota, Minneapolis

Presenter(s): *Douglas Fuchs*, Vanderbilt University, Nashville, TN; *Devin Kearns*, Vanderbilt University, Nashville, TN; *Chris Lemons*, University of Pittsburgh, PA; *Laura Saenz*, University of Texas Pan American, Edinburg

5:00-6:00 p.m.

Room: 606 | Session: 629

EFFECTS OF STUDENT RESPONSE SYSTEMS (SRS) ON ENGAGEMENT/LEARNING OF ADOLESCENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design

Format: Lecture

Results of a study investigating SRS use on classroom behavior and academic achievement will be discussed. An ABAB design was used to determine if an SRS, in place of typical classroom methods of student response, would generate increases in student participation in high school students with emotional and/or behavioral disorders (EBD). (10769)

Leader(s): *Erika Blood*, Northern Illinois University, DeKalb

5:00-6:00 p.m.

Room: 304 | Session: 630

LITERACY FOR INFANTS WHO ARE TACTILE LEARNERS: IMPLICATIONS FOR EARLY EDUCATIONAL INTERVENTIONS

Topic Area: Visual Impairments

Secondary Topic: Early Childhood

Format: Lecture

This presentation focuses on challenging our current knowledge, skills, and practices in infant tactile/Braille reading and writing based on examining the recent research and literature for sighted children birth to 3 years old. Strategies for expanding the early literacy practices with infants who are tactile learners will be explored. (10789)

Leader(s): *Donna McNear*, Independent Consultant, Cambridge, MN

5:00-6:00 p.m. Room: 211 | Session: 631**SPECIAL EDUCATION INTERNATIONAL: DIVERSITY TO THE EXTREME!****Topic Area:** International Programs/Services**Secondary Topic:** Cultural and/or Linguistic Diversity**Format:** Lecture

Drawing from evidence of American international schools throughout the world, three topics will be presented regarding culturally diverse students with special needs. These topics include strategies for behavior management; techniques for collaborating with parents; and the law's effects on student experiences of bombs, military coups, refugees, trafficking, and cyclones. (10957)

Leader(s): *Jacque Phillips*, University of Northern Colorado, Greeley/Cherry Creek Schools, Aurora**5:00-6:00 p.m.** Room: 619/620 | Session: 632**THEY CAN DO THAT: STUDENTS WITH BEHAVIORAL DISORDERS USE SERVICE LEARNING****Topic Area:** Emotional and Behavioral Disorders**Secondary Topic:** Nontraditional Schools**Format:** Lecture

This session discusses the use of service learning with students with emotional and/or behavioral disorders. With partnership among the university, district, and schools, the concept of service learning was introduced, implemented, and demonstrated in several unique projects. Learn about students who had the opportunity to utilize a variety of previously untapped skills. (11323)

Leader(s): *Anna Robic*, University of South Florida, Tampa**5:00-6:00 p.m.** Room: 602/603/604 | Session: 633**A COLLEGE DEGREE FOR STUDENTS WITH LEARNING DISABILITIES AND/OR ADHD****Topic Area:** Learning Disabilities**Secondary Topic:** Assessment**Format:** Lecture

Many students with learning disabilities and/or ADHD can earn a college degree. All colleges offer support to students with disabilities. How can a student and parents decipher what programs are available and what the differences are between them? How can a college counselor help students in the transition to college? (11361)

Leader(s): *Susan Day*, Mill Springs Academy, Alpharetta, GA**5:00-6:00 p.m.**

Room: 205 | Session: 634

RESPONSE TO INTERVENTION STRATEGIES FOR CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS**Topic Area:** Cultural and/or Linguistic Diversity**Secondary Topic:** Response to Intervention**Format:** Lecture

This session will focus on culturally competent reading, writing, and math strategies that are geared toward Culturally and Linguistically Diverse students including English Language Learners. (11602)

Leader(s): *Michele Trujillo*, Adams State College, Alamosa, CO**Presenter(s):** *Patricia Hernandez*, Northern Arizona University, Flagstaff**5:00-6:00 p.m.**

Room: 609 | Session: 635

THE ASPIRE PROGRAM: SPECIAL EDUCATION EXPERTISE FROM HOME**Topic Area:** Teacher Education**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Lecture

Aspire is a grant-funded initiative cultivating special educators from and for underrepresented communities, both in terms of teacher candidates and underserved student populations. Presentation attendees will access seven key features of the Aspire Program model, Aspire's collaborative origins (infrastructure) making the program possible, and significant outcomes to date. (11657)

Leader(s): *Coleen Maldonado*, Arizona State University at West Campus, Phoenix**5:00-6:00 p.m.**

Room: 400 | Session: 636

EARLY PREDICTORS OF SCHOOL SUCCESS**Topic Area:** Early Childhood**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

This session shares research that examined challenging behaviors of children enrolled in Head Start classrooms located in both rural and urban settings in Pennsylvania. Demographic information was collected, classroom environments were assessed, and children/families were evaluated. Participants will review indicators and discuss results in terms of early childhood/behavior intervention. (11678)

Leader(s): *Barbara Wert*, Bloomsburg University, PA**Presenter(s):** *Dona Bauman*, University of Scranton, PA;*Katharyn Nottis*, Bucknell University, Lewisburgh, PA

5:00-6:00 p.m. Room: 607 | Session: 637

WASHINGTON UPDATE: PERSONNEL PREPARATION

Topic Area: Teacher Education

Secondary Topic: Public Policy

Format: Lecture

Washington update will outline current and upcoming legislation as it pertains to special education, with an emphasis on personnel preparation. (11747)

Leader(s): *Jane West*, American Association of Colleges of Teacher Education, Washington, DC

5:00-6:00 p.m. Room: 203 | Session: 637A

CARE FOR EXCEPTIONAL CHILDREN IN DUTCH BASIC SCHOOLS

Topic Area: International Programs/Services

Secondary Topic: Administration/Supervision

Format: Lecture

A group of thirteen Dutch school principals are working to improve the education for children with special needs within the Dutch system called "Backpack." The principals will share their experiences and strategies and facilitate a dialogue with attendees on ideas for strengthening and improving the existing program. (11810)

Leader(s): *Paul Edelschaap*, AVS, Dutch Association of School Principals

5:00-6:00 p.m. Room: 401

KEYS TO CURRICULUM ACCESS FOR STRUGGLING READERS AND WRITERS

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Expo Session

Discover how Bellevue School District tackled the problem of students struggling to access a demanding text-based curriculum. Learn techniques to provide accessible content through four key areas: hardware, software, curriculum and training. Learn the pros and cons of using stand alone and network literacy software such as WYNN. (116)

Leader(s): *Steve Boyle*, Freedom Scientific Learning Systems, Roseville, CA

5:00-5:45 p.m. Room: 6B, Poster 16 | Session: 638

COMMUNICATION INTERVENTION RESEARCH FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)

Topic Area: Autism Spectrum Disorder

Secondary Topic: Early Childhood

Format: Poster Session

This presentation is a review of the existing studies on communication intervention for young children with ASD in the last 3 decades. Based on the findings, this session offers recommendations for designing future research studies in communication interventions for young children with ASD. (10164)

Leader(s): *Joungmin Kim*, University of Kansas, Lawrence

Presenter(s): *Cheryl Utley*, Juniper Garden Children's Project, University of Kansas, Lawrence

5:00-5:45 p.m. Room: 6B, Poster 2 | Session: 639

PIRATE MATH: FINDING X AND SOLVING WORD PROBLEMS USING SCHEMA-BROADENING INSTRUCTION

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

Pirate Math teaches second graders to solve word problems. Students learn early algebra skills and problem-solving strategies through systematic, explicit, schema-broadening instruction. Lessons include whole-group instruction, peer-mediated, and individual practice with self-monitoring. It is intended to address the needs of students with and without learning disabilities in general education classrooms. (10300)

Leader(s): *Rebecca Zumeta*, Vanderbilt University, Nashville, TN

Presenter(s): *Robin Finelli*, Vanderbilt University, Nashville, TN; *Lynn Fuchs*, Vanderbilt University, Nashville, TN; *Sarah Powell*, Vanderbilt University, Nashville, TN; *Pamela Seethaler*, Vanderbilt University, Nashville, TN

5:00-5:45 p.m. Room: 6B, Poster 20 | Session: 640

WORK TRANSITIONS FOR INDIVIDUALS WITH AUTISM: PARENT INSIGHTS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This qualitative study examined information provided by parents of individuals with autism regarding their child's transition experience in order to inform current practice. Twelve participants parenting young adults with autism spectrum disorder in active transition to work contributed to a self-administered survey. (10612)

Leader(s): *Karin Dyke*, University of Cincinnati, OH

Friday

5:00-5:45 p.m. Room: 6B, Poster 12 | Session: 641
EFFECTIVE MATHEMATICS VOCABULARY INSTRUCTION**Topic Area:** Research**Secondary Topic:** Accessing the General Education Curriculum That is Aligned With State Standards**Format:** Poster Session

Results are presented from a quasi-experimental research study using keyword mnemonics in mathematics vocabulary instruction. This research showed increase in performance across all levels of students in the treatment group, with the biggest gains occurring in low-performing students. Classroom implications are discussed, along with other components of effective vocabulary instruction. (10630)

Leader(s): Sharon Sanders, Clemson University, SC**5:00-5:45 p.m. Room: 6B, Poster 10 | Session: 642**
IMPLEMENTATION BY DESIGN: WHAT DOES THE RESEARCH SAY?**Topic Area:** Technology and Media**Secondary Topic:** Collaboration Among Special Educators and General Educators**Format:** Poster Session

All OSEP-funded research projects are dealing with the challenges of implementation. In consultation with the National Implementation Research Network, CITED synthesized the research on implementation with lessons learned from TA with districts across the country. In this session, we will share our findings and discuss the implications with attendees. (10634)

Leader(s): Heidi Silver-Pacuilla, National Center for Technology Innovation, American Institutes for Research, Washington, DC**5:00-5:45 p.m. Room: 6B, Poster 13 | Session: 643**
"BITZ OF THE BEACH" A VOCATIONAL AND ENTREPRENEURIAL SUCCESS STORY IN RURAL ALASKA**Topic Area:** Career Development/Transition**Secondary Topic:** Parent/Family/School Partnerships**Format:** Poster Session

Alaska's beauty, pristine beaches with treasures, and family creativity established "Bitz of the Beach," a beach glass business for Casey Bitz, an 18-year-old with Down syndrome. This presentation will encourage families and agencies involved with career development and transition in rural areas to explore local resources and develop viable vocational opportunities for young adults so they transition into the community with pride and dignity. (10722)

Leader(s): Idamarie Piccard, Special Education Service Agency, Anchorage, AK**Presenter(s):** Casey Bitz, Special Education Service Agency, Anchorage, AK**5:00-5:45 p.m. Room: 6B, Poster 17 | Session: 644**
THE DELIVERY AND CONSTRUCTION OF THE SPECIAL EDUCATION IN ALBERTA AND IN FINLAND**Topic Area:** International Programs/Services**Secondary Topic:** Assessment**Format:** Poster Session

This presentation is based on a study comparing the educational systems between the province of Alberta (Canada) and the country of Finland (European Union). The different constructions of the "special needs" will be demonstrated employing statistics and policy papers. The consequences of different strategies for different stakeholders will be discussed. (10738)

Leader(s): Markku Jahnuainen, University of Alberta, Edmonton, Canada**5:00-5:45 p.m. Room: 6B, Poster 25 | Session: 645**
ARE TEXTBOOKS CHANGING WITH THE TIMES? AN EVALUATION OF COMMON TEXTS**Topic Area:** Teacher Education**Secondary Topic:** Strategies for Entry to the Special Education Career**Format:** Poster Session

This session provides teacher educators and others results of a survey of over 30 texts in the areas of introduction to special education, methods, and inclusion. Depth and breadth of coverage of important areas will be presented, and recommendations for instructors and text-writers will be provided. (10817)

Leader(s): Nancy Mamlin, North Carolina Central University, Durham**5:00-5:45 p.m. Room: 6B, Poster 15 | Session: 646**
RESPONSE TO INTERVENTION: INSTRUCTIONAL CHOICES FOR NONRESPONDING STUDENTS**Topic Area:** Response to Intervention**Secondary Topic:** Research**Format:** Poster Session

This investigation examined the implementation of an early reading intervention for nonresponding and responding students in Grades K to 2. Instructional choices, methods, and student growth were examined. Beginning analyses reveal the varying forms of scaffolding that assist nonresponding students and how these methods impact reading achievement outcomes. (10894)

Leader(s): Victoria Sanchez, University of California, Riverside

5:00-5:45 p.m. Room: 6B, Poster 11 | Session: 647
ORAL READING FLUENCY: THE READING BEHAVIORS OF YOUNG READERS

Topic Area: Research

Secondary Topic: Learning Disabilities

Format: Poster Session

The results of a study with second graders will be presented. Recordings of students reading aloud were analyzed for whether a word was read by sight, and if not, what the reader did with it (e.g., hesitated, decoded, substituted, or skipped). Differences among types of readers will be shared. (10930)

Leader(s): *Roxanne Hudson*, University of Washington, Seattle

Presenter(s): *Noa Hannah*, University of Washington, Seattle

5:00-5:45 p.m. Room: 6B, Poster 24 | Session: 648
WHAT? THERE IS NO DIVERSITY IN YOUR CLASSROOM? USING THE ANTI-BIAS CURRICULUM

Topic Area: Teacher Education

Secondary Topic: Early Childhood

Format: Poster Session

Presenters will discuss the Anti-Bias Curriculum and how it works in classrooms where there is little or no diversity. Strategies, along with examples for preparing teachers working in environments that have limited or little diversity, will be shared. (11065)

Leader(s): *Beatrice Harris*, Boise State University, ID

Presenter(s): *Barbara Brooks*, Boise State University, ID; *Juli Pool*, Boise State University, ID

5:00-5:45 p.m. Room: 6B, Poster 21 | Session: 649
THE GLOBAL EPIDEMIC OF DROPPING OUT: WHAT ARE THE RESULTS OF CURRENT INTERNATIONAL RESEARCH?

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Learning Disabilities

Format: Poster Session

With the dropout rate reaching epidemic proportions in some areas of the United States, current international research on dropout prevention programs may provide valuable solutions. Components from successful international dropout prevention programs may be replicated to reduce the number of students that leave school in the United States before graduation. (11099)

Leader(s): *Gregory Smith*, Clemson University, SC

Presenter(s): *Paul Riccomini*, Clemson University, SC; *Terri Collins*, Clemson University, SC

5:00-5:45 p.m. Room: 6B, Poster 3 | Session: 650
COMPUTATIONAL ERRORS AND LANGUAGE PROFICIENCY LEVELS FOR LEP STUDENTS WITH ARITHMETIC DIFFICULTIES

Topic Area: Instructional Design and Strategies for Subject Matter Content Instruction

Secondary Topic: Research

Format: Poster Session

Whether language or mathematics are the cause of mathematics difficulties in school continues to be a dilemma. This session provides a thoughtful discussion about both issues based on a study of computational error pattern differences of Bosnian LEP students with procedural difficulties identified by the SDTM and MACII standardized instruments. (11249)

Leader(s): *Nikki Murdick*, Saint Louis University, MO

Presenter(s): *Christina Yang*, Georgia Southwest State University, Americus

5:00-5:45 p.m. Room: 6B, Poster 19 | Session: 651
FANS, FAIRIES, AND FANTASY: CAPITALIZING ON SPECIAL INTERESTS OF GIRLS WITH ASPERGER'S SYNDROME

Topic Area: Autism Spectrum Disorder

Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards

Format: Poster Session

This exploratory study on the special interest areas (SIA) of 23 girls with Asperger's syndrome sought to identify salient and positive characteristics of girls' SIAs. Learn practical ways in which professionals can utilize SIAs to motivate girls' academic, behavioral, and social participation and shape transition to college and careers. (11296)

Leader(s): *Mary Ann Winter-Messiers*, University of Oregon, Eugene

5:00-5:45 p.m. Room: 6B, Poster 5 | Session: 652
PARENTS OF YOUNG DEAF CHILDREN AND STORYBOOK SHARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Early Childhood

Format: Poster Session

What does the literature say about parents of young deaf children and storybook reading? What does the literature say about parents of young hearing children and storybook reading? What does this mean for the educator of deaf children? (11365)

Leader(s): *Ann Gericke-Rodriguez*, University of Oklahoma, Norman

Presenter(s): *Kathryn Haring*, University of Oklahoma, Norman; *Holly Rice*, University of Oklahoma, Norman

5:00-5:45 p.m. Room: 6B, Poster 1 | Session: 653
EFFECTIVE INSTRUCTIONAL STRATEGIES FOR TUTORING
IN INCLUSIVE SECONDARY CLASSROOMS

Topic Area: Accessing the General Education Curriculum That
Is Aligned With State Standards

Secondary Topic: Instructional Design

Format: Poster Session

Peer tutoring is a research-based intervention for supporting the inclusion of diverse learners. Training tutors how to effectively employ instructional strategies is critical to increased learning outcomes. This session will describe a tutor training model that informs teachers of specific literacy instructional strategies and suggests ideas for monitoring progress to result in successful inclusion. (11455)

Leader(s): *Nicole Block*, San Diego State University, CA

5:00-5:45 p.m. Room: 6B, Poster 9 | Session: 654
TEACHER PREPARATION FOR HIGHLY QUALIFIED
SPECIAL AND GENERAL EDUCATORS

Topic Area: Collaboration Among Special Educators and
General Educators

Secondary Topic: Teacher Education

Format: Poster Session

Federal law, state regulations, and local procedures require general and special education personnel to assume responsibility for students with disabilities. A matrix of essential knowledge and skills required to effectively teach students with high-incidence disabilities, including those students who are culturally and linguistically diverse, is presented. (11494)

Leader(s): *James Yates*, University of Texas, Austin

Presenter(s): *Mary Bach*, University of Texas, Austin; *Susan Cadle*, University of Texas, Austin; *Megan Cusson*, University of Texas, Austin; *Veronica Ruiz*, University of Texas, Austin

5:00-5:45 p.m. Room: 6B, Poster 8 | Session: 655
COLLABORATION AND BURNOUT AMONG TEACHERS OF
STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL
DISORDERS

Topic Area: Collaboration Among Special Educators and
General Educators

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Teachers of students with emotional and/or behavioral disorders were surveyed in a large, urban school district in Southern California to assess teacher burnout levels and the amount of time spent collaborating with other professionals. Discussion will include comparison of mean level of burnout among teachers with time spent collaborating. (11522)

Leader(s): *Melissa Hartley*, San Diego State University, CA

5:00-5:45 p.m. Room: 6B, Poster 23 | Session: 656
POWER OF WORDS: PROMOTING PERSON-FIRST
LANGUAGE AND STRENGTHS-BASED PHILOSOPHY IN
PRESERVICE PROGRAMS

Topic Area: Teacher Education

Secondary Topic: Developmental Disabilities

Format: Poster Session

This session presents an instructional model for embedding disability awareness, person-first language, and strengths-based philosophy into the preservice training of candidates in general/special education programs at a midwestern state university. The presenters will describe innovative strategies for ongoing instruction, and nonthreatening approaches to support mastery utilizing modeling and reflective correction. (11589)

Leader(s): *Judy VandenBroek*, Bowling Green State University, OH

Presenter(s): *Kimberly Christensen*, Bowling Green State University, OH

5:00-5:45 p.m. Room: 6B, Poster 6 | Session: 657
TRANSDISCIPLINARY APPROACH TO INCLUSIVE
PRESCHOOL PRACTICES: SUCCESSFUL CHILD
OUTCOMES

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session will address the topic of including children with disabilities into an early childhood environment using a transdisciplinary team approach. The presenters will address the following learning goals: (a) to understand the strategies, tools, and assessments that produce successful child outcomes, and (b) to build collaborative teams. (11660)

Leader(s): *Claire Tredwell*, University of Nevada, Las Vegas

Presenter(s): *Catherine Lyons*, University of Nevada, Las Vegas

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