

Today's Schedule

8:30 a.m.-4:45 p.m.

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

STRANDS

- Strand H:** The Content Literacy Continuum: A Framework for Implementing a Continuum of Literacy Supports in Secondary Schools
Leaders: **Don Deshler** and **Suzanne Robinson**, University of Kansas, Lawrence
- Strand I:** Responsiveness to Intervention (RTI): Important Considerations in Its Design and Implementation
Leader: **Doug Fuchs** and **Lynn Fuchs**, Vanderbilt University, Nashville
- Strand J:** Mobilizing the Best Available Online Knowledge to Support Family-Professional Partnerships
Leader: **Ann Turnbull**, Beach Center on Disability, Lawrence, KS

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

Other Happenings

EXPO

8:30 a.m.-1:00 p.m., Exhibit Hall 4, Level 4, Convention Center

Teacher to Teacher Lesson Swap and Share

8:30 a.m.-10:00 a.m., Willow, 2nd Floor, Sheraton Seattle Hotel

Teacher of the Year Luncheon

11:00 a.m.-1:00 p.m., Grand Ballroom A, 2nd Floor, Sheraton Seattle Hotel

Representative Assembly

1:30-4:30 P.M., Room 6E, Level 6, Convention Center

8:30-10:30 a.m. Room: 2B | Session: 658

METHODS FOR CONDUCTING CLASSROOM READING INTERVENTION IN AN RTI MODEL

Topic Area: Response to Intervention
Secondary Topic: Learning Disabilities
Format: Demonstration

This session provides a detailed demonstration of the methods for conducting intervention within an RTI model. The focus is on providing interventions for students at risk, including English learners, and those already identified with learning disabilities. Learn about the Core Intervention Model which includes six critical principles for conducting intervention. (10987)

Leader(s): *Cara Richards*, California State University, Long Beach

Presenter(s): *Terese Aceves*, Loyola Marymount University, Los Angeles, CA; *Jill Leafstedt*, California State University, Camrillo

8:30-9:30 a.m. Room: 307/308 | Session: 659

REACHING ALL READERS: MISSION IMPOSSIBLE?

Topic Area: Instructional Design
Secondary Topic: Assessment
Format: Demonstration

Is it really possible in the “real world” of an inclusive classroom to design assessment, instruction, and resources to meet the needs of all learners, including those with learning disabilities and cognitive delays? This session will lead participants through a process of considering students’ learning profiles, planning and implementing instructional approaches, and selecting appropriate resources to engage all students in reading, understanding, and responding to texts. (10275)

Leader(s): *Leyton Schnellert*, Simon Fraser University, British Columbia, Canada

Presenter(s): *Shelley Moore*, McNair Secondary School, Richmond, British Columbia, Canada; *Vicki Rothstein*, Educational Consultant, Vancouver, British Columbia, Canada

Teacher to Teacher Lesson Swap and Share

Saturday, April 4, 8:30 - 10:00 a.m.
 Willow Room, 2nd Floor
 Sheraton Seattle Hotel

FREE Lesson Plans—Expand your arsenal of teaching tools with award-winning lesson plans. Some of CEC’s honored teachers will present their most innovative and effective lessons with demonstrations, hand-outs, and other information you can use in your class.

You’ll learn how to develop creative, interactive, and fun hands-on activities to help students master the general education content and IEP goals.

8:30-9:30 a.m.

Room: 606 | Session: 660

**MULTIPLE PRESENTATION:
 INNOVATIVE STRATEGIES FOR PREPARING EDUCATORS TO EDUCATE STUDENTS WITH AUTISM**

Moderator: *Dianne Zager*

PRESENTATION #1: PROJECT STARS: SPECIALIZED TRAINING IN AUTISM FOR RURAL SCHOOLS IN AN ONLINE PROGRAM

Topic Area: Autism Spectrum Disorder
Secondary Topic: Technology and Media

This session describes an online delivery model used to offer course work and supervise clinical experiences in a graduate certification/degree program in autism spectrum disorders. Presenters will describe how the technology is used for live interactive class sessions, conferences between student teachers and supervisory personnel, and advising and mentoring activities. (10356)

Leader(s): *Cathy Keramidas*, West Virginia University, Morgantown

Presenter(s): *Barbara Ludlow*, West Virginia University, Morgantown

PRESENTATION #2: THE PENFIELD PROJECT: SUPPORTING STUDENTS WITH AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder
Secondary Topic: Collaboration Among Special Educators and General Educators

This session will describe a collaborative project between a college and a local school district to develop a personnel preparation model for creating successful educational programming for students with autism spectrum disorders in inclusive secondary settings. The model consists of two components: development and training of autism consult teams, and building capacity districtwide. (10560)

Leader(s): *Shanna Jamanis*, Nazareth College, Rochester, NY

Presenter(s): *Stephanie Dana*, Penfield Central School District, NY; *Amy Williams*, Penfield Central School District, NY

8:30-9:30 a.m.

Room: 615/616 | Session: 661

PREPARING PARAEDUCATORS TO ASSIST STUDENTS WITH AUTISM

Topic Area: Autism Spectrum Disorder
Secondary Topic: Administration/Supervision
Format: Demonstration

Paraeducators serving students with autism typically have a lot of responsibility but little preparation. This session describes the development and testing of an evidence-based training program for paraeducators and invites participants to examine the training materials, evaluation, and follow-up data regarding application of skills subsequent to training. (10375)

Leader(s): *Nancy French*, University of Colorado, Denver

8:30-9:30 a.m. Room: 400 | Session: 662

"SOUND EDUCATION?" ORAL DEAF STUDENTS' LANGUAGE AND LEARNING IN THE MAINSTREAM

Topic Area: Communicative Disabilities and Deafness

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

Format: Lecture

Practitioners argue that teaching deaf children to speak prepares them for the hearing world. Are they truly able to participate in mainstream classes? What factors shape their academic participation and social engagement? This ethnographic research examines everyday experiences of three oral deaf students in high school math and English classes. (10404)

Leader(s): *Arlene Hijara*, Massachusetts Department of Elementary and Secondary Education, Malden

8:30-9:30 a.m. Room: 310 | Session: 663

EFFECTIVE SUPERVISION OF PARAPROFESSIONALS: LEGAL AND ETHICAL IMPLICATIONS

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

IDEA and NCLB state that paraprofessionals who assist in the delivery of instruction must be appropriately supervised. What does appropriate supervision mean? What are the ethical and legal issues that need to be addressed? How does CEC's new Special Education Professional Ethical Principles and Practice Standards address this issue? (10580)

Leader(s): *Kent Gerlach*, Pacific Lutheran University, Tacoma, WA

8:30-9:30 a.m. Room: 618 | Session: 664

PREPARING SPECIAL EDUCATION TEACHERS FOR GUAM AND MICRONESIA

Topic Area: International Programs/Services

Secondary Topic: Teacher Education

Format: Lecture

Participants will learn about the development and implementation of a special education teacher training program at the University of Guam which serves the U.S. territory and the islands of Micronesia. The School of Education has approximately, 30 undergraduates and 53 MEd students are in the NCATE/CEC program. These teachers serve students on Guam and many islands the geographical size of the U.S. mainland. (10673)

Leader(s): *Richard Fee*, University of Guam, Mangilao

8:30-9:30 a.m.

Room: 608 | Session: 665

THE INTEGRATION OF ASSISTIVE TECHNOLOGY AND AUGMENTATIVE COMMUNICATION INTO THE CLASSROOM

Topic Area: Technology and Media

Secondary Topic: Communicative Disabilities and Deafness

Format: Lecture

Explore strategies that will assist in the effective implementation of AAC devices into the classroom curriculum. This session will demonstrate the ability to easily use devices to interact with common classroom technology as well as specialized computer programs to promote literacy. (10690)

Leader(s): *Jerolyn Allen*, Litchfield Elementary School District, Litchfield Park, AZ

Presenter(s): *Jane Odom*, Prentke Romich Company, Surprise, AZ

8:30-9:30 a.m.

Room: 609 | Session: 666

GUIDING ACTION RESEARCH WITH CEC-DR RECOMMENDED BEST PRACTICES

Topic Area: Teacher Education

Secondary Topic: Research

Format: Lecture

"Thinking like a researcher" presents teacher practitioners challenges when the master's capstone requirement is an Action Research project. The Winter 2005 Exceptional Children special volume "Research in Special Education" was used both as a teaching tool and as a rubric to measure expected outcomes, increasing project completion rates and project quality. (10794)

Leader(s): *Donald Healy, Jr.*, Western Illinois University, Quad Cities, Moline

8:30-9:30 a.m.

Room: 607 | Session: 667

PRESERVICE TO PRACTICE: IDENTIFICATION, INTERVENTIONS, AND SUPPORTS FOR BULLY PREVENTION

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Lecture

Preservice and practicing educators from all disciplines must be prepared to work collaboratively in creating a bully-resistant environment. Research-based knowledge, skills, and interventions, based on student strengths and relationships, will be shared with members of the audience, so they can identify and implement appropriate bully prevention models. (10870)

Leader(s): *Joyce Brandes*, University of Oklahoma, Norman

8:30-9:30 a.m. Room: 304 | Session: 668

BEST ERA: IMPROVING SPANISH READING SKILLS AND DEVELOPING ESL THROUGH AFTER-SCHOOL TUTORIALS

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

This session describes an after-school reading and ESL tutoring program for Spanish-speaking ELLs. Recommendations for providing intensive, small-group instruction for students who continue to struggle after receiving differentiated instruction are addressed. Strategies used to assess and develop Spanish reading skills and English oral language will be shared. (10926)

Leader(s): Phyllis Robertson, University of Texas, Austin**Presenter(s):** Leslie Dusing, Blanton Elementary School District, Austin, TX; Katherine Fugate, Blanton Elementary School District, Austin, TX; Laura McFarland, The University of Texas, Austin; Alba Ortiz, The University of Texas, Austin; Elisa Ulcak, The University of Texas, Austin**8:30-9:30 a.m.** Room: 303 | Session: 669

TEACHING SCIENCE CONCEPTS USING GRAPHIC ORGANIZERS TO STUDENTS WITH AUTISM SPECTRUM DISORDER

Topic Area: Research**Secondary Topic:** Autism Spectrum Disorder**Format:** Lecture

This presentation will provide an overview of the participants, setting, research design, procedures, measurement, and results of a study which examined the effects of constant time delay and graphic organizers on the acquisition of concepts. In addition, the session will provide educators with research-based strategies to increase general curriculum access. (10974)

Leader(s): Victoria Knight, University of North Carolina, Charlotte**8:30-9:30 a.m.** Room: 619/620 | Session: 670

POWER OF PEERS: URBAN STUDENTS AS SOCIAL SKILL INSTRUCTION TRAINERS

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

Peer-mediated social skill instruction can be an effective, secondary or tertiary response-to-intervention (RTI) strategy for urban students at risk for behavioral disorders. This presentation will introduce a social skill instruction approach involving peers as coaches and incorporating multimedia technology in the instruction to promote generalization of social skill learning. (11079)

Leader(s): Ya-yu Lo, University of North Carolina, Charlotte**Presenter(s):** Alicia Brophy, University of North Carolina, Charlotte; April Mustian, University of North Carolina, Charlotte**8:30-9:30 a.m.**

Room: 617 | Session: 671

FULL CIRCLE OF TVI TRAINING THROUGH COLLABORATION AND INTERACTION AMONG AGENCIES

Topic Area: Visual Impairments**Secondary Topic:** Teacher Education**Format:** Lecture

Partnerships with various state and local agencies resulting in funding, training, and systems changes allow students an opportunity to receive training based on a clinical model.

Through this model, students receive first-hand experiences with curriculum and program development, management skills, and most importantly, hands-on experiences with students through all stages of the teacher training program. (11188)

Leader(s): Diane Pevsner, University of Alabama, Birmingham**Presenter(s):** Carol Allison, University of Alabama, Birmingham**8:30-9:30 a.m.**

Room: 212 | Session: 672

TRANSFERRING SPECIAL EDUCATION KNOWLEDGE AND PRACTICES ACROSS CULTURES: AN ARABIC-ENGLISH MODEL

Topic Area: International Programs/Services**Secondary Topic:** Teacher Education**Format:** Lecture

This session will describe the efforts of an initiative to make special education publications in English, particularly CEC materials, available in Arabic as well as to translate Arabic writings into English. Presenters will also discuss the use of CEC Knowledge and Skill Standards in a special educator preparation program in the Middle East. (11189)

Leader(s): Nidal El-Kazimi, University of Oklahoma, Zarrow Center, Norman**Presenter(s):** Asma Al Attiyah, Qatar University, Doha; Tarif Bakdash, Syrian Organization for Disability, Damascus, Syria; Clayton Keller, Minnesota Low Incidence Projects, Minneapolis; Batoul Khaliefa, Qatar University, Doha**8:30-9:30 a.m.**

Room: 205 | Session: 673

VIEWS FROM THE TRENCHES: ETHICAL PRACTICE DILEMMAS

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

This session will share the results of two studies designed to explore ethical dilemmas in the delivery of early childhood intervention services. Perspectives and experiences of both parents and professionals and the conflict resolution strategies used will be discussed. Participants will engage in a discussion of how these issues relate to their own experiences in the delivery of early intervention services. (11232)

Leader(s): Harriet Boone, University of North Carolina, Chapel Hill

8:30-9:30 a.m. Room: 211 | Session: 674
TEACHER INDUCTION: WHAT WE KNOW AND STEPS FOR FUTURE SUCCESS

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

This session presents an analysis of major themes from the research literature on teacher induction in special education, considered in the context of the broader literature; induction programs designed for special educators; and how technology, such as e-mentoring is used to support teachers. Implications will be discussed. (11314)

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

8:30-9:30 a.m. Room: 602/603/604 | Session: 675
MONITORING THE MATHEMATICS PROGRESS OF K TO 1 STUDENTS USING CBM

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

This session will provide an overview of screening and progress monitoring in early numeracy for students in K-1. Participants will learn how to administer and score early numeracy measures, will learn where to access these measures for free, and will learn more about the research that supports these measures. (11320)

Leader(s): *Erica Lembke*, University of Missouri, Columbia
Presenter(s): *David Hampton*, University of Missouri, Columbia

8:30-9:30 a.m. Room: 206 | Session: 676
GOAL SETTING FOR STUDENTS WITH DISABILITIES

Topic Area: Career Development/Transition
Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards
Format: Lecture

This presentation provides both practical information and research findings about students setting academic and transition goals. Participants will learn about a method to set goals with students using self-determination principles and how to facilitate effective goal setting and goal completion for students from a range of disability levels. (11400)

Leader(s): *Susan Palmer*, University of Kansas, Lawrence
Presenter(s): *Beth Clavenna-Deane*, University of Kansas, Lawrence; *Shea Obremski*, University of Kansas, Lawrence; *Kendra Williams-Diehm*, Oklahoma University, Norman

8:30-9:30 a.m. Room: 613/614 | Session: 677
ASSESSMENT AND PROGRAM PLANNING FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDER (ASD)

Topic Area: Autism Spectrum Disorder
Secondary Topic: Assessment
Format: Demonstration

Struggling to provide appropriate programming goals for preschoolers with ASD? Come learn to use the Project DATA Skills Checklist, a specially designed assessment for students with ASD, used in conjunction with the AEPS (Assessment, Evaluation, and Programming System). Also, learn to use this information to write amazing goals. (11424)

Leader(s): *Julie Ashmun*, University of Washington, Seattle
Presenter(s): *Shane Herriot*, University of Washington, Seattle

8:30-9:30 a.m. Room: 2A | Session: 678
POSTSECONDARY OPTIONS LEAD TOWARD COMPETITIVE EMPLOYMENT AFTER A YEAR AS "STUDENT INTERNS"

Topic Area: Career Development/Transition
Secondary Topic: Collaboration Among Special Educators and General Educators
Format: Demonstration

Eight students choose to leave high school to become "student interns." Collaboration between the school and the hospital provides on-the-job training for a year. Job coaching and job skill training are provided in a real world setting in anticipation that the students will be ready for competitive employment. Follow this story so you too, can replicate their success. (11731)

Leader(s): *Suzanne Carter*, Walton County Schools, Monroe, GA
Presenter(s): *Dianne James*, Walton County Schools, Monroe, GA; *Sandra Vandeuser*, Walton Career Academy, Monroe, GA

8:30-9:30 a.m. Room: 201 | Session: 679
INTERVENTION FOR YOUNG CHILDREN WITH AUTISM SPECTRUM DISORDERS AND THEIR FAMILIES: PRACTICES INFORMED BY RESEARCH

Topic Area: Early Childhood
Secondary Topic: Autism Spectrum Disorder
Format: Panel

A set of effective-focused intervention practices and comprehensive treatment models for infants and young children with ASD and their families will be described. Criteria used for identifying practices and practical guidelines for implementation will also be discussed. (11758)

Leader(s): *Samuel Odom*, Frank Porter Graham Child Development Institute/University of North Carolina, Chapel Hill
Presenter(s): *Brian Boyd*, University of North Carolina, Chapel Hill

DEC
Showcase

Saturday

8:30-9:30 a.m. Room: 6C | Session: 680
 RTI'S FRAMEWORK AND THE IMPORTANCE OF ASSESSMENT

Topic Area: Response to Intervention
Secondary Topic: Assessment
Format: Lecture

Strand I
 Session 1

In this session, response to intervention (RTI) will be discussed as a succession of three "prevention" levels (each of which may subsume one or more "tiers"). The first two levels are the responsibility of general education; the third and most intensive level is special education. Advantages of a 3-level model, rather than a 4- or 5-level model, will be discussed, as will the different forms and purposes of assessment at each level. (11801)
Leader(s): Lynn Fuchs, Vanderbilt University, Nashville, TN

8:30-9:30 a.m. Room: 6A | Session: 681
 THE FINAL MILE: HOW INSTRUCTIONAL COACHING TRANSLATES RESEARCH INTO EFFECTIVE TEACHING

Topic Area: Teacher Education
Secondary Topic: Collaboration Among Special Educators and General Educators

Prog. Chair
 Invited Speaker

Format: Lecture

The final mile, when it comes to creating the schools and classrooms that our students deserve, is ensuring that proven practices become common in all classrooms. For the past decade, researchers and practitioners at the University of Kansas Center for Research on Learning have been studying professional learning that effectively translates research into practice. The result of this study, is the identification of several activities that instructional coaches employ to facilitate teachers' learning new teaching practices. This presentation will provide an overview of those practices—enroll, identify, model, observe, explore, and refine—introduce the partnership principles behind them, and summarize the decade's worth of research that has gone into developing this approach. (11822)
Leader(s): Jim Knight, University of Kansas Center for Research on Learning, Lawrence, KS

8:30-9:30 a.m. Room: 210
 INTRODUCING AN INTEGRATED LANGUAGE ARTS CURRICULUM FOR VERBAL AND NONVERBAL STUDENTS

Topic Area: Developmental Disabilities
Secondary Topic: Instructional Design
Format: Expo Session

Learn about a comprehensive, standards-based language arts curriculum for students with significant cognitive disabilities. This fully scripted program integrates forms of environmental print such as road signs and indoor signs into the story lines of books. Use of a wide variety of manipulatives and symbol-supported text allows both verbal and nonverbal students to demonstrate comprehension and content mastery. (110)
Leader(s): Jill Haney, PCI Education, San Antonio, TX

8:30-9:30 a.m. Room: 4C-3 | Session: 682
 THE CONTENT LITERACY CONTINUUM: PROVIDING TIERED LITERACY SUPPORTS IN SECONDARY SCHOOLS

Topic Area: Instructional Design
Secondary Topic: Learning Disabilities
Format: Lecture

Strand H
 Session 1

This session will describe the Content Literacy Continuum (CLC), a framework for tiered supports in middle and high school settings designed to meet the varying literacy needs of adolescent learners. CLC creates a range of supports by engaging all subject matter, reading, and special education teachers to provide an array of interventions that vary in intensity, but are integrated across settings within a school. Implementation stages and strategies will be described, and expected student outcomes will be discussed. (11829)
Leader(s): Don Deshler, University of Kansas, Lawrence
Presenter(s): Suzanne Robinson, University of Kansas, Lawrence

8:30-9:30 a.m. Room: 611/612 | Session: 683
 HIGHLIGHTS FROM THE OFFICE OF SPECIAL EDUCATION PROGRAMS (OSEP)

Topic Area: Public Policy
Secondary Topic: Administration/Supervision
Format: Lecture

Participants will be provided an update on the provisions in the American Recovery and Reinvestment Act. (11837)
Leader(s): Deborah Ziegler, Council for Exceptional Children, Arlington, VA
Presenter(s): Larry Wexler, U.S. Department of Education, Washington, DC

8:30-9:15 a.m. Room: 6B, Poster 18 | Session: 684
 INCORPORATING BLACK VOICE IN SPECIAL EDUCATION IN DEVELOPED AND DEVELOPING COUNTRIES

Topic Area: International Programs/Services
Secondary Topic: Assessment
Format: Poster Session

This session examines the differences between the developing and developed countries in serving the needs of individuals with disabilities. In the United States there are legal mandates to protect the rights of individuals with disabilities; however in many developing countries such legal mandates are nonexistent. (10168)
Leader(s): Gathogo Mukuria, Mount Vernon Nazarene University, OH
Presenter(s): Festus Obiakor, University of Wisconsin, Milwaukee

8:30-9:15 a.m. Room: 6B, Poster 7 | Session: 685
HIDDEN DISABILITIES AND SECTION 504
ACCOMMODATIONS AT THE POSTSECONDARY LEVEL

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

This presentation will discuss the many hidden characteristics of those with health disabilities, and the possible disability categories that may include these symptoms and specific accommodations that could be implemented to assist in providing postsecondary students equal access to educational programs, courses, and activities. (10268)

Leader(s): *Barbara Gartin*, University of Arkansas, Fayetteville
Presenter(s): *Amrita Chaturvedi*, University of Arkansas, Fayetteville; *Nikki Murdick*, Saint Louis University, MO; *Jennifer Stutzman*, Saint Louis University, MO

8:30-9:15 a.m. Room: 6B, Poster 16 | Session: 686
RESPONSE TO INTERVENTION: BEHAVIORAL AND
ACADEMIC PROFILES OF RESPONDERS AND
NONRESPONDERS

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

The University of Washington Behavior Research Center evaluated an evidence-based, Tier 2 intervention for students at risk of emotional and/or behavioral disorders. Analyses of response to intervention indicated that students who did and did not respond demonstrated significant differences in baseline behavioral, academic, and social skill profiles. (10578)

Leader(s): *Christine Mielenz*, University of Washington, Seattle
Presenter(s): *Wendy Iwaszuk*, University of Washington, Seattle

8:30-9:15 a.m. Room: 6B, Poster 19 | Session: 687
USING BLOOM, BANKS, AND GARDNER TO DEVELOP
EXCEPTIONAL MULTICULTURAL CURRICULUM

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

Designing curriculum for exceptional students is a challenge, as is designing curriculum for culturally diverse exceptional students. A unique model/matrix that uses the frameworks of Bloom, Banks, and Boykin to develop curriculum that targets multiple levels of thinking, diversity, and multicultural learning styles will be presented along with lesson plan designs. (10819)

Leader(s): *Michelle Trotman Scott*, University of West Georgia, Carrollton

8:30-9:15 a.m. Room: 6B, Poster 2 | Session: 688
TEACHING INDIVIDUALIZATION OPTIONS IN GENERAL
EDUCATION CLASSROOMS

Topic Area: Accessing the General Education Curriculum That Is Aligned With State Standards
Secondary Topic: Collaboration Among Special Educators and General Educators
Format: Poster Session

General education teachers use a variety of practices to teach students with disabilities. Our research has investigated teachers' practices in the province of Quebec, educational inclusion context, and how teachers can be supported through collaboration and professional development. (10913)

Leader(s): *Mélanie Paré*, University of Montreal, Quebec, Canada

Presenter(s): *Nathalie Trepanier*, University of Montreal, Quebec, Canada

8:30-9:15 a.m. Room: 6B, Poster 23 | Session: 689
USE OF WEB-BASED COURSES IN SPECIAL EDUCATION:
INFLUENCE OF LEARNING STYLES AND SELF-
REGULATION

Topic Area: Teacher Education
Secondary Topic: Autism Spectrum Disorder
Format: Poster Session

Providing effective ongoing professional development to inservice teachers is a continuing dilemma. This session will present the results of a study that examined the relationship between learning styles and self-regulatory behaviors of teachers participating in the Web-based autism endorsement program and their acquisition of knowledge in two Web-based courses. (10980)

Leader(s): *Salih Rakap*, University of Florida, Gainesville

Presenter(s): *Hazel Jones*, University of Florida, Gainesville

8:30-9:15 a.m. Room: 6B, Poster 8 | Session: 690
QUALITY INDICATORS OF EARLY INTERVENTION
PROGRAMS: A GUIDELINE FOR FAMILIES AND
EDUCATORS

Topic Area: Early Childhood
Secondary Topic: Developmental Disabilities
Format: Poster Session

This presentation introduces quality indicators of early intervention programs developed based on the three-level Building Blocks model. The presenters aim to help families choose high-quality early intervention programs for their child with disabilities, and to provide guidelines for education professionals to evaluate their current practice. (10994)

Leader(s): *Pei-Yu Chen*, University of Washington, Seattle

8:30-9:15 a.m. Room: 6B, Poster 12 | Session: 691

SELF, PEER, AND TEACHER RATINGS OF BULLYING STATUS AND BEHAVIOR CHARACTERISTICS

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

Self, peer, general education teacher, and special education teacher ratings of bullying status and behavior characteristics were obtained for middle and high school students with and without behavior disorders. Correlation among self, peer, and teacher ratings were examined. (11005)

Leader(s): Jeong-il Cho, Idaho State University, Pocatello

8:30-9:15 a.m. Room: 6B, Poster 17 | Session: 692

LEAST RESTRICTIVE ENVIRONMENT (LRE) AND INCLUSION: WHAT PRINCIPALS NEED TO KNOW

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Poster Session

Due to the requirements of NCLB, principals are using inclusion as a means to educate students with disabilities. Many principals are unclear, however, about the terms LRE and "inclusion". What does IDEA say? Case law related to LRE and inclusion will be discussed. What does an inclusive school look like? (11040)

Leader(s): Terri Collins, Clemson University, SC

Presenter(s): Antonis Katsiyannis, Clemson University, SC; Gregory Smith, Clemson University, SC

8:30-9:15 a.m. Room: 6B, Poster 21 | Session: 693

RESPONSE TO INTERVENTION IN A TIER 2 BEHAVIORAL PROGRAM: YEAR THREE RESULTS FROM THE CHECK, CONNECT, AND EXPECT PROJECT

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Response to Intervention

Format: Poster Session

The Check, Connect, and Expect (CCE) project is both an early intervention program as well as a secondary and tertiary prevention program for students with challenging school behavior. Findings from the 3 years of the intervention, (2005-2008), suggest that this approach is a promising and effective response to intervention (RTI) method. (11049)

Leader(s): Lori Lynass, University of Washington, Seattle

Presenter(s): Douglas Cheney, University of Washington, Seattle

8:30-9:15 a.m. Room: 6B, Poster 14 | Session: 694

TEXAS YOUTH LEADERSHIP FORUMS (YLFs): THE NEW AND IMPROVED MODEL

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Poster Session

Participants will be able to identify components that make YLF's successful models for educating youth with disabilities on leadership and self-advocacy. They will also gain extended knowledge of the new model structure implemented in Texas. Furthermore, participants will have access to the specific program guidelines, curriculum, and activities used. (11051)

Leader(s): Cheryl Grenwelge, Texas A&M University, College Station

Presenter(s): Song Ju, Texas A&M University, College Station

8:30-9:15 a.m. Room: 6B, Poster 24 | Session: 695

INCLUDING FAMILIES IN FIELD EXPERIENCES FOR EARLY INTERVENTION PERSONNEL PREPARATION

Topic Area: Teacher Education

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Cultural and linguistic diversity, low-incidence disabilities, and family involvement are targeted throughout the curriculum with Project CHILDD: Communities Honoring Individuals of Cultural and Linguistic Diversity with Disabilities. This session will share Western Kentucky University's family involvement in the personnel preparation field experiences of Interdisciplinary early childhood education students involved in Project CHILDD. (11146)

Leader(s): Sylvia Dietrich, Western Kentucky University, Bowling Green

Presenter(s): Jessica Gschwend, Simpson County Schools, Bowling Green, KY

8:30-9:15 a.m. Room: 6B, Poster 10 | Session: 696

CO-TEACHING AT THE SECONDARY LEVEL: TEACHER PERCEPTIONS OF NEEDS AND OUTCOMES

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Administration/Supervision

Format: Poster Session

This presentation will provide educators insight into the perceived needs and outcomes of secondary educators involved in co-teaching programs. A qualitative study implemented among three high schools revealed a series of common themes secondary teachers consider essential. Topics presented will provide valuable information toward developing and maintaining effective co-teaching teams. (11165)

Leader(s): Jennifer Wirz, Southern Illinois University, Carbondale

Presenter(s): Phillip Brown, Southern Illinois University, Carbondale; Regina Foley, Southern Illinois University, Carbondale

8:30-9:15 a.m. Room: 6B, Poster 25 | Session: 697
VISUALIZING A PHILOSOPHY OF EDUCATION FOR THE INCLUSIVE CLASSROOM

Topic Area: Teacher Education

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session presents the outcomes of a study in which preservice teachers created a visual philosophy of education that guides their teaching. Preliminary results suggest that identifying teaching values and creating a visual representation of those values support all children's development, learning, and well-being in the inclusive classroom. (11172)

Leader(s): *Randy Seevers*, University of Houston - Clear Lake, TX

8:30-9:15 a.m. Room: 6B, Poster 9 | Session: 698
THE CO-TEACHER COMMUNICATION SATISFACTION SCALE: A TECHNICALLY ADEQUATE TOOL FOR TEACHER TALK

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Research

Format: Poster Session

Accumulated literature has led authorities to conclude that effective communication assists in surmounting barriers impeding successful co-teaching practice. This session will focus on advancing the science of co-teaching by adapting an instrument to measure communication between co-teaching partners, and establishing the technical adequacy of the measure. (11258)

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

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

8:30-9:15 a.m. Room: 6B, Poster 20 | Session: 699
MAKING FRIENDS WITH JARED: INCLUSIVE PEER TRAINING

Topic Area: Autism Spectrum Disorder

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

This session will present the results of a case study of peer training to increase social relationships of students with autism. Strategies will be presented along with perceptions from students, school staff, and parents. A case study format is used highlighting Jared, who is a second grader with autism. (11308)

Leader(s): *Judith Terpstra*, Southern Connecticut State University, New Haven

Presenter(s): *Ronald Tamura*, Southern Connecticut State University, New Haven

8:30-9:15 a.m. Room: 6B, Poster 1 | Session: 700
A SYSTEMATIC APPROACH TO ACCOMMODATION DECISION MAKING: A DEMONSTRATION OF THE ACCSELPRO

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Teacher Education

Format: Poster Session

Many variables guide the selection of accommodations for students with disabilities in assessments. The Accommodations Selection Process (AccSelPro) is an online tool developed to assist in the systematization of the accommodation decision-making process. We will demonstrate AccSelPro, and participants will work with the components of the AccSelPro system. (11391)

Leader(s): *Courtney Foster*, Support ED, Columbia, SC

Presenter(s): *Luke Duesbery*, San Diego State University, CA

8:30-9:15 a.m. Room: 6B, Poster 3 | Session: 701
EFFECTS OF STRATEGY INSTRUCTION ON THE PERSUASIVE WRITING OF STUDENTS WITH DISABILITIES

Topic Area: Instructional Design

Secondary Topic: Research

Format: Poster Session

Strategy instruction using the self-regulated strategy development model is an effective tool for improving student writing. The effects of planning and composing strategies for persuasive essay writing will be presented. Participants included 10th- and 11th-grade students with high incidence disabilities. Implications for secondary practice and future research will be presented. (11419)

Leader(s): *Laura Jacobson*, University of Nebraska, Lincoln

8:30-9:15 a.m. Room: 6B, Poster 13 | Session: 702
 BUDDY UP: A COLLABORATIVE PILOT AFTER-SCHOOL PROGRAM

Topic Area: Developmental Disabilities

Secondary Topic: Strategies for Entry to the Special Education Career

Format: Poster Session

The After School Buddy Program was developed in response to needs for social and recreational opportunities for students with developmental disabilities who are unable to access current extracurricular programs. Preservice educators and university faculty will share information on the hands-on field experience of planning and implementing a recreational after-school program. (11435)

Leader(s): Joan Smith, Central Washington University, Ellensburg

Presenter(s): Trisha Bellah, Central Washington University, Ellensburg; Chris Curran, University of Northern Iowa, Cedar Falls; Sarah Fisher, Central Washington University, Ellensburg; Katie Garinger, Central Washington University, Wenatchee; Courtney Pemberton, Central Washington University, Ellensburg; Bethany Schneider, Central Washington University, Zilla; Krystal Whitaker, Central Washington University, Ellensburg

8:30-9:15 a.m. Room: 6B, Poster 6 | Session: 703
 READING INSTRUCTION ALIGNED WITH A THEORY OF COGNITION

Topic Area: Learning Disabilities

Secondary Topic: Response to Intervention

Format: Poster Session

This session will discuss instruction to develop dual coding-stimulating imagery to interact with language results in significant reading gains. This ability is more highly predictive than phoneme awareness in measuring areas of reading and comprehension. (11440)

Leader(s): Meagan Norlin, Lindamood-Bell Learning Processes, San Luis Obispo, CA

8:30-9:15 a.m. Room: 6B, Poster 11 | Session: 704
 THE FUSION OF UBIQUITOUS MOBILE TECHNOLOGY WITH CLASSROOM INSTRUCTION

Topic Area: Technology and Media

Secondary Topic: Teacher Education

Format: Poster Session

This presentation focuses on applications of technologies in classroom instruction. The use of mobile technology will be highlighted as an emerging practice. Current and future use and application of mobile technology as a supplement to classroom instruction will be presented. Barriers and challenges will be offered. (11458)

Leader(s): Pena Bedesem, University of Central Florida, Orlando

8:30-9:15 a.m. Room: 6B, Poster 5 | Session: 705
 FACILITATING POSITIVE OUTCOMES FOR STUDENTS: IMPACTS OF CHILDREN'S DISABILITIES ON MARRIAGE/FAMILY STRUCTURE

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Teacher Education

Format: Poster Session

Outcomes for children with disabilities are influenced by a variety of factors including the increased parental stress, the impact on marital relationships and ultimately, the structure and stability of the family. In their efforts to support best outcomes for students, it is critical that professionals are aware of issues faced by couples and helpful strategies. (11523)

Leader(s): Fran Prezant, Abilities! (National Center for Disability Services), Albertson, NY

Presenter(s): Laura Marshak, Indiana University, PA

8:30-9:15 a.m. Room: 6B, Poster 4 | Session: 706
 INVESTIGATION OF VIDEO MODELING TO PROMOTE EFFECTIVE PRACTICES FOR STUDENTS WITH DISABILITIES

Topic Area: Instructional Design

Secondary Topic: Technology and Media

Format: Poster Session

This project evaluated the extent to which students with learning disabilities in secondary content classrooms could successfully implement inclusive content-area strategies by viewing video models of the strategy. A single-subject experimental design was used to investigate the potential of video modeling on cooperative behavior and high-level discussion of content. (11557)

Leader(s): Chris O'Brien, University of North Carolina, Charlotte

Presenter(s): Charles Wood, University of North Carolina, Charlotte

8:30-9:15 a.m. Room: 6B, Poster 22 | Session: 707
 VALID, RELIABLE BEHAVIORAL MONITORING THROUGH AN ELECTRONIC DAILY BEHAVIOR REPORT CARD

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Poster Session

Valid reliable measurement is critical for technically adequate behavioral monitoring. Data from studies with 15 special education teachers (K-12) indicate some critical gaps in translating the measurement research on direct observation to school settings. Additional findings include using progress monitoring and feedback as an intervention for certain behaviors. (11600)

Leader(s): Cole Davis, Texas A&M University, College Station

Presenter(s): Lisa Barrois, Texas A&M University, College Station; Mack Burke, Texas A&M University, College Station; John Davis, Texas A&M University, College Station; Kimberly Vannest, Texas A&M University, College Station

9:45-10:45 a.m. Room: 607 | Session: 708
USING SELF-REFLECTION AND GOAL SETTING TO
IMPROVE PRESERVICE TEACHER DISPOSITIONS

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Lecture

Teacher candidates in a university preparation program participate in self-reflection and goal setting with their mentor teachers to strengthen their instructional skills and teacher satisfaction. Systematic conferencing and personal goal setting were initiated to improve aspects of a summer practicum course. Preliminary results of this practice will be presented.

(10264)

Leader(s): Heidi Abraham, Brigham Young University, Provo, UT

Presenter(s): JoAnn Munk, Brigham Young University, Provo, UT; Barbara Smith, Brigham Young University, Provo, UT

9:45-10:45 a.m. Room: 307/308 | Session: 709
IMPROVING MATHEMATICS PROBLEM SOLVING FOR
STUDENTS WITH BEHAVIORAL DISORDERS USING
SCHEMA-BASED INSTRUCTION

Topic Area: Instructional Design

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

This session describes how schema-based instruction (SBI), a conceptual teaching approach that integrates the National Council for Teachers of Mathematics Standards, can enhance the mathematical problem-solving ability of students with emotional and behavioral disorders. Presenters illustrate the application of SBI to support students as they make sense of word problems. (10295)

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

Presenter(s): Michael George, Centennial School of Lehigh University, Bethlehem, PA; Kelly Price, Centennial School of Lehigh University, Bethlehem, PA; Sheetal Sood, Lehigh University, Bethlehem, PA; Kristin Starosta, Lehigh University, Bethlehem, PA

FEATURED MULTICULTURAL SESSION

Saturday, April 4, 2009

9:45-10:45 a.m. Room: 203 | Session: MC-3
BEYOND COMPLIANCE: ADDRESSING
DISPROPORTIONALITY IN STATES AND DISTRICTS

Topic Area: Administration/Supervision

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Panel

Panel members will discuss several key concepts that support state and local actions that can be taken to address disproportionality. State and district representatives will provide examples of successful interventions that have made a difference.

Leader(s): Delia Cerpa, (Panel Moderator), Southeast Regional Resource Center (SERRC), Montgomery, Alabama; Donna Hart-Tervalon, Wisconsin Department of Public Instruction, Madison; Kristopher Kaase, Mississippi Department of Education, Jackson (invited); Donald Blagg, Clark County School District, Las Vegas, Nevada

9:45-10:45 a.m. Room: 212 | Session: 710
INCLUSIVE EDUCATION IN TRINIDAD AND TOBAGO:
RESULTS OF A NATIONAL STUDY

Topic Area: International Programs/Services

Secondary Topic: Public Policy

Format: Lecture

This study reports on data from a national survey conducted in Trinidad and Tobago that investigated inclusive education in schools. Over 1,700 teachers commented on attitudes toward inclusive education, preparation, understanding of disability, and services for students with disabilities. Regression analyses examined predictors that may support inclusive education policy. (10461)

Leader(s): Christopher Johnstone, University of Minnesota, Minneapolis

9:45-10:45 a.m. Room: 602/603/604 | Session: 711
PUTTING ALGEBRA PROGRESS MONITORING INTO
PRACTICE: AN ILLUSTRATION FROM THE FIELD

Topic Area: Learning Disabilities

Secondary Topic: Assessment

Format: Lecture

This session will share information about the AAIMS algebra progress monitoring measures, including development procedures and research evidence. The process used by one agency to adopt the measures will be described, including implementation strategies developed and roadblocks encountered. Practical recommendations for using algebra progress monitoring will be emphasized. (10557)

Leader(s): Anne Foegen, Iowa State University, Ames

Presenter(s): Jennifer Trusock, Huron Intermediate School District, Bad Axe, MI

Saturday

attention ticket holders

Teacher of the Year Luncheon

11:00 a.m.-1:00 p.m.

Grand Ballroom A, 2nd Floor
Sheraton Seattle Hotel

Take your seats! Be inspired!

Enjoy the sumptuous meal and the
conviviality of colleagues and friends.

9:45-10:45 a.m. Room: 619/620 | Session: 712

SPECIAL EDUCATION LEADERSHIP: A MODEL FOR PREPARING FUTURE ADMINISTRATORS

Topic Area: Administration/Supervision

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Lecture

Learn how a university/school division partnership developed a highly specialized leadership certificate program addressing the unique program requirements of exceptional learners in inclusive environments. Review implementation strategies, funding, content, and data reflecting the efficacy of this approach to providing high-quality professional development for aspiring and current special education administrators. (10655)

Leader(s): *Mary Kealy*, Loudoun County Public Schools, Leesburg, VA

Presenter(s): *Connie Smith*, Loudoun County Public Schools, Ashburn, VA; *Theresa Werner*, George Mason University, Fairfax, VA

9:45-10:45 a.m. Room: 206 | Session: 713

WHAT'S LIFE LIKE 6 YEARS AFTER HIGH SCHOOL FOR YOUTH WITH DISABILITIES

Topic Area: Career Development/Transition

Secondary Topic: Research

Format: Lecture

Using information from the National Longitudinal Transition Study-2 (NLTS2) 2007 data collection, this presentation will document the postsecondary education, employment, and other transition experiences of youth with disabilities who have been out of secondary school up to 6 years. (10659)

Leader(s): *Renee Cameto*, SRI International, Menlo Park, CA

Presenter(s): *Lynn Newman*, SRI International, Menlo Park, CA

9:45-10:45 a.m. Room: 303 | Session: 714

HOW TO HELP TEACHERS CREATE AN INDIVIDUALIZED PLAN FOR PROFESSIONAL IMPROVEMENT

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Demonstration

The presenter will demonstrate methods for creating personally relevant, individualized professional development for special educators that is based on the current literature, best practices, and legal mandates. This session is targeted towards administrators and teachers, and attendees will be able to follow or teach the methods presented in their own schools. (10677)

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

9:45-10:45 a.m.

Room: 606 | Session: 715

A TIER 2 INTERVENTION FOR ADOLESCENTS WITH ADHD: EFFECTIVENESS OF ORGANIZATIONAL SKILLS TRAINING

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Response to Intervention

Format: Lecture

Adolescents with attention deficit hyperactivity disorder (ADHD) experience a multitude of difficulties in the academic environment, many of which are directly related to an organizational skills deficit. This presentation presents a group design study of a Tier 2 intervention and organizational skills training, to increase classroom preparation, math performance, and math achievement. (10703)

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

9:45-10:45 a.m.

Room: 201 | Session: 716

DIBELS/AIMSWEB: WHAT EVERY TEACHER NEEDS TO KNOW ABOUT ORAL READING FLUENCY

Topic Area: Assessment

Secondary Topic: Teacher Education

Format: Demonstration

More than 3 million elementary students have been classified using oral reading fluency measures. Scores are only as reliable as test administrators are accurate. This session demonstrates difficulties and the potential impact upon student classification. Participants will learn how to recognize common problems and receive suggestions for training support personnel. (10797)

Leader(s): *Gail Coulter*, Western Washington University, Bellingham

9:45-10:45 a.m.

Room: 609 | Session: 717

TEACHER CANDIDATES' PERCEPTIONS OF CHANGES FOLLOWING PARTICIPATION IN A CULTURAL IMMERSION PROGRAM

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Lecture

Cultural immersion education effects change. This study describes themes that emerged from 62 teacher candidates. These include consideration of teaching in an urban setting, views of students, increased confidence in skills, awareness of diversity and of the need for differentiated instruction, and the importance of theory to practice. (10807)

Leader(s): *Vicki McGinley*, West Chester University, PA

Presenter(s): *Connie Armitage*, California University of Pennsylvania

9:45-10:45 a.m. Room: 205 | Session: 718
ASSESSMENT AND INSTRUCTION OF OBJECT
PERMANENCE IN CHILDREN WITH SEVERE DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Visual Impairments

Format: Lecture

Object permanence is a foundational cognitive skill that is strongly correlated to communication development. The effects of severe intellectual disability, blindness, autism, and motor disabilities on its achievement will be covered. Participants will learn how to assess and teach object permanence with a case study video used to illustrate key concepts. (10813)

Leader(s): Susan Bruce, Boston College, Chestnut Hill, MA

9:45-10:45 a.m. Room: 400 | Session: 719
AN ANALYSIS OF FUNCTION-BASED INTERVENTIONS IN
CLASSROOM AND HOME ENVIRONMENTS

Topic Area: Early Childhood

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Presenters will provide detailed information about functional behavioral assessment procedures and function-based interventions for preschool children with challenging behavior implemented in home and school settings. The discussion will focus on effective methods to develop function-based interventions and findings within the literature. Directions for future studies and practices will be suggested. (10847)

Leader(s): Brenna Wood, University of Arizona, Tucson

Presenter(s): Donna Janney, University of Arizona, Tucson;
Seong A Koh, University of Arizona, Tucson

9:45-10:45 a.m. Room: 615/616 | Session: 720
EXAMINING LEADERSHIP COMPETENCIES FOR NEWLY
APPOINTED URBAN SPECIAL EDUCATION
ADMINISTRATORS

Topic Area: Administration/Supervision

Secondary Topic: Teacher Education

Format: Lecture

Special education administrators must possess a set of competencies to effectively lead programs for students with disabilities. This presentation will report data from a study of 30 urban special education directors' perceptions of essential competencies for newly appointed special education administrators. Recommendations for supporting entry-level administrators will be offered. (11006)

Leader(s): Caroline Marrett, University of Central Florida, Orlando

9:45-10:45 a.m. Room: 204 | Session: 721
TEENACE WRITE ON!

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design

Format: Demonstration

TeenACE is a research-based supplemental literacy strategy designed to improve reading and writing skills of English language learners and special education students. We present features that distinguish ACE literacy programs, producing 1 to 3 grade levels improvement in 8 weeks. Participants will experience key activities and discuss information summarized in handouts and Web site. (11186)

Leader(s): Caryl Hitchcock, University of Hawaii at Manoa

Presenter(s): Peter Dowrick, University of Hawaii at Manoa

9:45-10:45 a.m. Room: 211 | Session: 722
MEETING THE NEED: PROPEL-ING SPECIAL EDUCATORS
INTO OUR CLASSROOMS

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Teacher Education

Format: Lecture

Project PROPEL utilizes a comprehensive approach to support paraprofessionals in becoming highly qualified special educators. An overview of the project, including recruitment, curriculum, and mentoring is provided, along with a description of the university-district partnership. Results from participant interviews describing paraprofessionals' needs and experiences in the program are shared. (11297)

Leader(s): Patricia Alvarez McHatton, University of South Florida, Tampa

9:45-10:45 a.m. Room: 613/614 | Session: 723
TWICE EXCEPTIONAL: GIFTED STUDENTS WITH
ASPERGER'S SYNDROME. SUCCESSFUL STRATEGIES
FOR HOME AND SCHOOL

Topic Area: Autism Spectrum Disorder

Secondary Topic: Gifted and Talented

Format: Lecture

Much attention is now focused on identifying children who have some type of ASD. This session will focus on adolescents who have Asperger's syndrome and who are gifted/talented. Successful strategies for helping these students with social and academic routines will be presented and specific examples with handouts will be provided. (11384)

Leader(s): David Finn, Samford University, Birmingham, AL

Presenter(s): Patti Wood, Samford University, Birmingham, AL

9:45-10:45 a.m. **Room: 304 | Session: 724**
 DEVELOPING ENGLISH-LANGUAGE LEARNERS'
 VOCABULARY KNOWLEDGE IN SCHOOL-BASED
 SETTINGS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Learning Disabilities

Format: Lecture

This session presents a reexamination of an English school-based, 18-week vocabulary intervention evaluating the efficacy of direct instruction with kindergarten English-language and English-only learners. Results revealed differences favoring the treatment group on target-word knowledge. Regardless of language status, findings suggest that direct and extended vocabulary instruction enhanced target-word learning. (11502)

Leader(s): *Yvel Crevecoeur*, City College of New York-CUNY, New York

Presenter(s): *Michael Coyne*, University of Connecticut, Storrs; *D. Betsy McCoach*, University of Connecticut, Storrs

9:45-10:45 a.m. **Room: 2A | Session: 725**
 HIGH-FUNCTIONING STUDENTS WITH
 AUTISM/ASPERGER'S AND DIFFICULT BEHAVIOR

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Lecture

Many individuals with autism and average or above intelligence have behavior challenges. This session looks at some of the unique causes of problems and strategies to help support improved behavior in the classroom and home. (11521)

Leader(s): *Julie Donnelly*, Project ACCESS, Springfield, MO

Presenter(s): *Joan Armstong*, Missouri State University, Springfield

9:45-10:45 a.m. **Room: 617 | Session: 726**
 COMMON SIDE EFFECTS OF PSYCHOTROPIC DRUGS IN
 CHILDREN: CLASSROOM CONSIDERATIONS

Topic Area: Physical/Health Disabilities

Secondary Topic: Emotional and Behavioral Disorders

Format: Demonstration

This presentation will focus on the psychotropic drugs commonly prescribed to children with various diagnoses including attention deficit hyperactivity disorder, autism, epilepsy, behavioral/emotional disorders, and mental impairments. Learn about the common side effects and physical and behavioral manifestation of these medications, particularly in the classroom. (11607)

Leader(s): *Keely Camden*, Bethany College, WV

9:45-10:45 a.m. **Room: 608 | Session: 727**
 USING TECHNOLOGY AND MEDIA TO BUILD
 BEHAVIORAL CAPACITY IN SCHOOLS

Topic Area: Technology and Media

Secondary Topic: Emotional and Behavioral Disorders

Format: Lecture

Got behavior? Solutions are just a click away! Find out how one state is leveraging iTunes, YouTube, Online courses, and digital data collection/analysis programs to support educators at the preservice through inservice level. See if you can use these ideas to build capacity in your school, district, or state. (11629)

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

Presenter(s): *Daniel Gulchak*, Northern Arizona University, Flagstaff

9:45-10:45 a.m. **Room: 618 | Session: 728**
 BEYOND THE IEP MEETING WITH FAMILIES: TEACHERS'
 IMPLEMENTATION OF MAPS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Demonstration

Using a person-centered planning process called MAPS (Making Action Plans), this presentation will inform and model to teachers highly effective collaboration skills with families. Topics discussed include the key components of the MAPS process, student and family outcomes using MAPS, and implementation strategies. (11712)

Leader(s): *Nat Hansuvadha*, California State University, Long Beach

9:45-10:45 a.m. **Room: 4C-1 | Session: 729**
 CREATING INCLUSIVE ADULT LIVES THROUGH ONLINE
 RESOURCES FOR FAMILIES AND PROFESSIONALS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Research

Format: Lecture

This presentation will focus on sharing information with families and professionals interested in transition to adulthood. A microsite dedicated to providing families with resources, information, and tools necessary to create an inclusive and meaningful life in the community will be discussed. In addition, the presenters will share a comprehensive online resource on the topic of customized employment. Both products will provide participants with the best of what is known on these topics in the areas of research, experience-based knowledge, and policy. Participants will have the opportunity to interact with the Web site and to discuss the possibilities inherent in knowledge translation. (11788)

Leader(s): *Ann Turnbull*, University of Kansas, Beach Center on Disability, Lawrence

Presenter(s): *Shea Obremski*, Beach Center on Disability, Lawrence, KS

Strand J
 Session 1

9:45-10:45 a.m. Room: 6C | Session: 730
RTI'S "SECONDARY PREVENTION": IDENTIFICATION
VERSUS PREVENTION; STANDARD TREATMENT
PROTOCOL VERSUS PROBLEM SOLVING

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

Strand I
Session 2

Secondary prevention is the "pivotal" level in an response to intervention (RTI) framework. If conducted well, it can be both a means of early intervention and disability identification. Whereas some say it should be seen as only early intervention, an argument will be made that it should serve both purposes. Important implications for special education will be discussed. (11802)
Leader(s): *Doug Fuchs*, Vanderbilt University, Nashville, TN

9:45-10:45 a.m. Room: 6A | Session: 731
CURRENT RESEARCH IN WORKING WITH STUDENTS
WITH ASD: PRESCHOOL, COMMUNICATION, AND
FAMILIES

Topic Area: Autism Spectrum Disorder
Secondary Topic: Research
Format: Panel

Prog. Chair
Invited Speaker

Learn about some of the current research on students with ASD being conducted at the College of Education at the University of Washington. The presenter will review the latest findings from Project DATA, a school based preschool program for children with ASD. She will also present updates on current research being conducted on communication interventions and family decision making around intervention issues. Audience participation through discussion and questions is encouraged. (11821)
Leader(s): *Ilene Schwartz*, University of Washington, Seattle

9:45-10:45 a.m. Room: 4C-3 | Session: 732
IMPROVING LITERACY OUTCOMES: RIVERBANK SCHOOL
DISTRICT

Topic Area: Instructional Design
Secondary Topic: Learning Disabilities
Format: Lecture

Strand H
Session 2

The Riverbank School District serves students from predominantly low socioeconomic status, use Spanish as the primary language, live in suburban/semirural settings. CLC was adopted 5 years ago as a means of improving literacy outcomes for secondary students. Ken Giesick will share the district's journey, including challenges faced at different points in time as well as positive outcomes for students relative to their performance on the California State assessments. (11830)
Leader(s): *Ken Geisick*, Riverbank School District, CA

9:45-10:45 a.m. Room: 611/612 | Session: 733
NCLB: CEC'S ESEA REAUTHORIZATION
RECOMMENDATIONS

Topic Area: Public Policy
Secondary Topic: Administration/Supervision
Format: Lecture

Congress is poised to reauthorize, or rewrite, the Elementary and Secondary Education Act (ESEA), currently known as the No Child Left Behind Act, this year. As part of the reauthorization process, CEC has provided Congress with recommendations on how the law should be rewritten to address the needs of children who have disabilities and/or gifts and talents and the professionals who work on their behalf. Please join CEC presenters for this 1-hour session as they discuss the topics of CEC's recommendations for ESEA reauthorization, including teacher quality, assessment and accountability for all children, accounting for the unique needs of children with gifts and talents, improving outcomes for all children, funding, and the development of improved strategies that create positive school reform. This reauthorization presentation will be an invaluable advocacy experience for all special educators interested in the Congressional reauthorization process. (11834)
Leader(s): *Deborah Ziegler* and *Lindsay Jones*, Council for Exceptional Children, Arlington, VA

9:45-10:30 a.m. Room: 6B, Poster 13 | Session: 734
HOLDING SUCCESSFUL AND EFFECTIVE IEP MEETINGS
WITH CULTURALLY AND LINGUISTICALLY DIVERSE
FAMILIES

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

This session presents the results of a qualitative study that investigated the experiences that culturally and linguistically diverse parents of children with disabilities had in individualized education program (IEP) meetings. Observations and interviews were used to collect the data. Participants of the session will learn how to hold successful and effective IEP meetings in their own schools. (10494)
Leader(s): *Lusa Lo*, University of Massachusetts, Boston

9:45-10:30 a.m. Room: 6B, Poster 9 | Session: 735
 DIFFERENTIATED INSTRUCTION AND CO-TEACHING:
 HOW TO MARRY THESE TWO INITIATIVES TO MAXIMIZE
 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: Poster Session

As a result of the court case *Gaskin vs. the Pennsylvania Department of Education*, school systems in PA have been forced to rethink their special education service delivery models. Three professors have worked with 10 school districts to train teachers in co-teaching models and differentiated instruction. Strategies for implementing these two initiatives will be presented as well as ways in which co-teaching and differentiated instruction can work well together. (10667)

Leader(s): *Richael Barger-Anderson*, Slippery Rock University, PA

Presenter(s): *Joseph Merhaut*, Slippery Rock University, PA

9:45-10:30 a.m. Room: 6B, Poster 10 | Session: 736
 USING THE READINGPEN AS AN ACCOMMODATION IN
 THE CLASSROOM

Topic Area: Technology and Media

Secondary Topic: Learning Disabilities

Format: Poster Session

Reading skills are a problem for students with and without disabilities. The ReadingPen is a small, hand held device that reads words and sentences aloud. Learn how to use the ReadingPen in the classroom for students with disabilities as a viable accommodation for increasing independent reading. (10693)

Leader(s): *Madonna Pittman*, University of Nevada, Las Vegas

9:45-10:30 a.m. Room: 6B, Poster 1 | Session: 737
 INFLUENCES OF MENTOR SUPPORT ON BEGINNING
 SPECIAL EDUCATION TEACHERS' SELF-EFFICACY

Topic Area: Strategies for Entry to the Special Education Career

Secondary Topic: Research

Format: Poster Session

This study identified what elements of the mentor support provided to beginning special education teachers by the Mentoring Unique Special Educators (MUSE) Program may directly or indirectly impact teacher self-efficacy. Learn what experiences or activities received through mentor supports promote a more positive sense of teacher efficacy. (10723)

Leader(s): *Dawn Paresa*, University of Hawaii at Manoa

9:45-10:30 a.m. Room: 6B, Poster 23 | Session: 738
 DEVELOPING RESOURCE MATERIALS FOR DISTANCE
 LEARNERS: WORKING WITH
 CULTURALLY/LINGUISTICALLY DIVERSE FAMILIES

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

As preservice teachers prepare to work effectively with culturally and/or linguistically diverse families of children with disabilities, exposure to the experiences of these families is beneficial. This session will outline the development of video interviews of family members and service providers prepared as resource materials for courses targeting distance learners. (10745)

Leader(s): *Marjorie Lynes*, University of Utah, Salt Lake City

9:45-10:30 a.m. Room: 6B, Poster 25 | Session: 739
 COMPETENCY DIFFERENCES AMONG SPECIAL
 EDUCATORS PREPARED THROUGH ALTERNATIVE AND
 TRADITIONAL LICENSURE PROGRAMS

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Alternative licensure programs number in the hundreds, yet little is known about their efficacy. This session discusses results of a study that statistically examined special education competency (through Praxis II scores and a self-report measure) of 153 LD teachers prepared through alternative and traditional bachelor's and master's degree programs in South Carolina. (10762)

Leader(s): *Joe Sutton*, Bob Jones University, Greenville, SC

Presenter(s): *Shirley Bausmith*, Francis Marion University, Florence, SC; *Dava O'Connor*, Lander University, Greenwood, SC; *Holly Pae*, University of South Carolina Upstate, Spartanburg

9:45-10:30 a.m. Room: 6B, Poster 20 | Session: 740
 COMMUNICATION REPAIR USED BY ELEMENTARY-AGED
 STUDENTS WITH LOW-FUNCTIONING AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

This session will present repair strategies used by elementary-aged students with low-functioning autism when they met various types of communication breakdowns in free play time. Learn about potential problem-solving abilities possessed by those students and the utility of the information to develop communication intervention programs. (10793)

Leader(s): *Yoshihisa Ohtake*, University of Okayama, Japan

9:45-10:30 a.m. Room: 6B, Poster 19 | Session: 741
DEVELOPING AN AUTISM CERTIFICATE FOR HIGHLY QUALIFIED TEACHERS

Topic Area: Autism Spectrum Disorder
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

CEC standards were used to develop objectives and curriculum for an Autism Certificate. Focus groups comprised of parents were then asked what is most important for teachers to know when working with their children. These results were then triangulated with results of outcome teacher efficacy for candidates completing the program. (10893)

Leader(s): Kay Caywood, National University, Los Angeles, CA
Presenter(s): Lucinda Kramer, National University, Costa Mesa, CA

9:45-10:30 a.m. Room: 6B, Poster 3 | Session: 742
IDENTIFYING HIGH-QUALITY MATH PROGRAMS: A MATHEMATICS CURRICULUM EVALUATION TOOL

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

The need to allow all students access to meaningful math curricula is of utmost importance. To aid curriculum adoption committees in selecting high-quality math programs, we present a multidimensional screening tool. This session addresses features of the instrument, scoring criteria, and the textbook screening process. (10968)

Leader(s): Christian Doabler, University of Oregon, Eugene
Presenter(s): Nancy Nelson, University of Oregon, Eugene

9:45-10:30 a.m. Room: 6B, Poster 2 | Session: 743
ASSESSING WRITING SKILLS USING CORRECT AND INCORRECT WORD SEQUENCES: A NATIONAL STUDY

Topic Area: Assessment
Secondary Topic: Learning Disabilities
Format: Poster Session

A study of Correct and Incorrect Word Sequences (CIWS) as a measure of writing skills was conducted with over 1,000 students, including groups of exceptional learners. Participants will learn how to use CIWS to score writing samples, discriminate between clinical groups, and assist with progress monitoring and eligibility determinations. (11060)

Leader(s): Kristina Breaux, Pearson, San Antonio, TX

9:45-10:30 a.m. Room: 6B, Poster 15 | Session: 744
AN INCLUSIVE POSTSECONDARY EDUCATION OPPORTUNITY: ELMHURST LIFE SKILLS ACADEMY (ELSA)

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

The session will provide a description of ELSA, current integrative experiences, and the ongoing development of new opportunities for inclusive interaction. Participants will learn about Academy structure, and opportunities for on-campus interaction as well as the college faculty, student participation, and the impact of involvement. (11086)

Leader(s): Lisa Burke, Elmhurst College, IL
Presenter(s): LuEllen Doty, Elmhurst College, IL

9:45-10:30 a.m. Room: 6B, Poster 14 | Session: 745
EFFECTS OF E-MENTORING ON TRANSITION PLANNING FOR SECONDARY STUDENTS WITH LEARNING DISABILITIES

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

A 3-month random control study was conducted to determine the effects of telementoring on the ability of 112 secondary students with learning disabilities to develop postschool career goals and establish an action plan to achieve their goals. Preliminary results from this study look promising. (11145)

Leader(s): Margaret Collier, University of Utah, Salt Lake City

9:45-10:30 a.m. Room: 6B, Poster 21 | Session: 746
FUNCTION-BASED INTERVENTION FOR ADOLESCENT STUDENTS WITH SEVERE EMOTIONAL AND/OR BEHAVIORAL DISORDERS

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Nontraditional Schools
Format: Poster Session

Function-Based Interventions (FBI) have been effective with populations at risk for emotional and/or behavioral disorders (EBD). This presentation describes the effects of using FBI with adolescent students identified as having EBD who are in an alternative placement, and its effect on mainstream reintegration. The results and their implications for future progress will be discussed. (11150)

Leader(s): Amina Turton, Arizona State University, Tempe
Presenter(s): Shana Hornstein, Arizona State University, Tempe

9:45-10:30 a.m. Room: 6B, Poster 5 | Session: 747

MY OLD SCHOOL: PERSPECTIVES OF GRADUATES WHO ARE DEAF OR HARD OF HEARING

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Administration/Supervision

Format: Poster Session

Graduates from a public school program for students who are deaf or hard of hearing completed a questionnaire about their experiences with this program. They were asked to evaluate teachers, staff, and administrators that supported them during their school experience. Implications of these findings are discussed and recommendations are provided. (11395)

Leader(s): Kevin Miller, Bucks County Intermediate Unit #22, Doylestown, PA

Presenter(s): Jennifer Saskiewicz, Bucks County Intermediate Unit #22, Doylestown, PA

9:45-10:30 a.m. Room: 6B, Poster 12 | Session: 748

SUPPORTING FAMILIES WITH VERY YOUNG CHILDREN WITH AUTISM AND HEARING LOSS

Topic Area: Research

Secondary Topic: Early Childhood

Format: Poster Session

Using a case study approach, this research sought to identify the process by which families with very young children experience early intervention services when their children are identified with the dual diagnosis of hearing loss and autism. Results suggest how families/caregivers and service providers collaborate to provide appropriate evidence-based interventions. (11426)

Leader(s): Janice Myck-Wayne, California State University, Fullerton

9:45-10:30 a.m. Room: 6B, Poster 7 | Session: 749

SPECIAL EDUCATION NEEDS OF SURVIVORS OF CHILDHOOD CANCERS

Topic Area: Physical/Health Disabilities

Secondary Topic: Learning Disabilities

Format: Poster Session

At least one in four survivors of childhood cancers has learning and/or social difficulties requiring special education services. Participants will learn about the educational consequences of cancer and its treatment, as well as effective strategies and resources to assist student survivors and their families. (11454)

Leader(s): Lena Gaddis, Northern Arizona University, Flagstaff

9:45-10:30 a.m. Room: 6B, Poster 8 | Session: 750

CONDUCTING CULTURALLY RESPONSIVE POSITIVE BEHAVIOR SUPPORT FOR CHINESE FAMILIES

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

Although effectiveness of positive behavior support (PBS) is documented to prevent aggression and dropout, the embedded culture of the SWPBS is different from the Chinese culture. This presentation reviews the cultural differences to examine the PBS contextual fit and discusses strategies to provide culturally responsive intervention for Chinese families. (11590)

Leader(s): Pei-Yu Chen, University of Washington, Seattle

Presenter(s): Shu-Fei Tsai, University of Washington, Seattle

9:45-10:30 a.m. Room: 6B, Poster 22 | Session: 751

MEETING THE EDUCATIONAL NEEDS OF DELINQUENT YOUTH IN TRANSITION

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This presentation offers practical information that enables administrators, educators, and service providers to provide high-quality transition services for youth moving into, through, and out of the juvenile justice system without compromising special education services. Actionable strategies to promote student success, family involvement, and seamless records transfer will be described. (11605)

Leader(s): Mindee O'Cummings, American Institutes for Research, Washington, DC

9:45-10:30 a.m. Room: 6B, Poster 23 | Session: 752

ACTION RESEARCH TO IMPLEMENT BRAIN-BASED LEARNING IN SPECIAL EDUCATION TEACHER PREPARATION

Topic Area: Teacher Education

Secondary Topic: Instructional Design

Format: Poster Session

Procedures for developing action research plans with teachers in training as a tool for implementing brain-based teaching strategies, and as a model for effective data gathering procedures for evidence-based teaching will be presented. Participants will develop a sample action research plan and understand specific brain-based learning strategies. (11648)

Leader(s): Jeanne Fryer, Claremont Graduate University, CA

Presenter(s): Anita Quintanar, Claremont Graduate University, CA

9:45-10:30 a.m. Room: 6B, Poster 11 | Session: 753
A STUDY ON HEALTH AND SOCIALIZING EFFECTS OF SERVICE DOGS FOR PEOPLE WITH DISABILITIES

Topic Area: Public Policy
Secondary Topic: International Programs/Services
Format: Poster Session

The health and social circumstances of 30 guide dog users and 20 hearing dog users were investigated. All participants completed an orally presented questionnaire to identify their medical history and health and social status. The study found dog owners showed greater independence, confidence, and acceptance of their disabilities. (11671)

Leader(s): Kang Wook, Kangnam University, South Korea

9:45-10:30 a.m. Room: 6B, Poster 4 | Session: 754
SECOND GRADERS SOLVE REAL-LIFE MATHEMATICAL PROBLEMS: A TIER 2 INTERVENTION

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

Mathematical story problems are now commonly introduced in the primary grades to increase students' problem-solving skills. Story problems present significant challenges for students with language and cognitive deficits. This study examined the effects of a problem-solving approach on four second-grade students with language and or cognitive disabilities. (11705)

Leader(s): Susan Bruhl, Addison Northeast Supervisory Union, Bristol, VT

9:45-10:30 a.m. Room: 6B, Poster 17 | Session: 755
THE ROLE OF SPECIAL EDUCATION EXPERIENCE IN THE SELECTION OF SCHOOL LEADERS

Topic Area: Administration/Supervision
Secondary Topic: Research
Format: Poster Session

Today's administrators are expected to facilitate appropriate education for all learners. Results from a multilevel mixed methods study examining the impact of special education experience on the selection of principals are shared. Perspectives of teachers, building administrators, and central office personnel are included. Implications for policy and practice are offered. (11710)

Leader(s): Pamela Hudson Baker, George Mason University, Fairfax, VA

Presenter(s): Susan Bon, George Mason University, Fairfax, VA

11:00 a.m.-Noon Room: 205 | Session: 756
UNDERSTANDING AND HELPING CHILDREN WITH FETAL ALCOHOL SYNDROME

Topic Area: Developmental Disabilities
Secondary Topic: Emotional and Behavioral Disorders
Format: Multiple Presentation

Prenatal exposure to alcohol causes a unique pattern of brain damage. During this presentation, the implications of this brain damage on both learning and behavior will be discussed. Practical strategies for helping these children succeed at school, at home, and in the community will be covered. (10091)

Leader(s): Laura Hutton, Harford Community College, Bel Air, MD

11:00 a.m.-Noon Room: 307/308 | Session: 757
MEETING NCLB PERFORMANCE EXPECTATIONS IN SCIENCE

Topic Area: Instructional Design
Secondary Topic: Teacher Education
Format: Lecture

Despite NCLB, students with disabilities score below their peers in science. This presentation will focus on a standards-based K-12 curriculum based on the 5E model. Lessons designed to improve content knowledge and approaches to teaching science will be demonstrated. Online tutorials providing instructional support will also be demonstrated. (10173)

Leader(s): Diana Greer, University of Kansas, Lawrence
Presenter(s): Ed Meyen, University of Kansas, Lawrence

11:00 a.m.-Noon Room: 619/620 | Session: 758
BRIDGING THE RESEARCH-TO-PRACTICE GAP: EVIDENCE-BASED SELF-DIRECTED INTERVENTION PRACTICES FOR STUDENTS WITH EBD

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Technology and Media
Format: Lecture

This presentation provides an overview of the research-to-practice gap for students identified as EBD, effective self-directed intervention strategies that can be incorporated into classroom settings, and technology integration to assist practitioners implement self-directed intervention strategies that enhance academic and social outcomes for students identified as EBD. (10242)

Leader(s): Micheal Fitzpatrick, New Mexico State University, Las Cruces

Presenter(s): Jerald Liss, Emporia State University, KS

11:00 a.m.-Noon Room: 201 | Session: 759

SENTENCE VERIFICATION TECHNIQUE: REVIEW OF RESEARCH AND APPLICATION TO SPECIAL EDUCATION

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

Sentence Verification Technique (SVT) is a practical, user-friendly assessment of reading comprehension that can be individualized to address multiple performance levels. Current research shows SVT to be a technically adequate instrument that serves a variety of purposes. Participants will learn about current research and procedures for this assessment. (10244)

Leader(s): *Jane Cole*, Miami University, Oxford, OH**11:00 a.m.-Noon** Room: 613/614 | Session: 760

USE OF AN ICONIC READING PROGRAM FOR YOUNG CHILDREN WITH AUTISM

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

This presentation will focus on the use of an iconic reading program (picture symbols) that is being used in four Canadian public schools. Results pertaining to vocabulary development and reading behavior (interest and self-confidence) will be discussed, as well as increased opportunities for inclusion. (10246)

Leader(s): *Andrea Prupas*, Sir Wilfrid Laurier School Board, Quebec, Canada**Presenter(s):** *Maria Guillen*, Sir Wilfrid Laurier School Board, Rosemere, Quebec; *Silvia Patella*, Sir Wilfrid Laurier School Board, Rosemere, Quebec**11:00 a.m.-Noon** Room: 204 | Session: 761

FACILITATING SCHOOLWIDE INCLUSIVE RECREATION AND SOCIAL ACTIVITIES FOR STUDENTS WITH DISABILITIES

Topic Area: Collaboration Among Special Educators and General Educators**Secondary Topic:** Developmental Disabilities**Format:** Lecture

This session explores the role of recreation and social activities in facilitating an inclusive school environment. Based on best inclusive practices in both education and recreation, 20 strategies are presented to assist teachers and administrators in creating an environment where all children are welcomed and valued. (10247)

Leader(s): *Teresa Tucker*, Clemson University, SC**11:00 a.m.-Noon**

Room: 304 | Session: 762

BEST PRACTICES FOR TRANSITIONING MULTICULTURAL LEARNERS WITH EXCEPTIONALITIES

Topic Area: Cultural and/or Linguistic Diversity**Secondary Topic:** Career Development/Transition**Format:** Lecture

This presentation will discuss the components of effective transitioning of multicultural learners with exceptionalities. Components to be discussed will include: issues and problems, transition plans, functional education and careers, parents/family involvement, community involvement, and preparation of teachers. The most effective practices for teachers and professionals to consider will be emphasized. (10430)

Leader(s): *Jeffrey Bakken*, Illinois State University, Normal**Presenter(s):** *Festus Obiakor*, University of Wisconsin-Milwaukee, WI**11:00 a.m.-Noon**

Room: 212 | Session: 763

THE JANUS PROJECT: LOOKING BACK TO MOVE THE FIELD FORWARD

Topic Area: Pioneers/Historical Perspectives**Secondary Topic:** Emotional and Behavioral Disorders**Format:** Lecture

This presentation focuses on the history and future of the field of educating students with emotional and/or behavioral disorders. Sixteen leaders in the field provide their perspectives on the significant events that have impacted the services to children. In addition, these leaders share their views on the future of the field and advice to professionals entering the field. This presentation utilizes professionally videographed interviews to present the pioneers' views in their own words and voices. (10536)

Leader(s): *Jim Teagarden*, Kansas State University, Manhattan**Presenter(s):** *Marilyn Kaff*, Kansas State University, Manhattan**11:00 a.m.-Noon**

Room: 608 | Session: 764

LOOK AT ME NOW: LEARNING WITH WEBCAMS AND STUDENTS WITH EXCEPTIONALITIES

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

Easy to use digital video capture and playback devices can provide engaging opportunities for teachers to meet the needs of students with disabilities and at-risk learners. Strategies for using Webcams to help students progress in the areas of reading, language, and social skill development will be shared, described, and modeled. (10549)

Leader(s): *Timothy Frey*, Kansas State University, Manhattan

11:00 a.m.-Noon **Room: 206 | Session: 765**
QUALITY INDICATORS OF POSTSECONDARY EDUCATION SERVICES FOR STUDENTS WITH INTELLECTUAL DISABILITIES

Topic Area: Career Development/Transition
Secondary Topic: Research
Format: Lecture

TransCen, Inc. and the Institute for Community Inclusion have collaborated to create a set of field-tested, research-based, Quality Indicators of Postsecondary Education Services for Students With Intellectual Disabilities that can be used to define, create, or expand high-quality services to support positive postschool outcomes for students with intellectual disabilities. (10647)

Leader(s): *Meg Grigal*, TransCen Inc., Rockville, MD

11:00 a.m.-Noon **Room: 618 | Session: 766**
RECENT LEGAL INTERPRETATIONS OF WHAT CONSTITUTES AN APPROPRIATE EDUCATION FOR YOUNG CHILDREN WITH DISABILITIES

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

This session will discuss currently popular definitions of “appropriate education” for children with disabilities, ages 0 to 6. Over 150 recent court cases and the results of a nationwide study will be presented. Participants will be asked to share their interpretations of “appropriate” and those opinions will be included in the final data set. (10802)

Leader(s): *John Filler*, University of Nevada, Las Vegas
Presenter(s): *Keith Hyatt*, Western Washington State University, Bellingham; *Delilah Krasch*, University of Nevada, Las Vegas

11:00 a.m.-Noon **Room: 205 | Session: 767**
LIVING WITH FETAL ALCOHOL SPECTRUM DISORDERS (FASD): A 25-YEAR ADVENTURE OF LEARNING

Topic Area: Developmental Disabilities
Secondary Topic: Parent/Family/School Partnerships
Format: Multiple Presentation

Both girls were diagnosed as infants with FASD. It didn't stop us; we adopted them anyway. Now 25 years later we have a long-term perspective of how FASD affects the children, their families, the schools, and communities they live in. Gain hope and understanding as you listen to the tale. (10869)

Leader(s): *Ray Thompson*, Brigham Young University, Laie, HI

11:00 a.m.-Noon **Room: 303 | Session: 768**
CHILDREN'S SCHOOL SUCCESS PRESCHOOL CURRICULUM: CONDUCTING 5 YEARS OF EFFICACY RESEARCH

Topic Area: Research
Secondary Topic: Early Childhood
Format: Lecture

Children's School Success is a preschool curriculum designed to promote children's school success. This session will present child efficacy data for curriculum participation. In addition, a discussion will be provided on the process, including the successes and failures of conducting a large-scale multiyear and multisite efficacy study. (10964)

Leader(s): *Eva Horn*, University of Kansas, Lawrence
Presenter(s): *Gretchen Butera*, Indiana University, Bloomington; *Samuel Odom*, University of North Carolina, Chapel Hill; *Susan Palmer*, University of Kansas, Lawrence

11:00 a.m.-Noon **Room: 2A | Session: 769**
LITERACY FOR LEARNERS WITH VISUAL IMPAIRMENTS AND ADDITIONAL DISABILITIES

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

A diverse team of Colorado state experts came together in the summer of 2007 to build a series of literacy modules for students with multiple disabilities, including sensory loss. This session will share the results of this collaboration effort which includes a collection of evidence-based literacy assessment and instructional strategy modules accompanied by video supplements. (10978)

Leader(s): *Tanni Anthony*, Colorado Department of Education, Denver

11:00 a.m.-Noon **Room: 211 | Session: 770**
ASSIGNING ACCOMMODATIONS FOR INSTRUCTION AND ASSESSMENT: ACTIVITIES THAT WORK

Topic Area: Accountability & Large Scale Assessments
Secondary Topic: Public Policy
Format: Demonstration

This session describes activities used to help decision-making teams assign accommodations for instruction and assessment. Learn how activities can help decision makers consider the student's needs and characteristics, the purpose of instruction and the test, and state accommodations policies when choosing accommodations. (11105)

Leader(s): *Laurene Christensen*, University of Minnesota, Minneapolis

Saturday

11:00 a.m.-Noon Room: 602/603/604 | Session: 771
IS PASSAGE REPETITION NEEDED TO IMPROVE READING
FLUENCY? A COMPARISON STUDY

Topic Area: Learning Disabilities

Secondary Topic: Research

Format: Lecture

This presentation reviews a study conducted to ascertain if a combined repeated reading and question generation intervention was more effective at improving reading achievement of students with reading disabilities than a nonrepetitive reading and question generation intervention. Preliminary study results indicate that students in both conditions significantly improved their reading achievement. (11230)

Leader(s): James Kirk, University of Iowa, Iowa City

Presenter(s): William Therrien, University of Iowa, Iowa City

11:00 a.m.-Noon Room: 609 | Session: 772
COMPARING CONTENT DELIVERY METHODS FOR
PRESERVICE TEACHERS: ON CAMPUS, ONLINE, AND
BLENDED LEARNING

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Lecture

Online learning continues to gain momentum; however, concerns regarding student satisfaction and performance persist. This presentation compares three sections of a graduate-level special education course with one section taught on campus, one section taught fully online, and the third section taught using a blended delivery method (combination of on campus and online). (11486)

Leader(s): Mary Gozza-Cohen, University at Albany, NY

Presenter(s): Deborah May, University at Albany, NY

11:00 a.m.-Noon Room: 2B | Session: 773
PREPARING NOVICE AND EXPERT TEACHERS TO
UNDERSTAND RTI DATA

Topic Area: Response to Intervention

Secondary Topic: Teacher Education

Format: Lecture

We've collected the data but we're not sure how to use it! The presenters will share strategies to assist teacher candidates and practicing teachers to interpret the CBM data they have gathered as part of a problem-solving model for monitoring children's progress and making instructional and eligibility decisions. (11501)

Leader(s): Lynne Ryan, Providence College, RI

Presenter(s): Laura Hauerwas, Providence College, RI; Kristen Matthes, Barrington School Department, RI

11:00 a.m.-Noon Room: 607 | Session: 774
ADDRESSING DIMENSIONS OF DIVERSITY IN EARLY
INTERVENTION/EDUCATION PERSONNEL PREPARATION:
A TEAM APPROACH

Topic Area: Teacher Education

Secondary Topic: Parent/Family/School Partnerships

Format: Lecture

This session will focus on how issues of cultural and linguistic diversity in early intervention/education can be addressed in personnel preparation programs. A team-based approach will be illustrated using "real world" examples and strategies in preparing future service providers to be responsive to the diversity of families and other team members. (11507)

Leader(s): Jerry Aldridge, University of Alabama, Birmingham

Presenter(s): Jennifer Kilgo, University of Alabama, Birmingham

11:00 a.m.-Noon Room: 617 | Session: 775
EXPLORATION JOB SUCCESS BY EMPLOYERS OF PEOPLE
WITH SEVERE DISABILITIES

Topic Area: Physical/Health Disabilities

Secondary Topic: Public Policy

Format: Lecture

This study compared Korea with Japan in which skills and skill categories were deemed most relevant to job success by employers of people with severe disabilities. The results obtained from the study give us suggestions as to factors judged critical to job success for these individuals. (11596)

Leader(s): Samsup Kim, Kongju National University, Korea

Presenter(s): Hoe Yeon Kweon, Kongju National University, South Korea; Eun Hee Paik, Kongju National University, South Korea; Jong Nam Paik, Cheongju Seongsin School, South Korea

11:00 a.m.-Noon Room: 615/616 | Session: 776
SHOW ME THE DATA!

Topic Area: Administration/Supervision

Secondary Topic: Public Policy

Format: Demonstration

The Johns Hopkins University Center for Technology in Education collaborated with the Maryland State Department of Education to build an interactive, user-friendly Web site illustrating the local school district State Performance Plan. "Drill down" and report features of this site will be demonstrated via simulation activities. (11612)

Leader(s): Diane Tracey, Johns Hopkins University, Columbia, MD

Presenter(s): Lynne Mainzer, Johns Hopkins University, Columbia, MD

11:00 a.m.-Noon Room: 400 | Session: 777
WRITING INTERVENTIONS FOR THE DEAF AND LANGUAGE DELAYED

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Instructional Design

Format: Lecture

This session presents writing interventions that respond to the specific language needs of the deaf. These approaches, for example, are considerate of students with mild to severe expressive language delays and students with visually and spatially based first languages. Instructional methods and the associated research are detailed. (11760)

Leader(s): *Kimberly Wolbers*, University of Tennessee, Knoxville

11:00 a.m.-Noon Room: 611/612 | Session: 778
HOW THE ECONOMIC STIMULUS IMPACTS SPECIAL EDUCATION AND EARLY INTERVENTION: A CEC TOWN HALL FORUM

Come One, Come All
CEC's Town Hall Forum

Presenters from CEC's Policy and Advocacy Services will provide a summary of the American Recovery and Reinvestment Act – better known as the economic stimulus package. Presenters will share the CEC advocacy efforts in support of the Act, the overall provisions including education funds with emphasis on special education and early intervention, maintenance of effort and supplement not supplant requirements, the timelines for release and expenditure of funds, and key elements of the state fiscal stabilization fund. CEC will solicit feedback from session attendees on how the economic downturn has impacted schools, early intervention programs, districts and states and how the funds in the Act will be used. **Come prepared to ask questions and share your story!**

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

Leader(s): *Lindsay Jones*, Council for Exceptional Children, Arlington, VA

11:00 a.m.-Noon Room: 4C-1 | Session: 779
ONLINE KNOWLEDGE GUIDES COMBINING RESEARCH, EXPERIENCE, AND POLICY: ENHANCING FAMILY-PROFESSIONAL PARTNERSHIPS ON EARLY CHILDHOOD ISSUES

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Research

Format: Lecture

This presentation will center on the possibilities technology can provide in promoting family-professional partnerships at the early childhood level. Two different online products will be presented: one focuses on assessment in early childhood and the other focuses on communication choices for children that have cochlear implants. Both products were created to address the fact that families and educators need access to the best available research, most relevant experience-based knowledge, and most current policy in succinct, reader-friendly, multimedia formats. Although we will provide examples on these two specific topics, the overall concept and promise of technology for early family-professional partnerships will be the point of discussion. (11789)

Leader(s): *Ann Turnbull*, University of Kansas, Beach Center on Disability, Lawrence

Presenter(s): *Kathleen Kyzar*, University of Kansas, Beach Center on Disability, Lawrence, KS

11:00 a.m.-Noon Room: 6C | Session: 780
RTI'S "TERTIARY PREVENTION": SPECIAL EDUCATION AS THE MOST INTENSIVE INSTRUCTIONAL LEVEL

Topic Area: Response to Intervention

Secondary Topic: Instructional Design

Format: Lecture

Tertiary prevention will be explored in terms of a new concept of special education that requires it to provide individualized, databased, and recursive instruction to the most difficult-to-teach children in a school. Such a reconception of special education illustrates a "back-to-the-future" perspective; returning to child-by-child "clinical" instruction with cutting-edge knowledge of assessment and instruction. (11803)

Leader(s): *Pamela Stecker*, Clemson University, SC

Strand J
Session 2

Strand I
Session 3

Saturday

11:00 a.m.-Noon Room: 4C-3 | Session: 782
IMPROVING LITERACY OUTCOMES: FERNDALE SCHOOL DISTRICT, FERNDALE WA

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Lecture

The Ferndale School District serves a small city in northern Washington State. Mary Kanikeberg, principal of Vista Middle School, began implementing Content Literacy Continuum (CLC) 4 years ago. She will share the strategies she has employed as instructional leader, to facilitate implementation of a tiered support model in the middle school. Outcomes for students of varied needs will be discussed. (11831)

Leader(s): *Mary Kanikeberg*, Vista Middle School, Ferndale, WA

11:00 a.m.-Noon Diamond Room, Sheraton Seattle
PSPC DIALOGUE: QUALITY SPECIAL EDUCATION TEACHER PREPARATION

Topic Area: Teacher Education

Secondary Topic: Career Development/Transition

Format: Panel

Given current supply and demand challenges in the field, many alternative special educator preparation routes have emerged in recent years; some more credible than others. What are the indicators of quality special education preparation? In this session, OSEP, CEC, TED, HECSE, and AACTE leaders will discuss an initiative designed to identify quality indicators. Small groups will discuss related questions. (11841)

Leader(s): *Richard Mainzer*, Council for Exceptional Children, Arlington, VA

11:00-11:45 a.m. Room: 6B, Poster 21 | Session: 784
SUPPORTING PBIS ACTIVITIES IN A FULLY INCLUSIVE K-8 CANADIAN SCHOOL

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

Forest Hills, a K to 8 school with a population of 850 students, is located in Saint John, New Brunswick, Canada. A fully inclusive school, Forest Hills has implemented many programs and activities in its quest to develop and initiate a comprehensive whole-school PBIS System—one of the first schools in the Province of New Brunswick to do so. (10212)

Leader(s): *Sue Ellis Loparco*, Forest Hills School, New Brunswick, Canada

Presenter(s): *Tanya Whitney*, Forest Hills School, New Brunswick, Canada

11:00-11:45 a.m. Room: 6B, Poster 18 | Session: 785
A REVIEW OF STUDENT-DIRECTED LEARNING: REPRESENTATION OF CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Research

Format: Poster Session

Student-directed learning targeting academic skills is well documented. A review aimed at identifying outcomes of student directed-learning strategies implemented with culturally and linguistically diverse students with disabilities is presented. Results indicate a limited number of studies with data on culturally and linguistically diverse students. Research implications are discussed. (10569)

Leader(s): *Nicole Whetstone*, University of Texas, Austin

Presenter(s): *Catherine Grim*, University of Texas, Austin; *Bindiya Hassaram*, University of Texas, Austin; *Veronica Ruiz*, University of Texas, Austin

11:00-11:45 a.m. Room: 6B, Poster 9 | Session: 786
CO-TEACHING IN A SECONDARY SETTING: A STORY OF APPLICATION RATHER THAN EXPLANATION

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

Public relations expert and author Terrie Williams has sagely declared "If we know your story, then we will understand." Our presentation tells a story about co-teaching in a secondary setting in Hawaii and is validated by evidence-based data and analysis across four areas: context, outcomes, professional development, and university partnership. (10579)

Leader(s): *Garnett Smith*, University of Hawaii at Manoa

Presenter(s): *Sara Cook*, University of Hawaii at Manoa, Kaneohe

11:00-11:45 a.m. Room: 6B, Poster 3 | Session: 787
WHAT DOES RESEARCH SAY ABOUT ACADEMIC ACHIEVEMENT OF CHILDREN WITH ADHD?

Topic Area: Instructional Design

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session provides an overview of evidence-based academic interventions for ADHD children. In particular, the findings from a recent large-scale, randomized controlled study of school-based interventions will be described. Examples of teacher-mediated interventions focusing on basic and higher-level cognitive skills in reading and math will be illustrated. (10726)

Leader(s): *Fumio Someki*, University of Minnesota, Minneapolis

Presenter(s): *Asha Jitendra*, University of Minnesota, Minneapolis; *Katy Tresco*, Lehigh University, Bethlehem, PA

11:00-11:45 a.m. Room: 6B, Poster 14 | Session: 788
PRECOLLEGE AND HIGH SCHOOL/HIGH-TECH
PROGRAM: OUTCOMES AND TRANSITION NEEDS

Topic Area: Career Development/Transition
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

High school students with disabilities participated in a pre-college program with support from rehabilitation and special education university personnel. Students selected a summer college STEM course, lived in the dorms, and completed an employment internship. Followup was conducted to determine transition planning needs and postschool outcomes. (10888)

Leader(s): *Debra Neubert*, University of Maryland, College Park

11:00-11:45 a.m. Room: 6B, Poster 25 | Session: 789
CONSTRUCTING CLASSROOM AND STUDENT CASE
STUDIES FOR PRESERVICE TEACHER PREPARATION

Topic Area: Teacher Education
Secondary Topic: Strategies for Entry to the Special Education Career
Format: Poster Session

This session will present the use of authentic classroom and student case studies based on research of local school districts. Participants will see samples of the classroom and student case studies used with a special education reading course. The process used to develop the case studies will be discussed. (10960)

Leader(s): *Diane King*, Kutztown University, PA

11:00-11:45 a.m. Room: 6B, Poster 8 | Session: 790
HAND AND FINGER USAGE PATTERNS FOR FLUENT
BRAILLE READING: A PILOT STUDY

Topic Area: Visual Impairments
Secondary Topic: Research
Format: Poster Session

The only scientifically based evidence on Braille mechanics published between 1963 to 2003 suggests that fluent Braille reading is achieved with the middle finger of the left hand. In order to assess the validity of this study that contradicts popular practice, an experimental methodology was designed and pilot-tested on adult Braille readers. (10961)

Leader(s): *Loana Mason*, Illinois State University, Normal

11:00-11:45 a.m. Room: 6B, Poster 19 | Session: 791
ADAPTING PICTURE EXCHANGE COMMUNICATION
SYSTEMS (PECS) TO BUILD COMMUNICATION FOR
CHILDREN WITH VISUAL IMPAIRMENTS

Topic Area: Autism Spectrum Disorder
Secondary Topic: Visual Impairments
Format: Poster Session

Learn about effective practices for children who have combined vision loss and autism. This session describes the manner that the PECS intervention protocol was adapted to support the successful development of communication skills for a student with visual impairments and autism. (10990)

Leader(s): *Amy Parker*, Texas Tech University, Lubbock

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

11:00-11:45 a.m. Room: 6B, Poster 15 | Session: 792
A STUDY OF ONE TRANSITION TEACHER'S CLASSROOM:
THE ROAD TO SUCCESSFUL ADULTHOOD

Topic Area: Career Development/Transition
Secondary Topic: Teacher Education
Format: Poster Session

This session presents research on the teaching strategies used by one transition teacher in the Midwest. This teacher used multiple strategies including authentic learning experiences to build self-esteem, self-determination, and self-advocacy. The presenter will share this teacher's thoughts, ideas, and additional strategies for improving transition results for her students. (11037)

Leader(s): *Joyce Burgener*, East Stroudsburg University, PA

11:00-11:45 a.m. Room: 6B, Poster 13 | Session: 793
INCLUSION OF PERSONS WITH DISABILITIES AND THEIR
FAMILIES IN FAITH-BASED COMMUNITIES

Topic Area: Developmental Disabilities
Secondary Topic: Parent/Family/School Partnerships
Format: Poster Session

Findings of a survey of parents of children with disabilities about the factors that influence participation and inclusion of their family in their faith-based communities will be presented. Quality of life outcomes and implications for the field of special education will be discussed. (11072)

Leader(s): *Melinda Ault*, University of Kentucky, Lexington

Presenter(s): *Belva Collins*, University of Kentucky, Lexington

11:00-11:45 a.m. Room: 6B, Poster 20 | Session: 794

PSYCHOPHARMACOLOGICAL TREATMENT FOR AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This session provides an overview of psychopharmacological treatments for students with autism. Surveys suggest that approximately 40% to 50% of individuals with autism receive at least one psychotropic medication. The presenter will review the types of drugs used, the role of the special educator in drug monitoring, and accountable practice in intervention. (11250)

Leader(s): *Kristal Ehrhardt*, Western Michigan University, Kalamazoo

11:00-11:45 a.m. Room: 6B, Poster 24 | Session: 795

PORTRAITS OF TEACHERS ENGAGED IN COLLABORATIVE PROFESSIONAL DEVELOPMENT: SELF-REFLECTIONS, OBSERVATIONS, AND COLLABORATION

Topic Area: Teacher Education

Secondary Topic: Instructional Design

Format: Poster Session

This session presents case studies of special educators who participated in professional development designed to improve word study and fluency instruction for students with learning disabilities. Qualitative findings illustrate teachers' perspectives and observations of implementation of specific practices learned in seminars, small-group planning sessions, and an e-community environment. (11260)

Leader(s): *Anna Osipova*, California State University, Los Angeles

Presenter(s): *Brooke Prichard*, University of Colorado, Boulder

11:00-11:45 a.m. Room: 6B, Poster 6 | Session: 796

GOING TO COLLEGE: WHAT DOES IT MEAN FOR STUDENTS WITH LEARNING DISABILITIES?

Topic Area: Learning Disabilities

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

This presentation will provide a review of the literature on educational supports for students with learning disabilities in higher education. Learn about disability laws and how varying types of educational support are viewed from the perspective of institutions, faculty, and students. (11272)

Leader(s): *Aile Montoya*, University of Florida, Gainesville

11:00-11:45 a.m. Room: 6B, Poster 22 | Session: 797

PARENT/GUARDIAN PERSPECTIVES ON THE MANAGEMENT OF THEIR CHILDREN'S FEEDING/SWALLOWING DISORDERS

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Developmental Disabilities

Format: Poster Session

Findings of a qualitative study of 9 parents'/caregivers' perspectives on the management of children's feeding/swallowing disorders are presented. Three major themes emerged: effects of early diagnosis/treatment, importance of effective service delivery teaming, and factors facilitating or impeding feeding progress. Presenters and participants will discuss this study's implications. (11274)

Leader(s): *Julia Stoner*, Illinois State University, Normal

11:00-11:45 a.m. Room: 6B, Poster 10 | Session: 798

CCITL: A WEB-BASED SUPPORT SYSTEM FOR INSTRUCTIONAL PERSONNEL

Topic Area: Technology and Media

Secondary Topic: Response to Intervention

Format: Poster Session

The Eastern Kentucky University Commonwealth Center for Instructional Technology and Learning (CCITL) system is a statewide, Web-based system designed to assist instructional personnel who work with school-age students with learning challenges by providing just-in-time intervention information and resources. This presentation will discuss CCITL system development, evaluation, and implementation. (11363)

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

11:00-11:45 a.m. Room: 6B, Poster 7 | Session: 799

SUPPORTING FAMILIES IN THE NEONATAL INTENSIVE CARE UNIT

Topic Area: Early Childhood

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

The presenters will describe the needs of families of newborns that may be at risk for developmental delays and strategies for supporting these families in a hospital setting. They will give specific considerations of the needs of Native American families in a hospital setting, strategies for transitioning families to early intervention and community services, and Web-based resources. (11415)

Leader(s): *Susan Gregory*, Montana State University, Billings

Presenter(s): *Molly Mills*, Parents Lets Unite for Kids, Billings, MT

11:00-11:45 a.m. Room: 6B, Poster 4 | Session: 800
DEVELOPMENT AND EVALUATION OF THE INFERENCE STRATEGY FOR READING COMPREHENSION IN INCLUSIVE CLASSROOMS

Topic Area: Instructional Design
Secondary Topic: Learning Disabilities
Format: Poster Session

This session presents the results of a quasi-experimental study to evaluate and validate an instructional program for teaching a inference reading comprehension strategy in inclusive sixth-grade classrooms. Reading performance outcomes, including standardized measures of reading comprehension, and implications will be presented. (11457)

Leader(s): *Nanette Fritschmann*, Lehigh University, Bethlehem, PA

11:00-11:45 a.m. Room: 6B, Poster 1 | Session: 801
USING VISUAL SUPPORTS TO SUPPORT A CURRICULUM BASED ON UNIVERSAL DESIGN FOR LEARNING

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

This session will demonstrate how incorporating visual supports into a general education curriculum promotes CAST's Universal Design for Learning Principles. Participants will obtain a variety of visual support ideas pertaining to different subject matter content and have the opportunity to ask questions about effectively developing and implementing visual supports. (11547)

Leader(s): *Enid Hurtado*, Mayer-Johnson, Solana Beach, CA

11:00-11:45 a.m. Room: 6B, Poster 2 | Session: 802
GENERAL EDUCATORS USING THE CBE PROCESS WITHIN THE THREE-TIERED MODEL OF RESPONSE TO INTERVENTION (RTI)

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

The increasing prevalence of RTI decreases the number of special education referrals. The CBE Process, within the RTI context, assists general educators in targeting students who need extra support in the general education setting. Although the CBE process consists of five steps, the first three will be explained in detail. (11579)

Leader(s): *RaJeanna Foxx*, Western Washington University, Bellingham, WA
Presenter(s): *Tiffany Jackson*, Western Washington University, Bellingham; *Rachael Manz*, Western Washington University, Bellingham; *Nicole Reynolds*, Western Washington University, Bellingham

11:00-11:45 a.m. Room: 6B, Poster 11 | Session: 803
AFTER-SCHOOL TUTORING AND STUDENTS WITH LEARNING DISABILITIES: IMPACT ON WRITING AND ATTITUDE

Topic Area: Research
Secondary Topic: Learning Disabilities
Format: Poster Session

This session reports findings of a 12-week, randomized, treatment/comparison, pretest/posttest designed study wherein both groups experienced significant gains in writing skills following exposure to either a commercial writing curriculum and/or the writer's workshop approach, and no gains in writing attitude. (11583)

Leader(s): *Elizabeth Wright*, Daemen College, Amherst, NY
Presenter(s): *Lisa Drewniak*, Daemen College, Amherst NY; *Robin O'Dell*, Buffalo State College, NY

11:00-11:45 a.m. Room: 6B, Poster 16 | Session: 804
WHAT TEACHERS NEED: HOW TO INCREASE TEACHERS' EFFECTIVENESS WHEN IMPLEMENTING AN RTI MODEL

Topic Area: Response to Intervention
Secondary Topic: Teacher Education
Format: Poster Session

This presentation will describe a teacher preparatory course established to train teachers to effectively monitor student progress in their classrooms and discuss the data gathered in this course which identified teacher support mechanisms needed in any successful school level implementation of an RTI model. (11585)

Leader(s): *Carl Ferguson Jr.*, California State University, Monterey Bay
Presenter(s): *Cathi Rodriguez*, California State University, Seaside

11:00-11:45 a.m. Room: 6B, Poster 12 | Session: 805
IMPROVING FLUENCY SKILLS OF STRUGGLING READERS IN AFTER-SCHOOL PROGRAMS

Topic Area: Research
Secondary Topic: Nontraditional Schools
Format: Poster Session

Findings from two reading intervention studies that targeted the oral reading fluency of elementary readers will be shared and synthesized. Findings will be discussed in relation to extant literature and recommendations for practice will be summarized. (11644)

Leader(s): *Macid Melekoglu*, University of Wisconsin, Madison
Presenter(s): *Orhan Cakiroglu*, University of Wisconsin, Madison

11:00-11:45 a.m. Room: 6B, Poster 17 | Session: 806
LEARNING, COLLABORATION, AND RESULTS:
DEVELOPING PROFESSIONAL LEARNING COMMUNITIES
FOR PARAEDUCATORS

Topic Area: Administration/Supervision

Secondary Topic: Collaboration Among Special Educators and
General Educators

Format: Poster Session

Participants will learn how to design a professional development program for paraeducators, embedding the 10 CEC standards into daily work. A combination of training, collaboration, and performance indicators are the essential elements of professional learning communities for our most valuable resource: paraeducators. (11707)

Leader(s): *Maria Kreiter*, Valley Forge Educational Services, Malvern, PA

11:00-11:45 a.m. Room: 6B, Poster 23 | Session: 807
"IT'S OKAY TO SAY 'RETARDED'" AND OTHER BELIEFS OF
PRESERVICE GENERAL EDUCATORS

Topic Area: Teacher Education

Secondary Topic: Collaboration Among Special Educators and
General Educators

Format: Poster Session

Preservice teachers' attitudes toward students with disabilities were examined. Even after completing a course in special education, general education teacher candidates displayed negative attitudes toward students with disabilities. These negative attitudes existed despite mastery of course objectives. Beliefs toward, not just knowledge of, diverse learners must be targeted during teacher training. (11737)

Leader(s): *Tracy Thorndike-Christ*, Western Washington University, Bellingham

1:15-2:15 p.m. Room: 609 | Session: 808
RESEARCH AND DEVELOPMENT IN INTERACTIVE VIDEO
SUPPORTS FOR NOVICE SPECIAL EDUCATORS

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Lecture

Supply/demand data suggest new special educators are leaving their positions at higher rates. Traditional mentoring, present in most schools, is neither effective nor efficient in supporting novice teachers. This presentation describes research and development in interactive video technology supportive of novice teachers and shares the outcome data collected to date. (10155)

Leader(s): *Earle Knowlton*, University of Kansas, Lawrence

1:15-2:15 p.m. Room: 619/620 | Session: 809
PRIMARY PREVENTION OF VIOLENCE: IMPLEMENTING
AND EVALUATING THE EFFECTIVENESS OF SECOND
STEP

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Response to Intervention

Format: Lecture

This presentation will summarize recent primary prevention efforts to eliminate violence and create positive behaviors in several schools where Second Step, a violence prevention curriculum, was adopted. Presenters will detail major program components of Second Step, present data documenting program effectiveness, and discuss barriers associated with large-scale implementation. (10287)

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

1:15-2:15 p.m. Room: 307/308 | Session: 810
BUILDING THE COMPUTATION AND PROBLEM-SOLVING
SKILLS OF ADOLESCENTS IN CONTEXT-RICH LEARNING
ENVIRONMENTS

Topic Area: Instructional Design

Secondary Topic: Research

Format: Lecture

This presentation will trace the development of Enhanced Anchored Instruction (EAI) over the past 10 years for improving the math skills of low-achieving adolescents. Special attention will be given to showing the problem-solving and computation modules that teachers have used successfully in both inclusive and special education settings. (10359)

Leader(s): *Brian Bottge*, University of Kentucky, Lexington

1:15-2:15 p.m. Room: 615/616 | Session: 811
FRIEND PROGRAM: FOSTERING RELATIONSHIPS IN
NETWORK DEVELOPMENT

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Demonstration

The FRIEND program provides opportunities for students with autism spectrum disorder or related disabilities to increase social communication skills in an inclusive school setting, prompted by peers and staff. Educators and parents will learn strategies to facilitate such opportunities. Data collected following peer sensitivity trainings in school classrooms will be presented. (10717)

Leader(s): *Holly Sokol*, Southwest Autism Research and Resource Center, Phoenix, AZ

1:15-2:15 p.m. **Room: 303 | Session: 812**
RESEARCH ON STANDARDS-BASED IEPs: UPDATE ON A
WEB-BASED DECISION MODEL

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

Description of Year 2 research from an Institute of Education Sciences project to test a Web-based tutorial and decision-making support for standards-based IEPs. Effects of the tutorial on IEP quality and subsequent IEP implementation will be evaluated. Year 2 revision of the IEP evaluation tool (IQUIS) will be presented. (10721)

Leader(s): James Shriner, University of Illinois, Champaign
Presenter(s): John Trach, University of Illinois, Champaign;
Mitchell Yell, University of South Carolina, Columbia

1:15-2:15 p.m. **Room: 400 | Session: 813**
EVIDENCE-BASED PRACTICES IN EARLY CHILDHOOD
SPECIAL EDUCATION

Topic Area: Early Childhood
Secondary Topic: Teacher Education
Format: Lecture

This session will identify what is meant by evidence-based practices and identify specific strategies and materials that have been shown to have a research base. (10837)

Leader(s): Michael Rettig, Washburn University, Topeka, KS

1:15-2:15 p.m. **Room: 606 | Session: 814**
PARTNERSHIPS: BEST INCLUSIVE PRACTICE OF PUBLIC
SCHOOLS WITH EXPERTISE OF ALTERNATIVE SCHOOLS

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Nontraditional Schools
Format: Lecture

Many students, who had historically received services from alternative schools, are now educated in inclusive settings. Public school teachers, with training from experts of alternative schools, can successfully serve these students. This presentation provides tools to develop partnerships between public and alternative schools to better serve students with diverse challenges. (10958)

Leader(s): Nanho Vander Hart, Assumption College, Worcester, MA
Presenter(s): Kristin Mayotte, Youth Opportunities Upheld, Inc., Worcester, MA

1:15-2:15 p.m. **Room: 212 | Session: 815**
INSTRUCTIONAL LEADERSHIP AND GIFTED EDUCATION

Topic Area: Gifted and Talented
Secondary Topic: Administration/Supervision
Format: Lecture

This presentation will shine a new light on the gifted educator. Educational leadership strategies and skills necessary to invoke change through advocacy, collaboration, compliance, professional development, and classroom teaching will be analyzed and discussed through realistic scenarios. Participants will learn leadership skills necessary to build and maintain credibility with stakeholders (11252)

Leader(s): Alaina Mehling, Sandusky City Schools, OH
Presenter(s): Julie McDonald, Sandusky City Schools, Sandusky, OH

1:15-2:15 p.m. **Room: 201 | Session: 816**
CRITICAL ISSUES ASSESSMENT OF ENGLISH LANGUAGE
LEARNERS (ELLS): CROSS BATTERY AND RTI
EVALUATIONS

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

This session will address the appropriate assessment of culturally and linguistically diverse English language learners referred for a full individual special education evaluation. Evaluations using cross-battery evaluations and RTI data will be the foci of the presentation. (11358)

Leader(s): Brenda Gilliam, University of Texas, Tyler
Presenter(s): Frank Dykes, University of Texas, Tyler

1:15-2:15 p.m. **Room: 2A | Session: 817**
EFFECTS OF EDUCATIONAL PLACEMENT ON URBAN
MIDDLE SCHOOL STUDENTS WITH DISABILITIES

Topic Area: Accessing the General Education Curriculum That Is Aligned With State Standards
Secondary Topic: Cultural and/or Linguistic Diversity
Format: Lecture

This presentation will report and compare the academic learning gains made by Black and Hispanic urban middle school students with high-incidence disabilities in both inclusive and resource settings. Comparisons will be made across educational placements, school settings, and ethnic groups. Recommendations for placement decisions and practice will be discussed. (11405)

Leader(s): Elizabeth Cramer, Florida International University, Miami
Presenter(s): Lisa Barrocas, Miami-Dade County Public Schools, FL

Saturday

1:15-2:15 p.m. Room: 205 | Session: 818**DEMONSTRATION OF PBS AND SUPPORTED EMPLOYMENT FOR ADULTS WITH SEVERE DISABILITIES****Topic Area:** Developmental Disabilities**Secondary Topic:** Career Development/Transition**Format:** Lecture

This project implemented functional behavior assessments and supported employment procedures to assist an existing community agency to better meet the needs of their clients, and provide a valuable opportunity to develop meaningful, long-term life and work skills within a structured, supported environment. Learn how this methodology can be replicated in other settings to create positive social and vocational outcomes for this population. (11448)

Leader(s): Holly Patton, University of Washington, Seattle**Presenter(s):** Elizabeth West, University of Washington, Seattle**1:15-2:15 p.m.** Room: 608 | Session: 819**SPELLING AND ASSISTIVE TECHNOLOGY: HELPING STUDENTS WITH DISABILITIES BE SUCCESSFUL WRITERS****Topic Area:** Technology and Media**Secondary Topic:** Instructional Design**Format:** Lecture

Knowing how to spell is an important link in writing composition. Pairing AT spelling devices with evidence-based spelling strategies is an effective way to assist students in overcoming spelling deficits. A case study approach combined with multimedia information and a resource packet provide the participant with practical information. (11524)

Leader(s): Laura Carpenter, Auburn University, Montgomery, AL**Presenter(s):** Kate Simmons, Auburn University, Montgomery, AL**1:15-2:15 p.m.** Room: 617 | Session: 820**ISSUES IN BRAILING STANDARDIZED TESTS: WOODCOCK-JOHNSON III TESTS OF ACHIEVEMENT-BRAILLE ADAPTATION****Topic Area:** Visual Impairments**Secondary Topic:** Assessments**Format:** Lecture

Educators who assess the academic achievement of Braille readers must be aware of the multiple problems of translating tests into Braille in order to avoid them. This presentation explains these problems and exemplifies solutions using the new Woodcock-Johnson III Tests of Achievement – Braille Adaptation (American Printing House for the Blind). (11560)

Leader(s): Lynne Jaffe, University of Arizona, Tucson**1:15-2:15 p.m.** Room: 607 | Session: 821**EXTREME CLASSROOM MAKEOVER: MEANINGFUL REAL WORLD LEARNING EXPERIENCES FOR UNIVERSITY STUDENTS****Topic Area:** Teacher Education**Secondary Topic:** Technology and Media**Format:** Lecture

University curriculum comes to life by immersing students in a real-life classroom makeover project. This session shares a unique project in which students in a university augmentative communication course, and special education technology course plan and create an extreme classroom makeover for an adapted curriculum special education classroom. (11621)

Leader(s): Tara Jeffs, East Carolina University, Greenville**Presenter(s):** Cathy Keeter, Pitt County Schools, Greenville, NC; Laura King, East Carolina University, Greenville, NC; Katheryne Potts, E.B. Aycok Middle School, Greenville, NC**1:15-2:15 p.m.** Room: 204 | Session: 822**SEEING IS BELIEVING: OBSERVING CO-TAUGHT COLLABORATIVE CLASSES****Topic Area:** Collaboration Among Special Educators and General Educators**Secondary Topic:** Administration/Supervision**Format:** Demonstration

Interactions with administrators responsible for supervising co-teaching reveal a complexity of skills needed for effective observations. Through the use of three observation guides, participants at this presentation will understand the essential components of co-taught classes that support student learning, learn to critically analyze co-taught collaborative classes, and facilitate teacher growth by thoughtful and reflective supervision. (11622)

Leader(s): Gloria Wilson, Hofstra University, Hempstead, NY**1:15-2:15 p.m.** Room: 206 | Session: 823**INCREASING WRITING AND TRANSITION OUTCOMES THROUGH ELECTRONIC MENTORING PROGRAMS****Topic Area:** Career Development/Transition**Secondary Topic:** Technology and Media**Format:** Demonstration

The Electronic Mentoring Program provides open-source assistive technology to students with disabilities to access an online information technology literacy and transition program. Students use the Internet to conduct research to develop valid career goals and self-directed transition portfolios. Students communicate with mentors electronically to gain support as they implement their transition plans. (11694)

Leader(s): Margaretha Izzo, Ohio State University, Columbus**Presenter(s):** Peg Lamb, Learning and Career Connections, East Lansing, MI

1:15-2:15 p.m. Room: 2B | Session: 824

RTI IN LOW-PERFORMING HIGH-NEED SCHOOLS: THE REALITIES OF IMPLEMENTATION

Topic Area: Response to Intervention

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Lecture

Implementation of an RTI model requires shared vision, excellent teaching, differentiated instruction, creative scheduling, flexible use of staff, and savvy resource allocation—a daunting list for struggling schools to tackle. University and school district partners share their successes and challenges faced on the road to school change. (11697)

Leader(s): *Amanda Kloo*, University of Pittsburgh, PA

Presenter(s): *Charles Machesky*, Uniontown Area School District, PA; *Naomi Zigmond*, University of Pittsburgh, PA

1:15-2:15 p.m. Room: 602/603/604 | Session: 825

OVERCOMING THE SEVEN ROADBLOCKS TO RAPID PHONICS ACQUISITION

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design

Format: Demonstration

For students with LD, the road from phonics instruction to fluent reading is often littered with roadblocks, including vowels, consonant blends, applying rules, and reading multisyllable words. Participants will learn seven simple methods grounded in current research that can be readily integrated into systematic phonics instruction, dramatically accelerating reading acquisition. (11728)

Leader(s): *Bruce Howlett*, Ithaca College, NY

1:15-2:15 p.m.

Room: 4C-1 | Session: 826

SUPPORTING ASIAN FAMILIES TO ENGAGE IN ACTIVE FAMILY-PROFESSIONAL PARTNERSHIPS THROUGH CULTURALLY AND LINGUISTICALLY RELEVANT ONLINE RESOURCE

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Research

Format: Lecture

Asian American families experience challenges in creating and sustaining meaningful family-professional partnerships. These challenges typically result from language barriers as well as cultural and value differences, particularly as they relate to education. In this presentation, two online resources that focus on supporting Asian American families both at the early childhood level and throughout the individualized education program process will be shared. These resources utilize Web 2.0 technologies and incorporate research, parents' experiences, as well as policy. In addition to these online resources, a family advocate will discuss her experiences with families on this topic. Participants will walk away from this presentation with tips, strategies, and action steps to foster partnerships. (11790)

Leader(s): *Ann Turnbull*, University of Kansas, Beach Center on Disability, Lawrence

Presenter(s): *Joo Young Hong*, University of Kansas, Beach Center on Disability, Lawrence; *Yvone Link*, Parent to Parent Power, Tacoma, WA

1:15-2:15 p.m.

Room: 6C | Session: 827

TOWN HALL MEETING ON RESPONSE TO INTERVENTION

Topic Area: Response to Intervention

Secondary Topic: Instructional Design

Format: Panel

This session brings together national leaders in advocacy, research, policy, and teacher preparation. Each will briefly describe promises and challenges of RTI and implications for students with special needs and special education. Half the session will be devoted to audience participation. (11804)

Leader(s): *Doug Fuchs*, Vanderbilt University, Nashville, TN

Presenter(s): *George Batsche*, University of South Florida, Tampa; *Candace Cortiella*, The Advocacy Institute, Marshall, VA; *Louis Danielson*, American Institutes for Research, Washington, DC; *Sylvia Linan-Thompson*, University of Texas, Austin; *Margo Mastropieri*, George Mason University, Fairfax, VA; *Thomas Scruggs*, George Mason University, Fairfax, VA

Strand J
Session 3

Strand I
Session 4

Saturday

1:15-2:15 p.m. Room: 4C-3 | Session: 828

IMPROVING LITERACY OUTCOMES: PORTLAND SCHOOL DISTRICT, PORTLAND OR

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Lecture

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Session 4

The Portland School District is a recipient of a Striving Readers Demonstration Grant (2006-2011). The Striving Readers initiative required recipients to implement a schoolwide literacy support model, a targeted reading program for struggling readers, and engage in a rigorous evaluation of implementation and student outcomes. The Portland School District is implementing components of Content Literacy Continuum (CLC) across four high schools and eight middle schools or K to 8 schools. They will share their journey, challenges, and successes of the past 3 years. (11832)

Leader(s): *Bev Colombo*, Strategic Learning Center, Saint Louis, MO

Presenter(s): *Ken Brock*, Whitaker @ Rice Middle School, Portland, OR

1:15-2:15 p.m. Room: 611/612 | Session: 829

INFLUENCING POLICYMAKING AT A GRASSROOTS LEVEL

Topic Area: Public Policy

Secondary Topic: Administration/Supervision

Format: Lecture

This session will provide tips and insight on how individuals can influence policymaking at federal, state, and local levels. Using advocacy training modules developed by CEC's Policy and Advocacy Services, this hands-on session will help advocates learn the skills needed to effectively communicate their position to policymakers. Presenters will also provide information on CEC's Legislative Action Center, a Web-based vehicle for communicating with elected officials and their staff, finding facts and voting statistics on members of Congress, as well as targeting messages to the media. (11836)

Leader(s): *Elisabeth Williams*, Council for Exceptional Children, Arlington, VA

1:15-2:00 p.m. Room: 6B, Poster 13 | Session: 830

MULTI SENSORY ENVIRONMENTS (MSE) IN SPECIAL EDUCATION: BUILDING A THEORETICAL FOUNDATION

Topic Area: Developmental Disabilities

Secondary Topic: Early Childhood

Format: Poster Session

Multi Sensory Environments as an educational activity for individuals with intellectual disabilities is becoming increasingly popular in the United States despite limited empirical research and a lack of a theoretical foundation. This session highlights a theoretical framework to stimulate new thinking around the use and practice of MSE in special education. (10346)

Leader(s): *Sandra Fornes*, Hidden Angel Foundation, Pembroke Pines, FL

1:15-2:00 p.m. Room: 6B, Poster 25 | Session: 831

TUTORING A STRUGGLING READER: EFFECTS ON PRESERVICE TEACHERS' EFFICACY AND THEORETICAL ORIENTATION

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

This study examined the effects of the implementation of a structured tutoring program for struggling readers on preservice teachers' sense of efficacy; their content knowledge for teaching reading; and their preference for explicit, code-based versus meaning-based literacy instruction. (10390)

Leader(s): *Martha League*, University of Florida, Gainesville

Presenter(s): *Penny Cox*, University of Florida, Gainesville

1:15-2:00 p.m. Room: 6B, Poster 20 | Session: 832

STUDENTS WITH ASPERGER'S SYNDROME AND HYPERLEXIA

Topic Area: Autism Spectrum Disorder

Secondary Topic: Instructional Design

Format: Poster Session

This session will review the current research involving students with the co-diagnosis of Asperger's syndrome and hyperlexia. Participants will learn about a variety of research-based reading and language interventions to support these students in their own schools. (10398)

Leader(s): *Jodi Duke*, George Mason University, Fairfax, VA

1:15-2:00 p.m. Room: 6B, Poster 3 | Session: 833

LINKING SPELLING AND WRITING INSTRUCTION TO IMPROVE OUTCOMES FOR STUDENTS WITH DISABILITIES

Topic Area: Instructional Design

Secondary Topic: Response to Intervention

Format: Poster Session

Are there methods that are more effective in improving the spelling and writing performance of students with mild learning and behavior problems or maintaining their knowledge? Do students have a preference for certain types of instruction? The effects of instructional procedures will be examined. Practical applications of research will be provided. (10399)

Leader(s): *Alexandra Conniff*, Eufaula City Schools, AL

1:15-2:00 p.m. Room: 6B, Poster 10 | Session: 834
PROMOTING SELF-REGULATION WITHIN STUDENTS
WITH EMOTIONAL AND/OR BEHAVIORAL DISABILITIES
USING BIOFEEDBACK ASSISTIVE TECHNOLOGY

Topic Area: Technology and Media

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This session presents findings and implications from a study investigating the effectiveness of a biofeedback-based computer learning system with secondary students who have severe emotional disabilities. Participants will be instructed in the use of the biofeedback techniques and technology used in the study. (10405)

Leader(s): Kevin Miller, Buffalo State College, NY

Presenter(s): Nancy Aguinaga, Southeast Missouri State University, Cape Girardeau, MO

1:15-2:00 p.m. Room: 6B, Poster 5 | Session: 835
SIGN LANGUAGE "STORYREADING" FOR CHILDREN WHO
ARE DEAF

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Children's literature adapted for presentation in American Sign Language on videos/DVDs focus on storytelling rather than on "storyreading." Illustrations are provided but print is not. DVDs of stories traditionally used to foster literacy in hearing children were created. "Storyreading" with simultaneous association of print, rather than "storytelling," are unique features of these materials. (10512)

Leader(s): Sandra Ciocci, Bridgewater State College, MA

Presenter(s): Deborah Cook, Springfield College, MA; Robert MacMillan, Bridgewater State College, MA

1:15-2:00 p.m. Room: 6B, Poster 16 | Session: 836
A META-ANALYSIS OF RTI INTERVENTION RESEARCH ON
LD: DO THE CHARACTERISTICS OF NONRESPONDER
MATTER?

Topic Area: Response to Intervention

Secondary Topic: Learning Disabilities

Format: Poster Session

The purpose of this meta-analysis was to determine the instructional, psychometric, methodological, and individual difference variables that predicted variations in response to treatment in best-evidence single-subject design and group design studies that include children at risk for learning disabilities. Findings will be shared. (10555)

Leader(s): Lee Swanson, University of California, Riverside

Presenter(s): Courtney Hilton, University of California, Riverside; Tori Sanchez, University of California, Riverside

1:15-2:00 p.m. Room: 6B, Poster 24 | Session: 837
USING PODCASTS AND BLOGS TO ENHANCE DISTANCE
EDUCATION IN HIGHER EDUCATION

Topic Area: Teacher Education

Secondary Topic: Technology and Media

Format: Poster Session

During this session, presenters will discuss methods for using podcasts and blogs in distance education courses to boost graduate student content knowledge and technological expertise. Presenters will share a scoring rubric used for grading student blogs and a podcast of session content. (10608)

Leader(s): Windy Schweder, University of South Carolina, Aiken

Presenter(s): Kay Hanson, University of South Carolina, Aiken

1:15-2:00 p.m. Room: 6B, Poster 23 | Session: 838
EXPANDING INTERNATIONAL BOUNDARIES: CULTURAL
AND EDUCATIONAL PERCEPTIONS OF SPECIAL
EDUCATION PRESERVICE TEACHERS

Topic Area: Teacher Education

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

Data from a study of a 6-week study-abroad program which offered a group of preservice special education students a Scottish educational and cultural immersion experience will be presented. The participants will be able to review how the students' perceptions of intercultural sensitivity and personal growth changed throughout this program. (10661)

Leader(s): Rose Battalio, University of Wisconsin, Eau Claire

Presenter(s): Laura Johnson, University of Wisconsin, Eau Claire

1:15-2:00 p.m. Room: 6B, Poster 6 | Session: 839
GALAXY MATH: CONCEPT-BASED TUTORING FOR AT-
RISK FIRST GRADERS

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design

Format: Poster Session

Galaxy Math was designed to teach math concepts and fact fluency to students at risk for math difficulty through individual tutoring. We will present results from the first year of the study and discuss implications. (10669)

Leader(s): Kurstin Hollenbeck Luther, Vanderbilt University, Nashville, TN

Presenter(s): Lynn Fuchs, Vanderbilt University, Nashville, TN

1:15-2:00 p.m. Room: 6B, Poster 19 | Session: 840

ADDRESSING THE NEEDS OF STUDENTS WITH ASD THROUGH COMPREHENSIVE SYSTEMS DEVELOPMENT

Topic Area: Autism Spectrum Disorder

Secondary Topic: Teacher Education

Format: Poster Session

This presentation will describe the development, implementation, and outcomes of several new programs for students with autism spectrum disorder (ASD). Discussed will be a home programming and parent support program, professional development for behavior therapists, and an ABA-based program for high school students with ASD. (10740)

Leader(s): *Daniel Almeida*, Newton Public Schools, Newton, MA

1:15-2:00 p.m. Room: 6B, Poster 8 | Session: 841

AN INVESTIGATION OF THE SPELLING SKILLS OF BRAILLE READERS

Topic Area: Visual Impairments

Secondary Topic: Instructional Design

Format: Poster Session

The Test of Written Spelling was used to assess the spelling skills of 23 Braille readers in Grades 1 to 12. Results indicated no significant difference between this sample and the general, sighted population. Strategies to facilitate spelling skills of Braille readers are presented. (10816)

Leader(s): *Christine Clark*, Illinois State University, Normal

Presenter(s): *Julia Stoner*, Illinois State University, Normal

1:15-2:00 p.m. Room: 6B, Poster 17 | Session: 842

THE 10 THINGS ALL SPECIAL EDUCATION TEACHERS WISHES PRINCIPALS KNEW

Topic Area: Administration/Supervision

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

As a principal, finding that balance of letting the special education teachers do their own thing and including them as part of the school is a difficult task. We have surveyed over 100 special education teachers and have found 10 common things that they wish all principals knew. (10862)

Leader(s): *Susan Beck*, Richland County School District Two, Columbia, SC

1:15-2:00 p.m. Room: 6B, Poster 1 | Session: 843

HIGH SCHOOL EXIT EXAM: CONSEQUENCES FOR STUDENTS WITH DISABILITIES

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Learning Disabilities

Format: Poster Session

Twenty-two states use an exit exam as a diploma criterion. Students with disabilities who cannot pass the exit exam do not receive a diploma. Policy (litigation and legislation); perspectives (students, parents, educators, administrators); and practices (program design) are explored in California as a case study for students with disabilities. (10878)

Leader(s): *Vanessa Goodwin*, University of California, Riverside

1:15-2:00 p.m. Room: 6B, Poster 14 | Session: 844

GATHERING AND DELIVERING POSTSCHOOL DATA USING 21ST CENTURY TECHNOLOGY

Topic Area: Career Development/Transition

Secondary Topic: Parent/Family/School Partnerships

Format: Poster Session

The Indiana Post School Follow-Up System has designed and implemented a new Web-based, desktop application for data collection. The system uses a unique design to give up-to-the-minute reporting and creation of "live" data. This system provides sites with a user-friendly, easily accessible data collection system. (11066)

Leader(s): *Adam Bauserman*, Ball State University, Muncie, IN

Presenter(s): *Michael Harvey*, Ball State University, Muncie, IN

1:15-2:00 p.m. Room: 6B, Poster 2 | Session: 845

ISSUES AND STRATEGIES IN ASSESSING AND GRADING LEARNERS WITH EXCEPTIONALITIES

Topic Area: Assessments

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

Format: Poster Session

This presentation will provide an overview of both ongoing and current issues related to the assessment and grading of the performance of learners with exceptionalities. Research-based and recommended strategies will be described, as will a continuum of grading strategies for an entire class or individual students. (11084)

Leader(s): *Dennis Munk*, Carthage College, Kenosha, WI

1:15-2:00 p.m. Room: 6B, Poster 21 | Session: 846
LESSONS LEARNED FROM CONDUCTING INTERVENTION RESEARCH IN ALTERNATIVE SETTINGS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design

Format: Poster Session

Applied research in alternative settings containing students with emotional disabilities is extremely important; however, conducting such research can be challenging. This presentation will describe strategies and procedures that were employed to combine practical, real-world issues to develop guidelines for implementing applied research with students with serious emotional disabilities. (11142)

Leader(s): *Margo Mastropieri*, George Mason University, Fairfax, VA

Presenter(s): *Latif Abdulalim*, Fairfax County Public Schools, Burke, VA; *Dani Bronaugh*, George Mason University, Fairfax, VA; *Yojanna Cuenca-Sanchez*, George Mason University, Fairfax, VA; *Nancy Irby*, George Mason University, Fairfax, VA; *Jill Jakulski*, Fairfax County Public Schools, Burke, VA; *Sara Mills*, George Mason University, Fairfax, VA

1:15-2:00 p.m. Room: 6B, Poster 12 | Session: 847
INCLUSION OF STUDENTS WITH MILD DISABILITIES: ACCESSING THE GENERAL CURRICULUM

Topic Area: Research

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

Format: Poster Session

Inclusion of two first-grade students with mild disabilities during a science period was documented using qualitative methods. Variables that contributed to the students' learning experiences were revealed. Emerging themes related to students' interaction with peers and response to instruction provided the framework for recommendations for future practice. (11273)

Leader(s): *Cecily Ornelles*, University of Hawaii at Manoa, Honolulu

1:15-2:00 p.m. Room: 6B, Poster 22 | Session: 848
CO-TEACHING IN SECONDARY SCHOOLS: PARENT AND STUDENT SATISFACTION

Topic Area: Parent/Family/School Partnerships

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

How do parents and students describe co-taught classes? This presentation will examine parent and student satisfaction with a year long co-taught high school class (Algebra I and/or Biology I). (11351)

Leader(s): *Phillip Brown*, Southern Illinois University, Carbondale

Presenter(s): *Regina Foley* and *Jennifer Wirz*, Southern Illinois University, Carbondale

1:15-2:00 p.m. Room: 6B, Poster 15 | Session: 849
PROJECT BEYOND—A DISTRICT'S PILOT OF RTI

Topic Area: Response to Intervention

Secondary Topic: Assessments

Format: Poster Session

Presenters will showcase the results of a comprehensive response to intervention (RTI) pilot leading to effective placement for students. This session will highlight the steps for establishing and implementing the RTI model, the results of the pilot project, and the culminating rubric for determining special education eligibility. (11354)

Leader(s): *Tammy Sayle*, Livingston County Schools, Smithland, KY

Presenter(s): *Sara Tick*, Student-Centered Learning Consultants, Inc., Paducah, KY; *Jerry Bebout*, Student-Centered Learning Consultants, Inc., Paducah, KY

1:15-2:00 p.m. Room: 6B, Poster 7 | Session: 850
EARLY CHILDHOOD RESPONSE AND RECOGNITION: A PILOT PROGRAM

Topic Area: Early Childhood

Secondary Topic: Response to Intervention

Format: Poster Session

This session includes recognition and response results of an early childhood pilot program. Five areas of interventions were addressed, parent interventions, school interventions, progress monitoring, curriculum-based measurements, and diversified teaching techniques. Results are reported in comparison to traditional preschool entrance procedures. (11512)

Leader(s): *Sara Tick*, DC Public Schools, Washington, DC

Presenter(s): *Tammy Sayle*, DC Public Schools, Washington, DC

1:15-2:00 p.m. Room: 6B, Poster 11 | Session: 851
EFFECTS OF STUDENTS GRAPHING THEIR PERFORMANCE DATA ON CALCULATIONS OF MATH FACTS

Topic Area: Research

Secondary Topic: Emotional and Behavioral Disorders

Format: Poster Session

This study determined the impact of students' participation in graphing their own performance data on the rate of math fact calculations. Students with disabilities benefited from computerized applications which allowed them to participate in their formative assessment procedures. (11536)

Leader(s): *Julia Reffel*, Valdosta State University, GA

Presenter(s): *Patricia Figarola*, Valdosta City Schools, GA; *Philip Gunter*, Valdosta State University, GA

1:15-2:00 p.m. Room: 6B, Poster 18 | Session: 852

CONFRONTING ISSUES OF MISIDENTIFICATION OF ENGLISH LANGUAGE LEARNERS IN RURAL SCHOOLS

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Assessments

Format: Poster Session

Identifying English language learners who have special education needs is a critical issue especially for rural schools. Teachers must take care not to mislabel children who are English language learners as having special education needs when their learning challenge really relates to their interactions with English as a new language. (11540)

Leader(s): *Blanche Glimps*, Tennessee State University, Nashville

1:15-2:00 p.m. Room: 6B, Poster 9 | Session: 853

CO-TEACHING IN SECONDARY SCHOOLS: MAKING IT WORK!

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Instructional Design

Format: Poster Session

Very little empirically based research is available to support the efficacy of co-teaching practices. This session will look at the various ways that co-teaching is being implemented in secondary schools and how different models are affecting student outcomes. (11552)

Leader(s): *Tiffany Ko*, University of Illinois, Chicago

2:30-3:30 p.m. Room: 609 | Session: 854

PRELIMINARY RESULTS OF A LONGITUDINAL STUDY OF DOCTORAL STUDENTS IN SPECIAL EDUCATION

Topic Area: Teacher Education

Secondary Topic: Research

Format: Lecture

In 2005, 619 students responded to the Special Education Doctoral Student Satisfaction Survey. Participants responded to the same questions 6 months after completing their programs. This presentation reports preliminary outcomes based on the first 3 years of this study. Differences in satisfaction over time are reported. (10177)

Leader(s): *Leah Wasburn-Moses*, Miami University, Oxford, OH

2:30-3:30 p.m.

Room: 617 | Session: 855

SO NOW I HAVE TO TEACH READING? LITERACY STRATEGIES TO ENHANCE CONTENT

Topic Area: Instructional Design

Secondary Topic: Teacher Education

Format: Demonstration

Attendees will engage in a variety of research-based literacy activities applicable to secondary content classes. Within the context of effective instructional strategies this interactive session morphs from research into practice. Options for differentiation will be demonstrated and discussed. Technology support will be demonstrated. (10342)

Leader(s): *Judith Fontana*, VA DOE Region 4 TTAC/George Mason University, Fairfax

2:30-3:30 p.m.

Room: 212 | Session: 856

IMPLEMENTING A "WHAT WORKS IN SCHOOLS" MODEL IN A SEPARATE DAY FACILITY

Topic Area: Nontraditional Schools

Secondary Topic: Research

Format: Lecture

Based on research by Robert Marzano, there are five factors that influence student learning in schools. This presentation will focus on how the district restructured the leadership team and staff development based on results of the "What Works in Schools" survey data implemented to administrators, teachers and students within SPEED School District #802. (10350)

Leader(s): *Genevra Walters*, SPEED School District #802, Chicago Heights, IL

Presenter(s): *Laura Fisher*, SPEED School District #802, Chicago Heights, IL

2:30-3:30 p.m.

Room: 204 | Session: 857

TEAM TEACHING IN SCIENCE

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Instructional Design

Format: Lecture

A general education science teacher and a special education teacher share how they successfully developed their "team" to confront the unique challenges of high school science classes. Through the use of a sports related metaphor, "the game plan," these teachers provide insight into how successful co-teaching relationships can be fostered. (10448)

Leader(s): *Mary Jane Heater*, West Springfield High School, Springfield, VA

Presenter(s): *Ed Linz*, Fairfax County Public Schools, VA

2:30-3:30 p.m. Room: 304 | Session: 858

WHEN ARE CULTURALLY AND LINGUISTICALLY DIVERSE STUDENTS REALLY SPECIAL EDUCATION CANDIDATES?

Topic Area: Cultural and/or Linguistic Diversity

Secondary Topic: Instructional Design

Format: Lecture

Understanding the how and why of language acquisition and differentiated literacy instruction for culturally and linguistically diverse students to provide opportunities for academic success. Introduce participants to research on reading development instruction coupled with Specially Designed Academic Instruction in English methods addressing the needs of culturally and linguistically diverse learners. (10491)

Leader(s): *Almitra Berry*, University of Phoenix, AZ

2:30-3:30 p.m. Room: 211 | Session: 859

ACCESSIBILITY PRINCIPLES FOR STATE READING ASSESSMENTS: WHAT THEY SAY FOR EDUCATORS' PRACTICE

Topic Area: Accountability & Large Scale Assessments

Secondary Topic: Instructional Design

Format: Lecture

Three federally funded projects to conduct research and field-test accessible reading assessments developed accessibility principles for reading assessments. This session highlights the accessibility principles and points out their specific implications for school and classroom practices that promote appropriate decision making and inclusion of students with disabilities in reading assessments. (10495)

Leader(s): *Martha Thurlow*, University of Minnesota, National Center on Educational Outcomes, Minneapolis

Presenter(s): *Cara Chatem*, Educational Testing Service, Princeton, NJ

2:30-3:30 p.m. Room: 606 | Session: 860

USING EFFECTIVE NONVERBAL COMMUNICATION TO DECREASE CLASSROOM DISRUPTIONS

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Teacher Education

Format: Demonstration

This presentation will demonstrate the use of effective nonverbal communication to minimize and prevent classroom disruptions. Nonverbal signals have been shown to have about five times as much impact as verbal directives. An estimated 65% of communication is nonverbal, making it a powerful tool that teachers can use in behavior management. (10526)

Leader(s): *Jeanne D'Haem*, William Paterson University, Wayne, NJ

2:30-3:30 p.m.

Room: 400 | Session: 861

EMERGENT PERCEIVED COMMUNICATIVE BEHAVIORS IN ADULTS WITH SEVERE INTELLECTUAL DISABILITIES

Topic Area: Communicative Disabilities and Deafness

Secondary Topic: Developmental Disabilities

Format: Lecture

This session describes the partner perceived gestures of 10 adults with severe intellectual disabilities using coding categories developed for typically developing children. This effort extends the current knowledge base regarding the emergence of gesture in this population by studying the behaviors of persons who do not clearly use intentional communication. (10604)

Leader(s): *Billy Ogletree*, Western Carolina University, Cullowhee, NC

2:30-3:30 p.m.

Room: 619/620 | Session: 862

ACADEMIC MENTORING OF COURT-INVOLVED YOUTH IN A COMMUNITY SETTING: LESSONS LEARNED

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Instructional Design

Format: Lecture

This presentation describes a study that examined the effect of reading and goal setting instruction provided by a mentor on the reading skills of four court-involved, African American, adolescent males. All youth demonstrated gains in reading skills. Benefits and challenges of implementing a mentoring program with this population are discussed. (10656)

Leader(s): *Patsy Nomvete*, Georgia State University, Atlanta

Presenter(s): *Nikki Josephs*, Georgia State University, Atlanta; *Katherine Waller*, Georgia State University, Atlanta; *Mark White*, Georgia State University, Atlanta

2:30-3:30 p.m.

Room: 608 | Session: 863

THE IMPACT OF ASSISTIVE TECHNOLOGY SOFTWARE ON READING ACHIEVEMENT: A LONGITUDINAL STUDY

Topic Area: Technology and Media

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

Format: Lecture

Results of the Iowa longitudinal study on the impact of use of Kurzweil 3000 on student achievement will be reviewed. Data demonstrated significant impact on fluency, comprehension, and improved school behaviors such as staying on task, working independently, and attendance. Progress monitoring tools will be shared including CBM, rubrics, and online surveys. (10670)

Leader(s): *Joan Hodapp*, Area Education Agency 267, Clear Lake, IA

Presenter(s): *Cinda Rachow*, Loess Hills Area Education Agency 13, Council Bluffs, IA

Saturday

2:30-3:30 p.m. Room: 201 | Session: 864

TASK TRAINING: DIFFERENTIATING BETWEEN NEED FOR INTERVENTION AND TASK MISUNDERSTANDING

Topic Area: Assessments

Secondary Topic: Response to Intervention

Format: Lecture

Within an RTI model, universal screening helps determine who is in need of intervention. Participants will learn specific task-training procedures to be used prior to administration of screenings. Learn how task training helps educators to differentiate between students in need of intervention and those who simply do not understand the task. (10906)

Leader(s): Sara Mackiewicz, University of North Carolina, Charlotte

Presenter(s): Nancy Cooke, University of North Carolina, Charlotte; Tara Galloway, University of North Carolina, Charlotte

2:30-3:30 p.m. Room: 303 | Session: 865

SUSTAINING EVIDENCE-BASED PRACTICE: TEACHER'S USE OF PEER-ASSISTED LEARNING STRATEGIES

Topic Area: Research

Secondary Topic: Teacher Education

Format: Lecture

This session will discuss factors related to the sustainability of Peer-Assisted Learning Strategies (PALS). Participants will identify critical factors that should be considered to improve professional development and provide effective ongoing support of scientifically based innovations. (11078)

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

Presenter(s): Cara Eadie, University of Minnesota, Minneapolis; Insoon Han, University of Minnesota, Minneapolis; Kristen McMaster, University of Minnesota, Minneapolis

2:30-3:30 p.m. Room: 613/614 | Session: 866

THE EFFECTIVENESS OF CREATIVE DYNAMIC MODELS OF COLLABORATIVE INTENSIVE AUTISM PROGRAMS

Topic Area: Autism Spectrum Disorder

Secondary Topic: Parent/Family/School Partnerships

Format: Panel

Special education administrators and families will learn about a model collaborative program in California funded by Education and Regional Center to meet the needs of autistic students. Outcomes of student progress and effectiveness of practice and content in relation to newly developed Best Practices Document will be shared. (11136)

Leader(s): Sandee Kludt, San Joaquin County Office of Education, Stockton, CA

Presenter(s): Tara Sisemore-Hester, Valley Mountain Regional Center, Stockton, CA

2:30-3:30 p.m.

Room: 205 | Session: 867

BELIEFS OF PROFESSIONAL AND FAMILY CAREGIVERS ABOUT THE SEXUALITY OF INDIVIDUALS WITH INTELLECTUAL DISABILITIES

Topic Area: Developmental Disabilities

Secondary Topic: Research

Format: Lecture

This session will share the findings of a study on the perceptions of involved adults concerning the sexuality of individuals with intellectual disabilities. Participants completed a Q sort with a concourse of 36 items. Analysis produced four different belief systems: Normalization Advocates, Supporters of Abstinence, Responsibility and Control Proponents, and Humanistic Stalwarts. These belief systems will be discussed. (11228)

Leader(s): Randel Brown, Texas A&M International University, Laredo;

Presenter(s): Trace Pirtle, Texas A&M International University, Laredo; Terry Shepherd, Indiana University, South Bend

2:30-3:30 p.m. Room: 602/603/604 | Session: 868

IMPROVING DATA-BASED INSTRUCTIONAL PROGRAMMING THROUGH ONLINE TEACHER-TO-TEACHER COMMUNICATION

Topic Area: Learning Disabilities

Secondary Topic: Instructional Design

Format: Lecture

The sense of isolation some special education teachers experience may be diminished through online communication with peers. In our study, 40 teachers shared progress-monitoring graphs and instructional plans with online partners. Attendees will learn how online discussions potentially can promote empathetic understanding, idea exchanges, and suggestions for instructional changes. (11280)

Leader(s): Rebecca Pierce, University of Minnesota, Minneapolis

Presenter(s): Amy Mahlke, University of Minnesota, Minneapolis; Kristen McMaster, University of Minnesota, Minneapolis; Beth Zukowski, University of Minnesota, Minneapolis

2:30-3:30 p.m.

Room: 307/308 | Session: 869

SELF-REGULATED STRATEGY DEVELOPMENT: PERSUASIVE WRITING OF SECONDARY STUDENTS WITH HIGH-INCIDENCE DISABILITIES

Topic Area: Instructional Design

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

Format: Demonstration

Strategy instruction using the self-regulated strategy development model is an effective tool for improving student writing at the high school level. Participants will learn to teach planning and composing strategies for persuasive essay writing. Results from two studies using the strategies will be presented as support for the model. (11353)

Leader(s): Laura Jacobson, University of Nebraska, Lincoln

Presenter(s): Sharlene Kihara, University of Utah, Salt Lake City

2:30-3:30 p.m. **Room: 615/616 | Session: 870**
LESSONS FROM THE FRONT: TOP 10 UNIVERSAL
SPECIAL EDUCATION SYSTEM ISSUES AND PRACTICAL
RECOMMENDATIONS FOR IMPROVEMENT

Topic Area: Administration/Supervision
Secondary Topic: Response to Intervention
Format: Lecture

Based on over 25 comprehensive reviews of school districts of all sizes from across the country, five issues impacting special education systems have universal implications. Findings related to such areas as accountability, data collection and analysis, RTI, and leadership will be discussed with practical suggestions designed to improve student performance. (11682)

Leader(s): *Sue Gamm*, Public Consulting Group, Chicago, IL

2:30-3:30 p.m. **Room: 4C-1 | Session: 871**
ONLINE FAMILY SUPPORT COMMUNITY OF PRACTICE:
BLOGS, WIKIS, AND SOCIAL NETWORKING TO ENHANCE
FAMILY-PROFESSIONAL PARTNERSHIPS

Topic Area: Parent/Family/School Partnerships
Secondary Topic: Research
Format: Lecture

Strand J
Session 4

Knowing is an ongoing social accomplishment that is constantly generated and regenerated as people interact with one another and the systems around them. A community of practice (CoP) is a group of people who gather to share what they know and generate new knowledge. Online CoPs, like the Family Support CoP we will share in this presentation, allow parents and professionals from diverse regions and backgrounds who have a common challenge or goal to partner in a variety of ways to increase the knowledge of the whole community. This presentation will focus on sharing what we have learned about CoPs and how this Web 2.0 tool can be used to promote family-professional partnerships. (11791)

Leader(s): *Ann Turnbull*, University of Kansas, Beach Center on Disability, Lawrence

2:30-3:15 p.m. **Room: 6B, Poster 2 | Session: 872**
MOVING THE DOWN-LOW UP-HIGH: ADDRESSING
OVERIDENTIFICATION THROUGH SYSTEMWIDE
APPLICATION OF BRIEF EXPERIMENTAL ANALYSIS

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

Rarely high on the list of priorities in urban districts, and in spite of advances in data-based decision making, overrepresentation and disproportionality continue to be problematic. Attendees will learn how to use brief experimental analysis as part of a larger, systemwide culturally sensitive approach to prevent overrepresentation and to address disproportionality. (10233)

Leader(s): *Tracy Catalde*, Chapman University College, Concord, CA

Presenter(s): *Michael Elium*, University of the Pacific, Stockton, CA

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

Saturday

2:30-3:15 p.m. Room: 6B, Poster 4 | Session: 873

BENEFITS OF MATH FACT PRACTICE EMBEDDED WITHIN A WORD PROBLEM-SOLVING PROGRAM

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Poster Session

Pirate Math is a word problem-solving intervention for elementary students with math difficulties. Students who receive regular Pirate Math tutoring with only 5 minutes of embedded math fact instruction improve word problem and math fact retrieval performance. (10318)

Leader(s): Sarah Powell, Vanderbilt University, Nashville, TN

Presenter(s): Lynn Fuchs, Vanderbilt University, Nashville, TN; Pamela Seethaler, Vanderbilt University, Nashville, TN

2:30-3:15 p.m. Room: 6B, Poster 10 | Session: 874

HAPTIC COMPUTER INTERFACES: A THIRD SENSE FOR PERSONS WITH DISABILITIES

Topic Area: Technology and Media

Secondary Topic: Instructional Design

Format: Poster Session

Humans use touch to seek out and acquire information, but this haptic perceptual system is seldom used in formal education. The formative evaluation of a haptic computer interface combined with a 3-D model of spatial data such as charts, graphs, and labeled graphics from science texts will be reported. (10367)

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

Presenter(s): Kyle Higgins, University of Nevada, Las Vegas

2:30-3:15 p.m. Room: 6B, Poster 5 | Session: 875

ADAPTING CENTERS OF MULTIPLE INTELLIGENCES FOR YOUNG CHILDREN WITH DISABILITIES

Topic Area: Early Childhood

Secondary Topic: Cultural and/or Linguistic Diversity

Format: Poster Session

How do I create centers that support and encourage multiple intelligences (MI) for young children with disabilities? This session explores creative assessment of learning styles, ideas for thematic centers, MI instructional activities, and accommodations and modifications for young children with disabilities. (10460)

Leader(s): Catherine Lyons, University of Nevada, Las Vegas

Presenter(s): Mary Banbury, Southeastern Louisiana University, Hammond, LA; Michelle Tannock, University of Nevada, Las Vegas

2:30-3:15 p.m. Room: 6B, Poster 6 | Session: 876

RESPONSE TO INTERVENTION: EFFECTIVE INSTRUCTION AND ASSESSMENT WITH ASSISTIVE TECHNOLOGY

Topic Area: Learning Disabilities

Secondary Topic: Response to Intervention

Format: Poster Session

One format for response to intervention is that Tiers 1 and 2 focus on academic skills and Tier 3 on cognitive-skills interventions. Participants will learn how assistive technologies can be part of a student's intervention plan including the provision of complementary progress monitoring and curriculum-based measurement data. (10704)

Leader(s): Michael Dunn, Washington State University, Vancouver, Canada

2:30-3:15 p.m. Room: 6B, Poster 23 | Session: 877

MEASURING CHANGES IN STUDENT ATTITUDES ABOUT SERVICE-LEARNING: COURSE COLLABORATION WITH CITYWIDE PRE-K

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Preliminary results will be discussed from a pilot study where service learning attitudes are investigated in a college course collaborating with the Tuscaloosa Pre-K Initiative. This study utilized a pre- and postsurvey on service learning, and qualitative analysis conducted on course assignments and audio of classroom discussions. (10832)

Leader(s): Cecile Komara, University of Alabama, Tuscaloosa

Presenter(s): Ashley Perry, University of Alabama, Tuscaloosa

2:30-3:15 p.m. Room: 6B, Poster 11 | Session: 878

FUNCTIONAL SIGHT WORD INSTRUCTION USING A GUIDED VISUAL ATTENTION APPROACH

Topic Area: Research

Secondary Topic: Developmental Disabilities

Format: Poster Session

Presented are two studies that investigated guided visual attention using PowerPoint to teach four students with significant disabilities to read sight words. These studies investigated a method that facilitates the subject's focus on relevant stimuli, is not reliant on expressive communication, and assesses generalization and comprehension. (10842)

Leader(s): Linda Lengyel, Duquesne University, Pittsburgh, PA

Presenter(s): Bridget Green, Duquesne University, Pittsburgh, PA

2:30-3:15 p.m. Room: 6B, Poster 22 | Session: 879
MAKING STRIDES: HOW THERAPEUTIC RIDING
ENRICHES THE LIVES OF INDIVIDUALS WITH
DISABILITIES

Topic Area: Parent/Family/School Partnerships
Secondary Topic: Autism Spectrum Disorder
Format: Poster Session

Learn how therapeutic riding positively impacts students with a variety of disabilities. Through partnerships with the horse and family support, riders gain confidence, increase body awareness, and social skills. Participants will leave with an understanding about therapeutic riding, the positive impacts it has on students with diverse disabilities, and how to find certified providers. (10851)

Leader(s): Alice Morris, New Mexico State University, Las Cruces
Presenter(s): Melissa Bennett, University of Nevada, Las Vegas, Nicole Pounds-Smead, University of Nevada, Las Vegas

2:30-3:15 p.m. Room: 6B, Poster 24 | Session: 880
SPECIAL EDUCATION TEACHERS' PERCEPTIONS OF
SUBSTANCE ABUSE ISSUES: A SYNTHESIS

Topic Area: Teacher Education
Secondary Topic: Research
Format: Poster Session

In-school substance abuse services are inadequate for students with disabilities. Special educators are left to provide the basic information. The synthesis examines studies from 1990 to 2007 on these teachers' perceptions of substance use/abuse among their students and their knowledge of and instruction on the topic. Results vary depending on the variable assessed. (10983)

Leader(s): Mary Ndande, University of Texas, Austin

2:30-3:15 p.m. Room: 6B, Poster 3 | Session: 881
IMPROVING NOTE-TAKING SKILLS AND ACTIVE CLASS
PARTICIPATION WITH GUIDED NOTES

Topic Area: Instructional Design
Secondary Topic: Developmental Disabilities
Format: Poster Session

This "how-to" session will help teachers create and use guided notes to improve and increase active participation and note-taking skills. Teachers will learn how to develop effective guided notes, implement guided notes in their classroom, and monitor progress in a manageable format. (11017)

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

2:30-3:15 p.m. Room: 6B, Poster 18 | Session: 882
INTEGRATING AFRICAN AMERICAN CULTURAL THEMES
TO ENHANCE MATHEMATICAL PERFORMANCE

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

This study measured the effects of a culturally responsive fractions intervention for elementary students with disabilities. The single-subject design utilized alternating treatments. The intervention consisted of explicit instruction and integrated the African American cultural themes of communalism, orality, and movement. All students made significant gains on their fractions performance. (11212)

Leader(s): Yvonne Bui, University of San Francisco, CA

Presenter(s): Rosalind Simpson, University of San Francisco, CA

2:30-3:15 p.m. Room: 6B, Poster 16 | Session: 883
EDUCATIONAL DECISIONS WITHIN AN RTI MODEL:
EXAMPLES FROM A RURAL ELEMENTARY SCHOOL

Topic Area: Response to Intervention
Secondary Topic: Collaboration Among Special Educators and General Educators
Format: Poster Session

There is a need for descriptive information illustrating implementation of response to intervention (RTI) models by educators in a variety of school settings. This presentation provides information about the implementation of an RTI model at one rural elementary school. Attendees will receive practical information concerning the challenges and benefits of implementing an RTI model. (11216)

Leader(s): Shelley Mullen, University of Oregon, Eugene

Presenter(s): Angela Whalen and N. Kathryn Ravitch, University of Oregon, Eugene

2:30-3:15 p.m. Room: 6B, Poster 21 | Session: 884
WRITING INTERVENTIONS FOR STUDENTS WITH EBD:
AN EXAMINATION OF RESEARCH AND PRACTICE

Topic Area: Emotional and Behavioral Disorders
Secondary Topic: Research
Format: Poster Session

This session will present findings from a literature review of writing interventions. Specific emerging research on writing interventions for students with emotional and/or behavioral disorders (EBD) will be discussed. Participants will learn about writing interventions and its effectiveness with an EBD population. Specific case examples will illustrate findings. (11270)

Leader(s): Lauren Arbolino, Nationwide Children's Hospital, Columbus, OH

Presenter(s): Alexandra Panahon, Lehigh University, Bethlehem, PA; Carlos Panahon, Gwynedd-Mercy College, Gwynedd Valley, PA

2:30-3:15 p.m. Room: 6B, Poster 17 | Session: 885

SOCIAL STORY INTERVENTIONS FOR CHILDREN WITH AUTISM SPECTRUM DISORDERS: A TEACHER SURVEY

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

Although the utility of Social Stories™ for students with autism is growing, their use in practice has never been fully explored. Results of the Web-based teacher survey will be presented to describe the use of Social Stories™ in the school settings and teachers' perceptions of their effectiveness. (11328)

Leader(s): *Anastasia Kokina*, Lehigh University, Bethlehem, PA

2:30-3:15 p.m. Room: 6B, Poster 7 | Session: 886

IMPLEMENTING READING INTERVENTIONS: AN EXAMINATION OF CONSULTATION, INTEGRITY, AND PERFORMANCE FEEDBACK

Topic Area: Collaboration Among Special Educators and General Educators

Secondary Topic: Instructional Design

Format: Poster Session

Reading intervention research places greater emphasis on student outcomes; however, closer consideration must be given to determine whether the interventions are implemented as intended. The current study examines the impact of consultation with performance feedback on the integrity of reading instruction and student outcomes. (11396)

Leader(s): *Kristen Lilly*, Northern Arizona University, Flagstaff

Presenter(s): *Kathy Bohan*, Northern Arizona University, Flagstaff; *Lena Gaddis*, Northern Arizona University, Flagstaff; *Jamie Timmerman*, Northern Arizona University, Flagstaff

2:30-3:15 p.m. Room: 6B, Poster 12 | Session: 887

A REVIEW OF THE LITERATURE OF STRATEGIES TO IMPROVE TREATMENT FIDELITY

Topic Area: Research

Secondary Topic: Teacher Education

Format: Poster Session

Researchers will present findings of a comprehensive literature review of research to improve treatment integrity among practitioners in the social services fields. Results suggest strategies to improve service providers' integrity within academic instruction, behavioral interventions, and psychological services. Effect size calculations, suggestions for future research, and implications for practice will be presented. (11503)

Leader(s): *Valerie Mazzotti*, University of North Carolina, Charlotte

Presenter(s): *Sharon Richter*, Appalachian State University, Boone, NC; *David Test*, University of North Carolina, Charlotte

2:30-3:15 p.m. Room: 6B, Poster 19 | Session: 888

READING SKILLS OF CHILDREN WITH AUTISM

Topic Area: Autism Spectrum Disorder

Secondary Topic: Research

Format: Poster Session

This study examined the relationship between oral language and reading for children with autism. Results indicated there were significant relationships between semantics and decoding, semantics and comprehension, and syntax and comprehension. Participants demonstrated more deficit skills in syntax and higher scores in decoding. Younger children scored slightly lower in comprehension whereas older students scored higher in comprehension, relative to their typical peers. (11533)

Leader(s): *Kathleen Cronin*, New Mexico State University, Las Cruces

2:30-3:15 p.m. Room: 6B, Poster 15 | Session: 889

INVESTIGATING THE RESPONSIVENESS OF FIRST-GRADE URBAN LEARNERS AT RISK FOR READING FAILURE

Topic Area: Response to Intervention

Secondary Topic: Research

Format: Poster Session

This session presents findings from a study that examined the responsiveness of at-risk first-grade students after receiving 2 years of an early reading intervention package. Student characteristics (skill level, rate of improvement) are compared between groups and across instructional variables. Limitations and education implications are discussed. (11535)

Leader(s): *Crystal McLean*, Ohio State University, Columbus

Presenter(s): *Lenwood Gibson*, Ohio State University, Columbus; *Starr Keyes*, Ohio State University, Columbus; *Lefki Kourea*, European University, Engomi, Cyprus

2:30-3:15 p.m. Room: 6B, Poster 1 | Session: 890

ENHANCING TEACHER QUALITY IN INCLUSIVE SECONDARY MATHEMATICS: LITERACY PRACTICES TO IMPROVE ACHIEVEMENT

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

Secondary Topic: Research

Format: Poster Session

Access to challenging, standards-based secondary mathematics content remains unattainable for many at-risk students, especially those with language and learning needs. This session describes activities and outcomes of one effort addressing teacher practices in secondary inclusive mathematics classrooms. The literacy framework, pedagogical practices, and professional development model used will be highlighted. (11673)

Leader(s): *Christina Curran*, University of Northern Iowa, Cedar Falls

Presenter(s): *Mark Oursland*, Central Washington University, Ellensburg; *Andrea Sledge*, Central Washington University, Ellensburg

3:45-4:45 p.m. Room: 400 | Session: 891
PREPARING EARLY CHILDHOOD PROVIDERS TO FACILITATE THE INCLUSION OF CHILDREN WITH DISABILITIES

Topic Area: Early Childhood

Secondary Topic: Instructional Design

Format: Demonstration

This session describes an approach to preparing early childhood professionals for including young children with special needs. The outreach program at Penn State University provided funding for the implementation of a research-based tool kit for providers in central PA. Information will be presented about Project START and how to use the tools. (10184)

Leader(s): *Marisa Macy*, Penn State University, University Park, PA

Presenter(s): *Erin Barton*, University of Oregon, Eugene

3:45-4:45 p.m. Room: 609 | Session: 892
GUIDING SPECIAL EDUCATION TEACHERS AND ADMINISTRATORS BASED ON SURVEY RESULTS

Topic Area: Teacher Education

Secondary Topic: Administration/Supervision

Format: Lecture

This session reflects a teacher education program's response to a survey of its teachers regarding principals' knowledge of and involvement with special education. The findings prompted the development of a guide for special education teachers to work with their principals, as well as a guide for educational leadership program candidates. (10235)

Leader(s): *Rita Mulholland*, Richard Stockton College of New Jersey, Pomona

Presenter(s): *Norma Blecker*, Richard Stockton College, Pomona, NJ

3:45-4:45 p.m. Room: 617 | Session: 893
THE EFFECTS OF ORAL REPEATED READING ON FLUENCY AND COMPREHENSION OF TEXT

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Lecture

Sixty seventh-grade struggling readers participated in a study that examined the effects of oral repeated reading with and without corrective feedback on fluency and comprehension. Comparisons were made by group and by type of comprehension questions. (10315)

Leader(s): *Diana Sukhram*, University of Illinois, Champaign

3:45-4:45 p.m. Room: 619/620 | Session: 894
PERSUADING STUDENTS WITH EMOTIONAL AND/OR BEHAVIORAL DISORDERS TO WRITE: FINDINGS FROM RECENT RESEARCH

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Research

Format: Lecture

Ongoing challenges exist for meeting instructional needs of students with emotional and/or behavioral disorders (EBD). Challenges may be particularly acute when teaching expressive writing. Self-regulated strategy development provides one model to help meet those challenges. Research-based examples to teach writing with middle school students with EBD will be presented. (10326)

Leader(s): *Margo Mastropieri*, George Mason University, Fairfax, VA

Presenter(s): *Yojanna Cuenca-Sanchez*, George Mason University, Fairfax, VA; *Nancy Irby*, George Mason University, Fairfax, VA; *Linda Mason*, Pennsylvania State University, University Park; *Sara Mills*, George Mason University, Fairfax, VA; *Thomas Scruggs*, George Mason University, Fairfax, VA

3:45-4:45 p.m. Room: 205 | Session: 895
CREATING COMMUNICATION ENVIRONMENTS FOR YOUNG CHILDREN WITH DISABILITIES

Topic Area: Early Childhood

Secondary Topic: Communicative Disabilities and Deafness

Format: Lecture

Children with disabilities such as complex communication needs have limited opportunities to interact in peer groups. This presentation will introduce the Creating Communication Environments (CCE) model for teachers on how to facilitate and promote the interaction patterns of young children with complex communication needs. (10697)

Leader(s): *Ling Tsao*, University of Idaho, Moscow

Saturday

3:45-4:45 p.m.**Room: 201 | Session: 896**

**MULTIPLE PRESENTATION:
AGE-APPROPRIATE COLLEGE BASED TRANSITION
PROGRAMS: STUDENTS WITH INTELLECTUAL AND
DEVELOPMENTAL DISABILITIES**

Moderator: *Peg Lamb*, Learning and Career Connections, East Lansing

*PRESENTATION #1: ONE-YEAR OUTCOMES FOR
POSTSECONDARY PROGRAMMING SERVICING STUDENTS
WITH INTELLECTUAL AND DEVELOPMENTAL DISABILITIES*

Topic Area: Career Development/Transition
Secondary Topic: Nontraditional Schools

The Mason LIFE (Learning into Future Environments) is a supportive academic university program to postsecondary students with intellectual and developmental disabilities. Recent challenges included redesigning the academic curriculum, providing residential dorm living, and establishing a new internship program. This session discusses Year 1 outcomes, planned modifications, and goals for Year 2. (10737)

Leader(s): *Heidi Graff*, George Mason University, Fairfax, VA
Presenter(s): *Michael Behrmann*, George Mason University, Fairfax, VA

*PRESENTATION #2: AGE-APPROPRIATE COLLEGE-BASED
TRANSITION PROGRAMS FOR STUDENTS WITH
INTELLECTUAL DISABILITIES*

Topic Area: Career Development/Transition
Secondary Topic: Developmental Disabilities

Regional School District 19 in Connecticut has been part of a consortium of school districts that developed college campus-based programs for 18- to 21-year-old students with intellectual or other disabilities in order to provide transition services in an age-appropriate environment. Participants will be provided with information on program development, curriculum, and outcomes. (11166)

Leader(s): *Debra Hultgren*, Regional School District #19, Storrs, CT

3:45-4:45 p.m.**Room: 304 | Session: 897**

INSTRUCTING DIVERSE POPULATIONS

Topic Area: Cultural and/or Linguistic Diversity
Secondary Topic: Strategies for Entry to the Special Education Career
Format: Demonstration

Many students in the ESE classroom are from diverse populations, also known as English language learners (ELL). This presentation will demonstrate teaching strategies to use with ELL students who are visually impaired, deaf/hard-of-hearing, and learning disabled. Participants will learn six ELL teaching strategies, two per disability group listed above. (10843)

Leader(s): *T. La-Juan Stout*, Valdosta State University, GA

3:45-4:45 p.m.**Room: 307/308 | Session: 898**

**INSTRUCTIONAL PROGRAMMING FOR OLDER
STRUGGLING READERS**

Topic Area: Instructional Design
Secondary Topic: Assessments
Format: Demonstration

This presentation will help nonreading instruction teachers identify which component skills an older struggling reader is deficient in, provide an appropriate intervention to address an older struggling reader's component skill deficit, assess the effectiveness of a reading intervention, and implement culturally responsive instruction to address the needs of diverse learners. (10925)

Leader(s): *Christopher Yawn*, The City College of the City University of New York

3:45-4:45 p.m.**Room: 607 | Session: 899**

**INTEGRATING A TEACHERS' INSTRUCTIONAL PRACTICES
ONLINE DATABASE (TIPOD) IN PRESERVICE TEACHER
PREPARATION**

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

This session describes a project that requires teacher candidates to research evidence-based practices from peer-reviewed journals and submit them to an online database. Preservice teachers develop the content for this database as they learn about evidence-based instructional practices and how to adapt them for students with diverse needs. (10965)

Leader(s): *Dodi Hodges*, Coastal Carolina University, Conway, SC
Presenter(s): *Gayle Disney*, Coastal Carolina University, Conway, SC; *Judy Engelhard*, Coastal Carolina University, Conway, SC

3:45-4:45 p.m.**Room: 206 | Session: 900**

**EVIDENCE-BASED PRACTICES AND POSTSCHOOL
SUCCESS IN SECONDARY TRANSITION**

Topic Area: Career Development/Transition
Secondary Topic: Research
Format: Lecture

This presentation will provide practitioners and administrators with knowledge of evidence-based secondary transition practices aligned with predictors of successful postsecondary outcomes. Information is based on a literature review conducted by the National Secondary Transition Technical Assistance Center. Information will be organized by postsecondary outcome areas: education, employment, and independent living. (11211)

Leader(s): *Valerie Mazzotti*, University of North Carolina, Charlotte
Presenter(s): *Catherine Fowler*, University of North Carolina, Charlotte; *April Mustian*, University of North Carolina, Charlotte; *David Test*, University of North Carolina, Charlotte; *James White*, University of North Carolina, Charlotte

3:45-4:45 p.m. Room: 303 | Session: 901
THE USE OF LARGE-SCALE DATABASES FOR POLICY RESEARCH IN SPECIAL EDUCATION

Topic Area: Research
Secondary Topic: Public Policy
Format: Panel

This session examines the use of secondary analysis in special education policy research. Participants will learn about the opportunities and limitations of faced by six researchers who completed dissertations using large-scale databases. (11394)
Leader(s): *Amanda Hoffman*, WestEd, Washington, DC
Presenter(s): *Loretta Mason*, University of Wisconsin, Oshkosh; *Meredith Miceli*, Rockville, MD; *Mark Zablocki*, University of Maryland, College Park

3:45-4:45 p.m. Room: 2B | Session: 902
RESPONSE TO INTERVENTION FOR OLDER STRUGGLING READERS: MODELS FROM TEXAS AND CALIFORNIA

Topic Area: Response to Intervention
Secondary Topic: Learning Disabilities
Format: Lecture

Response to intervention has been implemented in elementary grades with little guidance for application in secondary settings. We describe, compare, and contrast two multitiered reading intervention implementation approaches in Texas and California middle schools. Practical application for implementing each tier of intervention as well as current findings will be shared. (11481)
Leader(s): *Nicole Block*, San Diego State University, CA
Presenter(s): *Jade Wexler*, University of Texas, Austin

3:45-4:30 p.m. Room: 6B, Poster 24 | Session: 903
INVESTIGATING THE IMPACT OF PODCASTING IN QUALITY PRESERVICE TEACHER PREPARATION PROGRAMMING

Topic Area: Teacher Education
Secondary Topic: Technology and Media
Format: Poster Session

There exists a critical shortage of well-prepared educators to serve students with disabilities. General preservice preparation typically includes only 1 to 2 courses on disabilities. Employing a quasi-experimental design, this study investigated the impact of podcasting key course lectures on preservice teacher learning. Results suggest positive benefits from implementing newer technologies to enhance course work. (10208)
Leader(s): *Juliet Hart*, University of Kansas, Lawrence

3:45-4:30 p.m. Room: 6B, Poster 4 | Session: 904
INTEGRATING SELF-DETERMINATION AND ACADEMIC INSTRUCTION TO ADDRESS WRITING SKILLS

Topic Area: Instructional Design
Secondary Topic: Research
Format: Poster Session

The presenters examined the effects of the Self-Determined Learning Model of Instruction (SDLMI) on the writing skills of six culturally and linguistically diverse students with learning disabilities in a high school resource reading class. Data on the effectiveness of the SDLMI are presented and practical implications for teachers are discussed. (10270)
Leader(s): *Catherine Grim*, University of Texas, Austin
Presenter(s): *John Kelly*, University of Texas, Austin; *Wendy Machalicek*, Portland State University, OR; *Karrie Shogren*, University of Texas, Austin

3:45-4:30 p.m. Room: 6B, Poster 10 | Session: 905
TEACHING AREA AND PERIMETER WITH VIRTUAL MANIPULATIVES

Topic Area: Technology and Media
Secondary Topic: Accessing the General Education Curriculum That Is Aligned With State Standards
Format: Poster Session

This study explored if a virtual manipulative (i.e., polynomials) supported students with high incidence disabilities in learning area and perimeter. Learn how students increased their scores from pretest to posttest and attempted to solve more problems. (10432)
Leader(s): *Emily Bouck*, Purdue University, West Lafayette, IN

3:45-4:30 p.m. Room: 6B, Poster 5 | Session: 906
USING A "MONITOR" SCORING CATEGORY IN SCREENING TO CATCH AT-RISK PRESCHOOLERS

Topic Area: Early Childhood
Secondary Topic: Assessments
Format: Poster Session

Presenter will show the use of a "monitor" scoring range (1 SD above the cutoff) on a screening assessment to monitor the development of preschoolers. Discussion includes the use of learning activities for teachers and parents to use with children scoring in this range to support development and increase score. (10443)
Leader(s): *Juli Pool*, Boise State University, ID

3:45-4:30 p.m. Room: 6B, Poster 2 | Session: 907
MEASURING AND EXTENDING TEACHER KNOWLEDGE OF UNIVERSAL DESIGN: APPLICATIONS TO CLASSROOM ASSESSMENTS

Topic Area: Assessments

Secondary Topic: Teacher Education

Format: Poster Session

This session presents results of a survey designed to assess teacher knowledge and application of universal design principles. In addition, a preliminary model of an online module designed to extend teacher knowledge of universal design principles to classroom assessments will be shared. (10724)

Leader(s): *Elisa Jamgochian*, University of Oregon, Eugene

3:45-4:30 p.m. Room: 6B, Poster 16 | Session: 908
KID WATCHING: A PRACTICAL APPROACH TO ASSESSING AND TEACHING STRUGGLING READERS

Topic Area: Response to Intervention

Secondary Topic: Instructional Design

Format: Poster Session

This session will focus on the role of ongoing assessment in supporting reading achievement for primary grade students experiencing reading difficulties. It will analyze students' reading behaviors and miscues to determine the next instructional steps in moving struggling readers towards higher independent reading levels. (10729)

Leader(s): *Valerie Gue*, Chicago Public Schools, IL

3:45-4:30 p.m. Room: 6B, Poster 23 | Session: 909
THE TEACHER-PRAISE TRUISM: WHAT IS REALLY HAPPENING AND HOW CAN WE HELP TEACHERS' IMPROVE?

Topic Area: Teacher Education

Secondary Topic: Research

Format: Poster Session

Whereas the importance of teacher praise has become a truism, research indicates that teachers seldom praise academic performance and rarely praise appropriate behavior. In this session, the presenter will discuss an intervention that increased and maintained teachers' behavior-specific praise and positive-to-negative ratios. Concomitant student task-engagement improvement will also be discussed. (10844)

Leader(s): *Jeanna Rathel*, University of South Carolina, Columbia

3:45-4:30 p.m. Room: 6B, Poster 14 | Session: 910
SUPPORTED EMPLOYMENT: WHAT STUDENTS, FAMILIES, AND TRANSITION SPECIALISTS NEED TO KNOW

Topic Area: Career Development/Transition

Secondary Topic: Developmental Disabilities

Format: Poster Session

Survey results from adult service providers identified variables for youth with disabilities to transition successfully to supported employment. Barriers to accessing adult services and supported employment are presented along with suggested practices for students and their families, secondary special educators, and transition specialists. (10884)

Leader(s): *Debra Neubert*, University of Maryland, College Park

Presenter(s): *Monica Simonsen*, University of Maryland, College Park

3:45-4:30 p.m. Room: 6B, Poster 15 | Session: 911
ENHANCING INSTRUCTION IN GENERAL EDUCATION SETTINGS: STRATEGIES FOR WORKING WITH GENERAL EDUCATORS TO PREVENT ACADEMIC FAILURE

Topic Area: Response to Intervention

Secondary Topic: Collaboration Among Special Educators and General Educators

Format: Poster Session

This presentation will describe a study in which kindergarten general educators were effectively trained to enhance core math instruction using three research-based strategies. Participants will learn about strategies which can be applied across content areas and grade levels to improve instruction in whole-class, general education settings, as well as strategies to support general educators in preventing academic failure. (10916)

Leader(s): *Allison Kretlow*, University of North Carolina, Charlotte

3:45-4:30 p.m. Room: 6B, Poster 6 | Session: 912
CAN WE IMPROVE TEACHERS' USE OF PROGRESS MONITORING DATA IN READING?

Topic Area: Learning Disabilities

Secondary Topic: Response to Intervention

Format: Poster Session

We describe two studies designed to help teachers use progress-monitoring data in instructional planning. In the first, we examined the effects of reading aloud versus a maze selection measures on instruction. In the second, we examined the effects of providing teachers with computerized feedback on student errors on instruction. (11149)

Leader(s): *Beth Zukowski*, University of Minnesota, Minneapolis

Presenter(s): *Rebecca Pierce*, University of Minnesota, Minneapolis; *Seungsoo Yeo*, University of Minnesota, Minneapolis

3:45-4:30 p.m. **Room: 6B, Poster 3 | Session: 913**

LETTER-SOUND AND WORD FLUENCY INSTRUCTION
FOR KINDERGARTNERS AT RISK FOR FAILURE

Topic Area: Instructional Design

Secondary Topic: Learning Disabilities

Format: Poster Session

Fluency instruction typically includes rereading of leveled passages or flash cards. Minimal research exists examining letter-sound fluency practices combined with word reading fluency. This session demonstrates the impact of fluency instruction on at-risk kindergartners' growth of letter-sound, word, and oral reading fluency. Implications for practice and recommendations for educators are included. (11381)

Leader(s): *Jill Slee*, University of North Carolina, Charlotte

3:45-4:30 p.m. **Room: 6B, Poster 21 | Session: 914**

INCREASING TREATMENT PLAN QUALITY AND GOAL
MASTERY THROUGH DATA-BASED DECISION MAKING

Topic Area: Emotional and Behavioral Disorders

Secondary Topic: Assessments

Format: Poster Session

In this session, participants will hear how an agency for individuals with severe behavioral challenges used behavioral data to increase quality programming. This change resulted in greater acquisition of skills and increased program quality. Session participants will practice writing measurable goals and use data to make sound behavioral decisions. (11460)

Leader(s): *Allyson Bateman*, Grafton School Inc., Winchester, VA

3:45-4:30 p.m. **Room: 6B, Poster 20 | Session: 915**

WHEN AUTISM GROWS UP: THE LIVES OF ADULTS WITH
AUTISM SPECTRUM DISORDER

Topic Area: Autism Spectrum Disorder

Secondary Topic: Developmental Disabilities

Format: Poster Session

This session presents the results of a 1-year study that examined the quality of life for young adults with autism spectrum disorders. Survey results highlight opportunities and gaps that exist in areas of residential living, employment, and socialization, and the needs of caregivers. (11733)

Leader(s): *Janet Graetz*, Oakland University, Rochester, MI