

# TED's 41<sup>st</sup> Conference



Las Vegas, Nevada  
Caesars Palace  
November 6-10, 2018

Dear TED 2018 Attendees,

## **Not Everything That Happens in Vegas Should Stay in Vegas**

Some things that happen in Vegas SHOULD stay in Vegas. Your colleagues at home certainly don't need to hear about the drunken night you spent doing Fireball shots with Elvis impersonators.

But at **TED's 41st Annual Conference: Against the Odds**, we are excited to bring you ideas and insights that you will *definitely* want to share with everyone you know. Las Vegas is vibrant and electric. We hope you experience the conference feeling that same way: energized to take it all back and buzzing with new ideas that you will incorporate into new and existing projects.

We are proud to bring you a week bursting with innovative research, illuminating sessions, and inspiring keynotes by some of the brightest minds in our field. Dr. Daniel Willingham will help us answer the question "What Should Educators Learn About Educational Psychology?" and he'll also lead sessions on evidence-based practices and how to promote them. We will also hear the latest from the US Department of Education from Johnny Collett, Assistant Secretary for OSERS. Dr. Jane West, our unwavering voice on Capitol Hill, will share legislative updates and spur us into action. In addition, we have carefully curated a wide range of presentations, posters, panels and "TED Talks" that will get you, well, talking! What better place to connect, collaborate, create and learn?

Because I know we are all eager to learn new things from each other, here are some fun facts you may not know about Las Vegas.

**Fun Fact 1: Las Vegas is the brightest spot on earth when viewed from space.** I'd like to think the brilliant work of the TED Conference Committee has made it look a little brighter to our friends on the International Space Station. Profound thanks are in order to the many brilliant people who have contributed to the success of this conference. Conference co-chairs, Dee Berlinghoff and Dawn Hamlin, have led the process with the support of Ed Teall, Frank Dykes, and TED's Executive Director Karen Voytecki. These wonderful folks have worked tirelessly to bring you a conference to remember.

**Fun Fact 2: It would take 288 years for you to spend one night in every hotel room in Las Vegas.** If you are loving the luxurious comfort of your hotel room, you have our Conference Committee to thank! Through a flurry of planning and negotiation wizardry, Dee, Dawn, and crew orchestrated the last-minute change of venue to the fabulous Ceasar's Palace, and Karen Voytecki hammered out a terrific contract on TED's behalf. Take a moment to thank them while you're enjoying your glamorous surroundings.

**Fun Fact 3: Over 60,000 pounds of shrimp are consumed in Las Vegas daily.** You'll have plenty of opportunity for gastronomic indulgence at the receptions on Tuesday and Wednesday nights. Both receptions will give you great opportunities to network and catch up with old friends, but be sure to join me Wednesday night at the President's Reception to honor the winners of TED awards, including the Distinguished Service Award, the Publication Award, and the Early Career Publication Award.

**Fun fact 4: The most popular Bingo dauber color in Las Vegas casinos is purple.** I'll take that as a cue to 'highlight' a few special sessions organized by our committees, SIGs, and caucuses. B-4 you make your plans for the day, check out the schedule-at-a-glance to find the Diversity Showcase sessions, the SSEPC Symposium, the Research Committee's Panel Presentation, and of course, Kaleidoscope.

**Fun Fact 5: The Hoover Dam is so strong, it contains enough concrete to build a highway that would stretch across the entire country.** As TED members, our strength comes from our shared vision of a world in which special education teachers are plentiful and well-prepared, and where school programs are research-driven and well-funded. We are *all* defenders of disability rights, champions of teachers, and advocates for high quality teacher education.

In our current political climate, it often feels as though our voices go unheard, our needs go unheeded, that we are working ***against the odds***. But we CAN make a difference. As an organization and as individuals with a sphere of influence, we can all come together with one voice to speak truth to power, and to advocate for teachers, teacher education, and students with disabilities across the country.

It all starts with NOT letting what happens in Vegas stay in Vegas.

Enjoy the conference (and good luck in the casinos)!

Holly Lane  
2018 TED President

## **A Note from the Conference Chairpersons:**

We would like to thank all of you for submitting proposals and taking time to attend TED 2018. As Holly said, we have an exciting program planned, so we hope you take time to attend and participate in sessions.

We would not have been able to pull this off without the support of many people, but we need to properly thank Ed Teall for his technological wizardry. Without him, we would have had many more glitches in the proposal submission and registration processes. If you see Ed, please be sure to thank him as well.

We would also like to thank Brittany Hott and her doctoral students for proofreading and editing the final program not once, but twice! Many hours were put into this task by Brittany and her students, so be sure to thank them when you see them.

We extend thanks to Kathleen Boothe for organizing volunteers for the registration desk.

We appreciate your patience and understanding for any errors in the program. The program is created directly from proposal submissions, and we try to catch errors, but sometimes we miss typos and name misspellings.

We hope you learn something new at TED 2018, and we hope you have a great time in Las Vegas. If you need anything during the conference, please stop by to find us at the Registration desk.

Dawn and Dee

## IN MEMORIUM

### DR. ANN IRENE NEVIN

Dr. Ann Irene Nevin, President of TED from 1986-1987, passed away peacefully this year at the age of 80 in Bradenton, Florida. She was a distinguished professor of special education at several universities, including, the University of Vermont, the University of Hawaii, Florida International University, and Chapman University. In addition, she was Professor Emerita at Arizona State University. Dr. Nevin received her bachelor of arts degree in mathematics and German at Westminster College in New Wilmington, Pennsylvania; her master of education in special education at the University of Vermont in Burlington; an education specialist degree in education administration and her doctorate in educational psychology from the University of Minnesota in Minneapolis. She was an active, long-time member of the Council for Exceptional Children (CEC) and the Teacher Education Division (TED) of CEC.

Dr. Ann Irene Nevin encompassed all the best that a professor can be through her teaching of evidence-based practices; research resulting in numerous publications (19 co-authored books, 65 refereed journal articles, 36 book chapters, and 32 articles in nonrefereed periodicals); innumerable public addresses, presentations and monographs; and dedicated service to the profession. In particular, she facilitated change within special education teacher preparation programs (e.g., Vermont Consulting Teacher model), to go from serving students with disabilities in self-contained classrooms to inclusive environments. Dr. Nevin has earned state and national awards for her scholarly contributions.

Dr. Nevin will be remembered best for her mentorship, positive “can do” attitude, and motivational style that allowed others to replicate her innovative programs in other areas of the world.

#### Resources

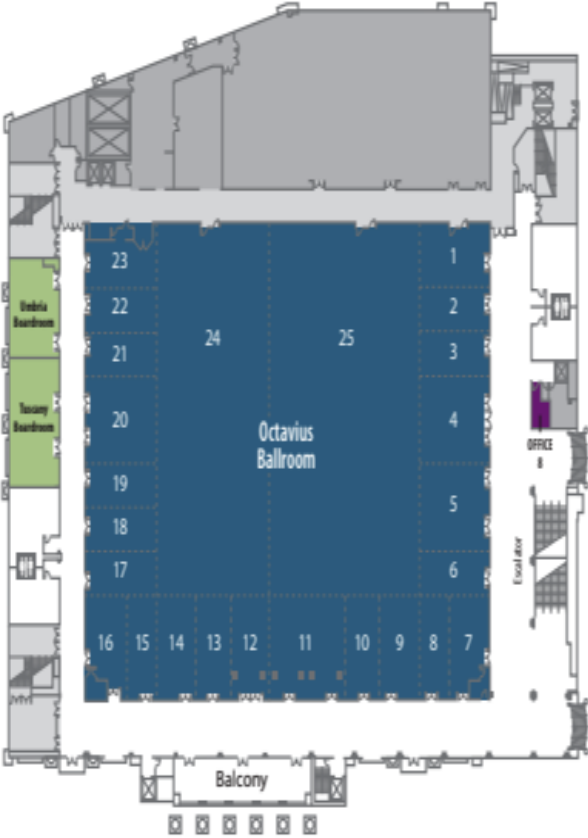
Council for Exceptional Children Representative Assembly. (2018). Courtesy resolution: Ann Irene Nevin. Author

Idol, L. (2018). In remembrance of Dr. Ann Nevin: From early teacher consultation practices to full inclusion. *Journal of Educational and Psychological Consultation*.  
<https://doi.org/10.1080/10474412.2018.1510650>

CAESARS PALACE MAP: OCTAVIUS LEVEL

CAESARS PALACE  
Meeting Facilities – Conference Center

Promenade South



## Tuesday, November 6

### Schedule-at-a-Glance

| Date & Time             | Room              | Purpose | Event  |
|-------------------------|-------------------|---------|--|
| 11/6/2018<br>8:30-10:45 | Tuscany Boardroom | Meeting | TED Executive Committee Meeting, Part 1                          |
| 11/6/2018<br>8:30-4:00  | Octavius 7-8      | Meeting | CEC Program Reviewer Workshop/<br>CEC Program Developer Workshop |
| 11/6/2018<br>11:00-2:30 | Octavius 9-10     | Meeting | TED Executive Board Meeting                                      |
| 11/6/2018<br>2:45-3:45  | Tuscany Boardroom | Meeting | TED Executive Committee, Part 2                                  |
| 11/6/2018<br>4:00-4:50  | Octavius 24       | Meeting | TED 2018 Opening Session featuring<br>Wendy Murawski             |
| 11/6/2018<br>5:00-6:30  | Promenade         | Meeting | Opening Reception  |

**11/6/18**  
**8:30- 4:00**

#### **CEC Program Developer Workshop/CEC Program Reviewer Workshop**

Christy Hooser, Eastern Illinois University

##### *CEC Program Developer Workshop*

Participants will interact with colleagues and the presenter and learn the components of a performance-based teacher preparation program. Participants will receive technical assistance in the development of their CEC Preparation Program Recognition Reports. All participants completing the workshop will receive CEC program developer resources.

##### *CEC Program Reviewer Workshop*

Participants will learn how to review reports on the preparation of special education professionals and how to prepare reports. Principles and examples of performance-based program review, strategies for efficiently reviewing reports, and examples and strategies for successfully writing the sections of the review will be presented and discussed. Participants will have the opportunity to interact with colleagues and the presenter. All participants completing the workshop will receive CEC program reviewer resources. All participants must be approved to attend this workshop. Participants will be expected to review CEC Program Recognition Reports during the spring 2019 cycle.

**4:00**

#### **TED Opening Session featuring Wendy Murawski**

Teacher Education...with a sense of humor!

Teacher educators are constantly working - and succeeding- against the odds. Let's laugh our way through our history, milestones, gambles, and wins as we get motivated for a great conference!

## Wednesday, November 7

### Schedule-at-a-Glance

| <b>Date &amp; Time</b> | <b>Room</b>       | <b>Purpose</b> | <b>Event</b>  |
|------------------------|-------------------|----------------|---|
| 11/7/2018<br>7:30-9:00 | Promenade         | Breakfast      | Continental Breakfast   |
| 11/7/2018<br>8:00      | Octavius 5        | Meeting        | TED/HECSE Panel   |
| 11/7/2018<br>8:00      | Octavius 9        | Meeting        | Practice Based Early Childhood Special Education Standards: Input on Draft Standards Needed!  |
| 11/7/2018<br>8:00      | Tuscany Boardroom | Meeting        | SSEPC Past Presidents' Meeting  |
| 11/7/2018<br>9:00      | Umbria Boardroom  | Meeting        | Diversity Caucus Board Meeting  |
| 11/7/2018<br>9:00      | Tuscany Boardroom | Meeting        | SSEPC Executive Board Meeting   |
| 11/7/2018<br>10:00     | Octavius 24       | Meeting        | Keynote: Jane West and Lynn Gagnone   |
| 11/7/2018<br>11:00     | Octavius 24       | Meeting        | State Subdivisions Meeting  |
| 11/7/2018<br>11:00     | Umbria Boardroom  | Meeting        | Publications and Communication Committee  |
| 11/7/2018<br>12:00     | Tuscany Boardroom | Luncheon       | TED Past Presidents' Lunch  |
| 11/7/2018<br>1:00      | Umbria Boardroom  | Meeting        | Knowledge and Skills Committee Meeting  |
| 11/7/18<br>1:00        | Octavius 5        | Multiple Panel | TED Diversity Showcase, Part I: Elevating the Experience in Expertise<br>Still I rise: Unmasking the Cloak of Compliance and Privilege in Teacher Education<br>Evette Simmons-Reed, Ball State University |
| 11/7/2018<br>1:00      | Octavius 16       | Multiple Panel | SSEPC Symposium, Part 1: Betting on SSEPC: How Faculty in Small Special Education Programs Find, Apply, and Secure Funding  |
| 11/7/2018<br>2:00      | Octavius 5        | Multiple Panel | TED Diversity Showcase, Part 2: Elevating the Experience in Expertise<br>Still I rise: Unmasking the Cloak of Compliance and Privilege in Teacher Education<br>Evette Simmons-Reed, Ball State University |



|                   |                      |                   |  |
|-------------------|----------------------|-------------------|--|
| 11/7/2018<br>2:00 | Octavius 16          | Multiple<br>Panel | SSEPC Symposium Part 2: SSEPC<br>Shares! Pedagogy & Scholarship  |
| 11/7/2018<br>2:00 | Octavius 9           | Meeting           | Research Committee Panel Presentation:<br>Examining and Responding to the Critical<br>Issue of Personnel Shortages in Special<br>Education |
| 11/7/2018<br>2:00 | Octavius 23          | Meeting           | TESE Editorial Board Meeting   |
| 11/7/2018<br>2:00 | Tuscany<br>Boardroom | Meeting           | Kaleidoscope Board Meeting   |
| 11/7/2018<br>3:00 | Octavius 23          | Meeting           | Early Career Faculty SIG Meeting   |
| 11/7/2018<br>3:00 | Umbria<br>Boardroom  | Meeting           | Early Childhood Faculty SIG Meeting  |
| 11/7/2018<br>4:00 | Octavius 24          | Meeting           | TED General Business Meeting   |
| 11/7/2018<br>5:00 | Promenade            | Reception         | President's Reception  |

**11/7/2018**  
**8:00 AM**

### **Octavius 1**

Single Paper

Defining effective, constructive, and measurable feedback for pre-service teachers

Providing effective, meaningful, constructive, and measurable feedback to pre-service candidates can be a challenging task. The purpose of this session is to address these challenges by defining what effective, constructive, and measurable feedback to pre-service teachers should look like and ways to contemplate measurable observational evaluation system.

Alexandra Da Fonte, Vanderbilt University  
Kim Paulsen, Vanderbilt University

### **Octavius 2**

Single Paper

Preparing special educators to complete participatory action research with young children from special populations

This session will discuss the importance of conducting participatory research with young children from special populations. We will discuss how this method can provide voice to marginalized groups as well as explore ethical and equitable ways for teachers to conduct this research within their classrooms.

Jennnifer Urbach, University of Northern Colorado  
Angela Eckhoff, Old Dominion University

### **Octavius 3**

Single Paper

Co-teaching in university and community settings that prepares effective inclusive educators

This session will discuss important aspects of collaboration in an Inclusive Early Childhood program which allows preservice teachers to practice skills in an inclusive environment. We will describe collaborative efforts between faculty across disciplines who model co-teaching strategies, and how our candidates transfer that knowledge to skill in co-teaching placements.

Starr Keyes, Bowling Green State University  
Alicia Mrachko, Bowling Green State University  
Meliss Klorer, Bowling Green State University

**11/7/2018**  
**8:00 AM**

### **Octavius 5**

TED/HECSE Meeting and Panel Discussion: Confronting teacher shortages in a time of continuous change

Jane West, TED Policy Consultant  
David Guardino, CEEDAR Center  
Holly Lane, University of Florida  
Mary Brownell, CEEDAR Center  
Jeffrey Anderson, Indiana University  
Jennifer Kimball, Special Education Instructional Facilitator

### **Octavius 6**

Single Paper

Reasons for remaining in the field by graduates of an M.A. degree/autism specialization program

Considering the increases in prevalence of autism and the shortage of special educators, it is important to determine the factors that support the retention of graduates from an advanced degree program who have a choice of positions. Survey responses are summarized that identified factors supporting retention and position changes.

Laura Hall, San Diego State University

### **Octavius 7**

Single Paper

Brainstorming instruction for independent writing

Writing requires complex cognitive skills, and many students with disabilities need systematic instruction to write essays independently. This presentation will share an iPad-based graphic organizer that supports persuasive essay writing that features embedded cues for users to self-question to facilitate ideation for reasons to support their opinion.

Soo Ahn, Iowa State University  
Kelley Regan, George Mason University

**11/7/2018**  
**8:00 AM**

### **Octavius 8**

Single Paper

Creating space to talk about race: Teacher candidates critically reflecting on equity and colorblind racism

This presentation describes a course that builds awareness of the systems of privilege and oppression in and around US schools by examining attitudes of colorblind racism and definitions of equity. I share resources and present evidence from a mixed-methods study that supports teacher candidates to become advocates for social justice.

Jody Siker, University of Wisconsin-Parkside

### **Octavius 9**

Practice Based Early Childhood Special Education Standards: Input on Draft Standards Needed!

The CEC Board of Directors approved that DEC develop ECSE Practice-Based Standards, Birth through 8 Years. The rationale for development, activities to date, and next steps will be provided. The majority of session time will be allotted to obtaining your input on draft standards which will be used to guide the work of the Task Force.

Kate Zimmer, Kennesaw State University  
Vicki Stayton, Early Childhood Personnel Center II

### **Octavius 10**

Single Paper

Leveraging collaborative partnerships: Educators, families, and community partners working together to support improved outcomes for students

Learn how educators/universities/community partners/families collaborate to support improved outcomes for students. We will share strategies to extend learning beyond the classroom and support creative collaborative partnerships. Classroom video data, photographs, unit plans, and videos from community partners will be shared for using dramatic inquiry to engage all stakeholders.

Kathleen Farrand, Arizona State University  
Megan Deeg, Arizona State University

**11/7/2018**  
**8:00 AM**

**Octavius 13**

Single Paper

Delivering services and supports in head start classrooms: Experiences from the field

The presenters describe their experiences delivering special education and related services to young children with disabilities in a Head Start setting. Practical suggestions and strategies will be shared along with examples of how they relate to DEC Recommended Practices.

Jennifer Buchter, University of Nevada Las Vegas

**Octavius 14**

Single Paper

Developing and implementing a standards-based curriculum in an inclusive teacher preparation program

The presentation will explore the development and implementation of a curriculum in an inclusive teacher preparation program. Data were reported based on the rubrics aligned with the CEC initial preparation standards to demonstrate teacher candidates' growth and to provide evidence that the program meets the professional organization's accreditation requirements.

Jie Zhang, The College at Brockport State University of New York  
Eunjoo Kim, Indiana University Northwest

**Octavius 16**

Multiple Papers/Panel Presentation

Early Career Faculty SIG spotlight, Part 1: Working smarter not harder

This interactive panel, sponsored by the Early Career Faculty SIG, will focus on strategies for navigating faculty life as an assistant professor. Three spotlight panelists will provide advice and answer questions about using existing resources and university structure for scholarship, developing collaborative relationships, and creating a work/ life balance.

Jennifer Walker, University of Mary Washington  
Wendy Murawski, California State University, Northridge  
Frank Dykes, The University of Texas at Tyler  
Cathy Thomas, Texas State University  
Kyena Cornelius, Minnesota State University- Mankato

**11/7/2018**  
**8:00 AM**

**Octavius 17**

Single Paper

Preparation of 21st century inclusive school leaders

This presentation will describe a study on preparing educational leaders for 21st century inclusive school communities. The aim of the study was to find out what is needed in educational leadership preparation programs to meet the needs of preservice principals related to students with disabilities and special education services.

Todd Sundeen, University of Northern Colorado  
Kristine Melloy, University of Northern Colorado

**Octavius 18**

Single Paper

Incorporating a Make-and-Take activity into your course

New teachers are often not prepared to create visual schedules and other activities for students in their classrooms. This session covers a Make-and-Take session held with pre-clinical teachers with hands-on activities to help prepare for the creation of these items in their future classrooms.

Carlos Flores, Angelo State University  
Valerie Moos, Educational Service Center  
Kendra Kasner, Educational Service Center

**Octavius 19**

Single Paper

Teachers and video modeling: A survey of use and perspectives

We investigated teacher use of and perspectives on video modeling (VM) to improve skills of students with disabilities. Based on our survey, we estimate the number of teachers using VM, summarize how it is used, and identify barriers to implementation. We provide guidance on making VM more manageable for teachers.

Kaylee Wynkoop, Indiana University of Pennsylvania

**11/7/2018**  
**8:00 AM**

### **Octavius 21**

Single Paper

"I know my students need assistive technology, but I'm clueless!": Introducing assistive technology to graduate students in special education

IEP teams are required by IDEA to consider a student's need for assistive technology. Despite this legal mandate, many students with disabilities go without technology that could maximize their success in school. This session will highlight strategies and activities to build assistive technology knowledge and skills for beginning special educators.

Amanda Fenlon, State University of New York at Oswego  
Carol Willard, SUNY Oswego

### **Octavius 22**

Single Paper

Examining High-Leverage Practices within a merged elementary and special education program

A two-stage program review compared the intended curriculum with the experienced curriculum in relation to the 22 high-leverage practices (HLPs) for special educators (Council for Exceptional Children & CEEDAR Center, 2017). Analysis of syllabi and student teacher surveys indicate areas of strength and potential for program enhancement.

Lysandra Cook, University of Virginia  
Jamie Simpson Steele, University of Hawaii

### **Octavius 23**

Invited Strand: Education of American Indian Students with Exceptionalities

State of the education & academic achievement of American Indian students with exceptionalities

Educational outcomes of American Indian students educated both on and off the Reservations will be discussed. Audience members will leave the session with information on the status of the achievement and education of American Indian students with and without exceptionalities in the United States.

Jonathan Stout, Lock Haven University, Chair of the Bureau of Indian Education National Advisory Board for Exceptional Children; Member-at-Large, Diverse Ethnic and Multicultural Groups of the CEC Board of Directors  
Rosemarie Dugi, Navajo, South Mountain Community College  
Annmarie Urso, SUNY Geneseo

**11/7/2018**  
**8:00 AM**

**Octavius 25**

Interactive Paper #1

Defying the odds: Linking teacher preparation with CEC involvement

The link between CEC involvement and university teacher preparation to improve retention was explored via an ongoing five-year non-experimental mixed methods survey. Results indicate candidates involved in professional organizations cement coursework learning, are better prepared to begin careers, and have higher employment retention rates than students not involved.

Shirley Dawson, Weber State University  
Melina Alexander, Weber State University

Interactive Paper #2

What pre-service special education candidates should know about Specially Designed Instruction (SDI)

Specially Designed Instruction (SDI) is oftentimes considered the hallmark of special education. Ensuring that pre-service candidates understand how to determine the necessity of SDI, effectively provide it, and methods to document the need as well as the results are integral skills preparation programs must include in their curriculum.

Melissa Jones-Bromenshenkel, Eastern Illinois University  
Shawn Huisinga, Indiana State University  
Rebecca Cook, Eastern Illinois University  
Frank Mullins, Texas A & M University Texarkana

Interactive Paper #3

Preservice teachers' attitudes toward inclusion

Researchers have shown that preservice teachers can develop positive attitudes toward inclusive practices through designated coursework and field experiences. This study examines the impact of a special education course on special and general education preservice teachers' attitudes toward inclusion using a pre-post attitudes survey and written field experience reflections.

Adrienne Stuckey, Western Carolina University



**11/7/2018**  
**8:00 AM**

**Octavius 25**

Interactive Paper #4

Cultural relevancy in Positive Behavioral Interventions and Supports (PBIS)

Disproportionate discipline practices continue to exist despite years of implementing Positive Behavioral Interventions and Supports (PBIS). Teachers and those involved in teacher preparation will be provided with information and actionable High Leverage Practices to increase cultural relevance in the PBIS practices of special education and general education teachers.

Latia White, Grand Canyon University  
Kathleen Ewoldt, University of Nevada Las Vegas

Interactive Paper #5

Effects of sibling-implemented interventions on the communication skills of children with developmental disabilities

Children with disabilities often present with delays in communication skills. Siblings of these children could serve as partners in improving communication. A review of sibling-implemented interventions indicates that teaching siblings to provide prompts increased the communication acts of children with disabilities. Professionals can work with families to provide training to siblings.

Susannah Boyle, Millersville University

Interactive Paper #6

Beyond the label: Using literature to inform college students' perceptions of people with disabilities

Novels have the ability to pave a path toward understanding and acceptance. Early in their university preparation, teacher candidates are often faced with long-held stereotypes toward people with disabilities. This study highlights how the use of novels featuring a theme of disability helps undergraduate students understand and expand their worldview.

Marci Glessner, Minnesota State University Moorhead  
Danielle Parenteau, Minnesota State University Moorhead

**11/7/2018**  
**8:00 AM**

**Octavius 25**

Interactive Paper #7

Empowering families to support students with disabilities from culturally and linguistically diverse backgrounds

Parents of students with disabilities (SWD) from culturally and linguistically diverse (CLD) backgrounds face several obstacles that make it difficult to support and advocate for their children in school. Parents can be empowered through decoding and demystification of the parental rights handbook and soliciting their input and help.

Robai Werunga, University of North Carolina at Charlotte

**Octavius 25**

Conversation Session: Table 1

Preparing for a culture of data: Technology to infuse data and assessment experiences into special education teacher preparation

Through a hands-on session, participants will engage in an overview of how a special education teacher preparation program uses technology to provide preservice teachers real-life experiences in creating item-bank assessments, using data to drive instruction, preparing and proctoring appropriate assessment modifications and accommodations, and managing progress monitoring.

Peggy Yates, Alma College

Conversation Session: Table 2

Examining student perceptions' of inclusion through concept maps

This session will provide an overview of the framework, tools, and processes for examining the impact of the program on preservice teacher candidates' perceptions and knowledge of inclusion. We will share students' concept maps, our beginning analysis, and our Components of Inclusion Framework for input, discussion, and commentary.

Selma Powell, University of Washington  
Erin Stewart, University of Washington  
Carly Roberts, University of Washington  
Melissa McGraw, University of Washington

**11/7/2018**  
**8:00 AM**

**Octavius 25**

Conversation Session: Table 3

Addressing violence in schools: Preparing pre-service teachers for school shootings

With the recent school shootings and teachers feeling unprepared to address this, it is critical for educator preparation programs to address violent acts against schools. This conversation table will provide participants with the opportunity to share resources and ideas for preparing future teachers for violence in the schools.

Kathleen Boothe, Southeastern Oklahoma State University  
Marla Lohmann, Colorado Christian University

Conversation Session: Table 4

Mentoring through mid-career a winning hand for individual success

The following session details experiences of three mid-career female faculty, as they discuss the transition from earning tenure to individual career goals as faculty across three universities. They share experiences of six years of virtual networking to share progress monitoring to maintain accountability to scholarship while balancing life and work.

Bethany McConnell, University of Pittsburgh at Johnstown  
Elizabeth Hartmann, Lasell University  
Leigh-Ann Brown, Castleton University

Conversation Session: Table 5

Paying it forward: Mentoring as sustainable practice within a special education clinical teacher preparation program

Mentoring faculty toward professional excellence is a goal for teacher education programs, particularly in terms of the practice-based clinical programs that support teacher preparation. This presentation will connect mentoring of new faculty in the professorate with sustainable practice as a vehicle for continual renewal and improvement of these programs.

Harriet Bessette, Kennesaw State University  
Katie Bennett, Kennesaw State University

**11/7/2018**  
**8:00 AM**

**Octavius 25**

Conversation Session: Table 6

Partnerships in Caribbean countries: Bringing special Education to developing countries, enriching the conversation

Caribbean countries are seeking to develop special education programs that meet needs of students with disabilities. To teach internationally, faculty need cross-cultural competence and ability to work within culturally situated special education programs. This continues the conversation examining international experiences facilitating teacher preparation programs that are developing in Caribbean countries.

Jennifer Lesh, Lynn University  
Amy Stevens, University of Wisconsin Whitewater

**Tuscany Boardroom**

Meeting

SSEPC Past Presidents' Meeting

**11/7/2018**  
**9:00 AM**

### **Octavius 1**

Single Paper

Pre-service special education teachers positioning students with mathematics disability as capable

Early identification of children with learning disabilities in mathematics is vital because high school mathematics achievement can be predicted by growth in mathematical understanding from ages 4 to 6. Young children with learning disabilities in mathematics often struggle with number sense. Number talks support young children's development in number sense.

Elizabeth Cutrer, Brigham Young University  
Alisa Belliston, Brigham Young University

### **Octavius 2**

Single Paper

The implementation of an elementary and special education dual certification program

The aim of this presentation is to provide participants with an understanding of a elementary/special education dual certification program. Presenters will provide an overview of the program of study, coursework, field placements, and partnerships. They will highlight the preparation and delivery of a successful program, emphasizing co-teaching and yearlong experiences.

Catherine Howerter, Georgia Southern University  
Courtney Toledo, Georgia Southern University  
Lisa Davis, Georgia Southern University

### **Octavius 6**

Single Paper

Ill-structured problems: Teaching pre-service educators critical literacy practices

As teacher educators we seek useful tools for teaching critical literacy practices that encourage students to dismantle long-held assumptions. Therefore, this presentation describes the scaffolded semester-long project that guides pre-service educators to examine different stake-holders' sociocultural beliefs in areas like race, poverty, and ability that impact classroom teaching and learning.

Leigh-Ann Brown, Castleton University

**11/7/2018**  
**9:00 AM**

### **Octavius 7**

Single Paper

Using a UDL framework to enhance learning in the inclusive early childhood classroom

Universal Design for Learning (UDL) is currently mandated under the Every Student Succeeds Act and has been used as a framework for addressing the needs of students in today's diverse classroom. This session will provide an overview of the implementation of UDL in the early childhood classroom.

Katrina Hovey, Western Oregon University  
Ariane Gauvreau, University of Washington  
Marla Lohmann, Colorado Christian University

### **Octavius 8**

Single Paper

Becoming an effective leader in higher education: How to stack the deck in your favor

Higher education leadership is filled with complexity and ambiguity. Department/college leaders share journeys and strategies to address concerns/challenges/barriers for transitioning to leadership positions and becoming an effective academic leader. The session offers potential/current academic leaders a forum to discuss challenges and strategies to become effective leaders.

Kevin Miller, SUNY Buffalo State  
Ginevra Courtade, University of Louisville  
Pamela Mims, East Tennessee State University  
Mark Butler, Anderson University

### **Octavius 9**

Early Childhood Faculty SIG Spotlight: What's happening in personnel preparation?: Exciting new resources to support your work!

An overview of current early childhood special education personnel preparation activities and products from DEC, CEC, and NAEYC will be provided. New resources and how to access and use them in personnel preparation endeavors will be discussed. Participant feedback will be solicited about these resources, resource needs, and ongoing initiatives.

Kate Zimmer, Kennesaw State University  
Vicki Stayton, Early Childhood Personnel Center II  
Ann Mickelson, University of Wisconsin, Oshkosh

**11/7/2018**  
**9:00 AM**

**Octavius 10**

A perspective on the Finnish education system: Implications for teacher preparation and classroom practice

In this session participants will learn about the social, political and economic framework of teacher preparation and school systems in Finland. Specific practices observed in the schools and classrooms of teachers will be shared. Implications for both teacher preparation and classroom practice will be discussed among participants.

Lauren Ormsby, Buffalo State College

**Octavius 15**

Single Paper

Integrating Positive Behavioral Intervention and Supports in the Universal Design for Learning Framework

Both pre-service and in-service teachers are often confronted with multiple frameworks, strategies, and interventions with little instruction to support integration of empirically validated practices. The session explores how Positive Behavior Intervention and Supports (PBIS) can be implemented within a Universal Design for Learning framework to support all learners.

Kathy Randolph, University of Colorado-Colorado Springs  
Brittany Hott, Texas A&M-Commerce

**Octavius 16**

Multiple Papers/Panel Presentation

Early Career Faculty SIG Spotlight, Part 2: Purposeful publishing

This interactive panel, sponsored by the Early Career Faculty SIG, will focus on scholarly writing. Two panelists will provide advice and answer questions about deconstructing studies into multiple articles, choosing the right journal, and redesigning rejected manuscripts for other journals.

Kyena Cornelius, Minnesota State University, Mankato  
Holly Lane, University of Florida  
Melinda Leko, University of Wisconsin, Madison  
Jennifer Walker, University of Mary Washington

**11/7/2018**  
**9:00 AM**

### **Octavius 17**

Single Paper

Making it Work: Increasing collaboration between special education and general education licensure programs to support the education of all future teachers

This study reviewed perceptions of general education teachers about their preparation program to inspire program improvement and collaboration. Views on how their program prepared them to support students with disabilities in their classroom were the focus. As a result, increased collaboration between special education and general education licensure programs occurred.

Rebecca Canges, Metropolitan State University, Denver  
Kara Halley, Metropolitan State University, Denver  
Lisa Altemuller, Metropolitan State University, Denver  
William Gustashaw, Metropolitan State University, Denver

### **Octavius 18**

Single Paper

Special education teacher shortages: What differentiates high shortage and low shortage states?

To provide policy strategies for mitigating special education teacher shortages, we compared high and low shortage states on a variety of variables, including salaries. We found that special education teaching is a better job in low shortage states and that in low states, special education teachers are often paid more.

Loretta Mason-Williams, Binghamton University  
Kelly Acosta, University of Florida  
Alexandria Harvey, University of Florida  
David Peyton, University of Florida  
Daisy Pua, University of Florida  
Paul Sindelar, University of Florida

### **Octavius 19**

IRIS Survey Focus-Group Meeting

Do you use IRIS? Please join us for a brief focus-group meeting in which we will pilot a survey intended for IRIS users. Your feedback and insights will help us design an efficient and effective survey!

Kristin Sayeski, University of Georgia  
Deb Smith, IRIS Center  
Bethany Hamilton-Jones, University of Georgia



**11/7/2018**  
**9:00 AM**

## **Octavius 22**

Single Paper

Technology tools for multiple purposes: Retaining and supporting early career special educators

This presentation seeks to increase the retention of special education teachers using technology tools (Flipgrid, EdPuzzle, and video analysis software). Utilization can occur for the induction and training of special educators, for building collaborative partnerships with mentors and colleagues (professional learning networks), and for providing analysis through video examination.

Ashley Wolinski-Norton, Illinois State University  
Tara Kaczorowski, Illinois State University

## **Octavius 23**

Invited Strand: Education of American Indian Students with Exceptionalities

State of the education & academic achievement of American Indian students with exceptionalities

Preparing Native and non-American Indian teachers to work with American Indian students on and off the reservation: Lessons learned and considerations for effective teacher preparation and professional development

Reservation schools are complex socio-historical cultural contexts. Native and non-American Indian pre- and in-service teachers bring their unique cultural lens to their classrooms and their preparation. The session will discuss lessons learned for the effective preparation of Native and non-Native Teachers in both teacher preparation programs and in professional development settings.

Annmarie Urso, State University of New York at Geneseo  
Rosemarie Dugi, Navajo, South Mountain Community College  
Jonathan Stout, Lock Haven University

**11/7/2018**  
**9:00 AM**

## **Octavius 25**

### Interactive Paper #1

#### Incorporating digital pens in inclusive field experiences (grades 7-12)

This session will highlight the experiences of teacher candidates using digital pens during field experiences. Several examples of digital pen applications for use with secondary students are featured along with opportunities to discuss the effectiveness of equipping teacher candidates with assistive technology tools.

Carol Willard, SUNY Oswego

### Interactive Paper #2

#### We “heart” literacy outcomes

We present predicted literacy outcomes for children with congenital heart diseases and the risk factors associated with these outcomes. We discuss the development of collaboration with a pediatric cardiology unit to provide unit staff training in preventative home practices to help inform and coach parents.

Paige Pullen, University of Florida  
Wilhelmina van Dijk, University of Florida

### Interactive Paper #3

#### Millennial and Gen Z pre-service and practicing teachers preferred choices of iPad APPs for use with diverse students

The iPad along with the resources make them invaluable for supporting students with learning differences. It's argued that millennials and genZs are digital natives while their professors are digital senior-citizens. Results will be shared on these natives' use of APPs with diverse student populations and the onboarding by their professors.

Jennifer Lesh, Lynn University  
Kelly Burlison, Lynn University  
Susan Saint John, Lynn University

**11/7/2018**  
**9:00 AM**

**Octavius 25**

Interactive Paper #4

Reaching out to PreK-12 teachers: An analysis on the use of the Fostering Communities of Teachers and Learners framework for inclusion professional development

This poster presentation summarizes the use of the Shulman & Shulman's (2004) Fostering Communities of Teachers and Learners framework in developing professional development on inclusion for PreK-12 teachers. Practitioner perspectives will be shared to highlight the reflective process of creating professional development to bridge vision and practice.

Elizabeth Higashi, University of Hawaii at Manoa  
H. Kupulani Kaniho, University of Hawaii at Manoa  
Arania Manumaleuna, University of Hawaii at Manoa

Interactive Paper #5

Preparing early childhood teachers for diverse student populations through the use of Virtual Learning Environments

Virtual Learning Environments (VLEs) have been used in many other professions for years, including police and pilot training. However, VLEs have only recently been used in teacher preparation. As the first university in the country to use the early childhood VLE, this project outlines the findings.

Anni Reinking, Southern Illinois University-Edwardsville

Interactive Paper #6

Strategies to include students with multiple disabilities in the general education classroom

Educators often do not know how to effectively include students with multiple disabilities. Quality instruction in core academic areas are required in to address the required state standards. This presentation will share practical strategies to effectively and meaningfully include students with multiple disabilities. Case studies will be also be reviewed.

Nicole Johnson, Kutztown University  
Wendy Rogers, Kutztown University

**11/7/2018**  
**9:00 AM**

**Octavius 25**

Conversation Session: Table 1

Preparing special education teachers to include specially designed instruction in a co-taught mathematics classroom

This session will focus on preparing special education teachers to include specially designed instruction in a co-taught mathematics classroom. Participants will receive access to materials such as sample activities and online modules. An assessment which requires teacher candidates embed special education instructional practices within a co-teaching model will be shared.

Tricia Strickland, Hood College

Conversation Session: Table 2

The role of choice in pre-service teacher education programs: Increasing engagement, motivation, and buy-in

This session discusses embedding choice in assignments via a choice board to engage pre-service educators in required courses. The choice board is carefully crafted to provide opportunities in the three essential elements of choice. A holistic rubric ensures that grading is not overwhelming for the professor.

Janet Josephson, Millersville University of Pennsylvania  
Sydney Bueno, University of Wisconsin at Stevens Point

Conversation Session: Table 3

More than mentoring

This session is designed to provide a forum for educators to discuss their experiences working with first-year teachers. Participants will share resources and strategies that can help new teachers navigate their first-year as special educators and will be encouraged to share their experiences with first-year mentoring programs.

Carol Hoyle, Lander University

**11/7/2018**  
**9:00 AM**

Conversation Session: Table 4

Preservice special educators' fractions content knowledge and self-efficacy: Assessment results and implications for teacher training

Conversation will focus on preservice special educators' conceptual understanding of fraction multiplication and division arithmetic procedures and their self-efficacy in teaching about fractions. Preservice teachers' performance on a variety of relevant assessments will be presented and implications for teacher training in fractions and in mathematics more broadly will be discussed.

Stephanie Morano, University of Virginia

Conversation Session: Table 5

Including all students in narrative literary analysis: Strategies for the secondary English teacher

This session will illuminate effective inclusion strategies in narrative literary analysis at the secondary level. We will provide overviews and ready-to-use applications of research-supported strategies for thematic, structural, interactional, and performative narrative analysis. Come learn techniques that will benefit all of your students, especially those with LD.

Douglas Dexter, Bucknell University  
Alison Malone, Bucknell University

Conversation Session: Table 6

Re-visioning a behavior course: Focus on relationships

In a state that has been deeply touched by Columbine, an in-depth redesign of a behavior management class was needed. We needed to be authentic about mental illness, trauma, and relationships. The presenter will share the syllabus and framework from the innovative redesign - Slashing Stigmas: Promoting Positive Behaviors.

Caron Westland, University of Colorado Denver  
Caitlyn Cotten, Brigham Young University

**Umbria Boardroom**

Diversity Caucus Board Meeting

**Tuscany Boardroom**

SSEPC Executive Board Meeting

**11/7/2018**

**10:00**

**Octavius 24**

Keynote featuring Jane West and Lynn Gangone

Educator Preparation 2018: Risks and Opportunities

**11/7/2018**

**11:00**

**Octavius 1**

Single Paper

Using Apple Watch to increase teachers' use of behavior specific praise

Effectively managing a classroom is critical in promoting positive student outcomes; however, special education teachers report feeling unprepared to deal with challenging behaviors. This study analyzes the effects of electronic tactile awareness prompting with self-monitoring (eTAPS) on Apple Watch™ to increase special education teachers' use of behavior specific praise.

Andy Markelz, Ball State University

**Octavius 2**

Single Paper

Elevating STEM through a unique collaboration: Extraordinary science through Gizmos!

Engineering students collaborate with pre-service teachers to design and build “Gizmos”- physical devices that foster interactive learning in science lessons. The education students design integrated social studies units. A science lesson that incorporates the Gizmo is included which promotes hands-on education and enhances student competencies and motivation.

Megan Reister, Franciscan University of Steubenville

**11/7/2018**

**11:00**

### **Octavius 3**

Single Paper

Ethnic and racial disproportionality in special education

Racial and ethnic disproportionality has proven to be exceedingly complex and ongoing in spite of efforts to address it. The purpose of this presentation is to inform participants of ethnic and racial disproportionality, how it has evolved over time and what it means for schools and classroom teachers currently.

Kenneth Bleak, University of Nevada, Reno  
Tammy Abernathy, University of Nevada, Reno  
Lindsey Hogue, University of Nevada, Reno

### **Octavius 5**

Multiple Papers/Panel Presentation

Writing for publication: TED Research, Policy, and Practice Briefs

TED is developing a series of research briefs designed to keep members informed about best practices in advocacy and policy development, educator development, and teacher education research. Briefs will be peer-reviewed and distributed widely. In this session, panelists will discuss the series, high-interest topics, and submission guidelines for interested authors.

Chriss Walther-Thomas, Virginia Commonwealth University  
Marcia Rock, UNC-Greensboro  
Melinda Leko, University of Wisconsin-Madison  
Jacqueline Rodriguez, The College of William & Mary  
Cathy Thomas, Texas State University

### **Octavius 6**

Single Paper

Using action research methodologies to support the development of a dual licensure program within PK-12 partnerships

This session provides an overview of the structure and action research methodologies used by a collaborative work group established between a university and several PK-12 stakeholders in the creation of an early childhood and special education dual licensure program.

Kate Doyle, Mount St Joseph University  
Laura Saylor, Mount St Joseph University  
Harrison Collier, Mount St Joseph University

**11/7/2018**

**11:00**

### **Octavius 7**

Single Paper

Taking care of our own: Mindfulness as self-care for educators

This session describes an ongoing professional development series that teaches mindfulness and self-care to educators to address the elevated levels of teacher stress in and out of the workplace. Educators learn how to develop their own mindfulness practice and then how to integrate these practices in their classrooms.

Wendy Fuchs, Southern Illinois University Edwardsville

### **Octavius 8**

TED Talks

Using undergraduate mentors to support the social/emotional development of elementary students with disabilities

Mentoring programs bringing together undergraduate students as positive role models for elementary students have demonstrated success. This study explored the effectiveness of a collaborative mentoring program between a university and an elementary school on the social/emotional development and physical activity of special education students coupled with undergraduate teacher education candidates.

Brooke Moore, Fort Hays State University  
Jacqueline Lubin, Fort Hays State University

Connect the dots: Service Learning as a tool for preparing teacher candidates in special education

The role of Service Learning as a tool for teacher preparation programs is an avenue for investigation. Developing practical interpersonal skills are essential tools for each teacher. Talk will be based on initial findings that show the efficacy of using Service Learning as a precursor to field classroom experiences.

Mary Brennan, Monmouth University  
Kathryn Lubniewski, Monmouth University

Change of heart, change of mind: The abilities of adults with disabilities

Through a community innovations project (CIP) at Georgia Gwinnett College (GGC) over the 2017-18 school year, GGC students completed an internship at a non-profit organization for adults with disabilities. Students completed surveys before and after the internship regarding their beliefs of the abilities of disabilities. The results will be shared.

Matthew Boggan, Georgia Gwinnett College  
Mary Elizabeth Kelly, Georgia Gwinnett College



**11/7/2018**

**11:00**

### **Octavius 9**

Single Paper

Effects of Self-Regulated Strategy Development with social skills prompts on writing and problem behavior of students with EBD

SRSD has been found to be effective in promoting writing quality and self-efficacy for students with EBD. This study explored the extent to which the use of social/behavioral (and video) prompts would impact opinion writing skills and problem behaviors of elementary students with EBD served in self-contained classrooms.

Robai Werunga, University of North Carolina at Charlotte

### **Octavius 10**

Single Paper

Special education teachers and paraeducators implementing Behavior Intervention Plans: Tips for planning, supporting and delivering with fidelity

Special education teachers supervise paraeducators daily, often without training. With paraeducators spending a substantial portion of their workday implementing BIPs, it is important for teachers to be adequately prepared to manage the delivery of these plans. Six tips for special education teachers who support paraeducators implementing BIPs will be shared.

Emily Sobeck, Franciscan University of Steubenville

Rachel Robertson, University of Pittsburgh

### **Octavius 13**

Single Paper

Internships in leadership and policy for doctoral students

Partnerships develop between a large southeastern university and national educational organizations in Washington, D.C. Internships in leadership and advocacy enable qualified doctoral scholars to learn critical knowledge and skills necessary for leadership in the field of special education at state and national levels. The internship and participants' experiences are discussed.

Jillian Schreffler, University of Central Florida

Wilfred Wienke, University of Central Florida

**11/7/2018**

**11:00**

### **Octavius 14**

Single Paper

Retaining special educators: Suggestions and strategies for teachers and administrators

Retaining quality early career special educators is a goal for administrators, teacher preparation programs, teachers, and school districts. Strategies to help early career teachers and resources for administrators are provided. Suggestions for designing roles and school environments, as well as supports to retain early career special educators, are shared.

Ashley Wolinski-Norton, Illinois State University  
Karen H. Douglas, Radford University

### **Octavius 15**

Multiple Papers/Panel Presentation

A Facebook post does not count as a publication: Prioritizing your time to get to where you want to be

Promotion and tenure is the goal of most faculty in higher education. However, even with guidelines from our institutions, the path to success may not be clear. The focus of this session will be on how to manage time wisely and put effort into the most critical avenues for success.

Dee Berlinghoff, Mount Saint Mary College  
David Bateman, Shippensburg University  
Mitchell Yell, University of South Carolina  
Kristin Sayeski, University of Georgia

### **Octavius 16**

Single Paper

Special educators' working conditions, stress, and commitment to teaching students with EBD

Improving working conditions is essential for improving the quality and effectiveness of special educators serving students with EBD. We present results from a nationally representative survey of more than 200 special educators, focused on their working conditions, stress, and intent to continue teaching in self-contained settings for students with EBD.

Elizabeth Bettini, Boston University  
Michelle Cumming, Florida International University  
Rachel Sutton, Boston University

**11/7/2018**

**11:00**

**Octavius 17**

Single Paper

Closing the research to practice gap: Matching instructional strategies to student needs

Special education teacher candidates (TCs) were supported in their development of a research-based practices project, which was analyzed to determine the quality of their decision-making. Recommendations for supporting the professional development of TCs in aligning their PreK-12 students' needs with the use of strong instructional practices are provided.

Cecily Ornelles, University of Hawaii at Manoa

Rhonda Black, University of Hawaii at Manoa

Heather Rogers-Rodrigues, University of Hawaii at Manoa

**Octavius 18**

Single Paper **SESSION CANCELLED**

Are your candidates ready for the reality of schools? Six essential co-teaching understandings they should demonstrate

Co-teaching has become such a common service option for students with disabilities that novice special educators must be completely prepared to navigate its complexity. This session will outline and encourage discussion of at least six key co-teaching understandings that early career special educators should be prepared to articulate and implement.

Marilyn Friend, University of North Carolina at Greensboro

**Octavius 19**

Single Paper

Academic discussions and writing instruction for linguistically diverse exceptional teens

This session spotlights undervalued/overlooked components of language, as bilingual students with special needs develop academic language. Aspects of language proficiency that present challenges for practitioners when teaching students to write (explain, evaluate, compare, etc.) in content laden courses, will be discussed. Lastly, special emphasis is placed on differentiating between student output and interaction.

Samuel Rodriguez, NYC Department of Education

**11/7/2018**

**11:00**

**Octavius 21**

Single Paper

IRIS 101: Get to know the IRIS Center

New to IRIS? Then this session is for you! For 16 years, our OSEP-funded center has created resources about evidence-based practices to improve education outcomes for all children, especially struggling learners and those with disabilities. Join us for a fun and interactive introduction to our website, online tools, and resources!

Naomi Tyler, The IRIS Center, Peabody College, Vanderbilt University  
Deborah Smith, The IRIS Center

**Octavius 23**

Invited Strand: Education of American Indian Students with Exceptionalities

A Proposed Special Theme Issue for TESE: Issues Surrounding the Education of American Indian Children

This session will identify potential topics for a proposal for a themed issue of TESE addressing topics such as, but not limited to, (a) teacher preparation program considerations for American Indian preservice teacher candidates, (b) cultural contexts of Reservations schools and the effectiveness of non-Native teachers and administrators, and (c) a review of literature of evidence based academic interventions with American Indian children with exceptionalities.

Rosemarie Dugi, Navajo, South Mountain Community College  
Jonathan Stout, Lock Haven University  
Annmarie Urso, State University of New York at Geneseo

**Octavius 24**

Meeting

State Subdivisions Meeting

**11/7/2018**

**11:00**

## **Octavius 25**

### Interactive Paper #1

#### Examining pre-service teacher self-efficacy about classroom management

Researchers will discuss the results of a study examining pre-service teacher self-efficacy about classroom management. Additionally, researchers will share information gathered from an analysis of the amount of instruction teacher preparation programs across multiple states provide about managing behaviors. Implications will be explored.

Melissa Martin, University of South Carolina Aiken  
Genny Wise, SUNY Plattsburgh  
Alison Puliatte, SUNY Plattsburgh

### Interactive Paper #2 **SESSION CANCELLED**

#### "I found it on Pinterest!": The use of social media by pre-service teachers

Pinterest (<http://www.pinterest.com>) is a social media website used by in-service and pre-service teachers to share ideas related to education. Though it is a valuable resource, it presents challenges related to the development of pre-service teachers. This presentation will review related literature as well as seek feedback on a proposed study.

Nicole Hansen, Fairleigh Dickinson University

### Interactive Paper #3

#### Using Kohler's Transition Taxonomy to create comprehensive student transition plans

Paula Kohler's Transition Taxonomy is used to create more comprehensive transition plans for individuals with disabilities. The taxonomy focuses on five main areas of planning; student-focused planning, family involvement, student development, program structure, and interagency collaboration.

Brittany Bales, Ball State University  
Maria B. Sciuchetti, Ball State University

**11/7/2018**

**11:00**

## **Octavius 25**

### **Interactive Paper #4**

The status of special education teachers in today's market: Do we have enough teachers to go around?

This session will present 2017 statistics concerning the shortages of special education teachers, the challenges faced when trying to keep special education teachers in the field, employment projections data for 2014-2024, and data concerning attrition and retirement of special education teachers.

Frank Mullins, Texas A&M, Texarkana  
Rebecca Cook, Eastern Illinois University  
Melissa Jones, Eastern Illinois University  
Shawn Huisinga, Indiana State University  
Jan Murdock, Texas A&M, Texarkana

### **Interactive Paper #5**

Responding to the call for intervention research: Sharing a self-study to help establish a warrant

This interactive paper session will highlight one type of intervention research, a self-study, by sharing a faculty member's effort to heed the call to help establish a warrant.

Cara McDermott-Fasy, Rhode Island College

### **Interactive Paper #6**

Correlations between student variables and performance on edTPA

Presenters will discuss a study that identified variables associated with teacher candidate performance on edTPA portfolios. A Pearson product-moment correlation coefficient was computed to examine relationships between candidate's GPA, SAT, and state certification test scores and performance on edTPA at one southeastern university in the US.

Katy Green, University of West Georgia  
Sandy Robbins, University of West Georgia  
James Schwab, Western Kentucky University

**11/7/2018**

**11:00**

**Octavius 25**

Conversation Session: Table 1

Using an observation tool to ensure the implementation of culturally responsive and inclusive teaching practices in a general education, inclusion classroom

Students who are culturally or linguistically diverse represent 47.4% of students receiving special education services. Additionally, more than half of students receiving special education services are placed in general education, inclusion classrooms. This presentation provides educational professionals with observable teaching strategies that are both inclusive and culturally responsive.

Randa Keeley, Texas Woman's University

Conversation Session: Table 2

Benefits of the arts: Enhancing teacher preparation through an integrated curriculum

The purpose of this session is to discuss the benefits of integrating the arts in teacher preparation programs and to share ideas/strategies used by respective universities in adapting curriculum to address the unique needs of today's preservice teachers.

Priscilla Gilpin, The University of Texas at Tyler

Frank Dykes, The University of Texas at Tyler

Jessica Rueter, The University of Texas at Tyler

Conversation Session: Table 3

How to promote choice making for students with learning disabilities

The ability to make a choice is an essential skill that impacts the daily lives of all people. It is critical that students with and without disabilities have the right to be provided with choices that engage them and to be instructed by teachers who hold high expectations of them.

Shannon Sparks, California State University, San Bernardino

Dolores Williamson, University of Nevada, Las Vegas

**11/7/2018**  
**11:00**

**Octavius 25**

Conversation Session: Table 4

Video reflection and analysis: Building effective teaching behaviors in pre-service teachers

This project focused on using video, feedback, and analysis to build critical explicit instruction lesson delivery skills in pre-service teachers. Students developed and delivered a series of lesson simulations and used video reflection and analysis to improve and diversify their use of opportunities to respond (OTR).

Courtney Dexter, Lycoming College

Conversation Session: Table 5

Left to figure it out

Hiring and retaining quality educators is one of the most important factors of a well-functioning education system. However, the demand for teachers, alongside a diminishing supply and a steady rate of teachers leaving the profession, threatens students' academic and economic welfare.

Erica Rambus, DCPS

**Umbria Boardroom**

Meeting

Publications and Communication Committee

**11/7/2018**  
**12:00**

**Tuscany Boardroom**

TED Past Presidents' Lunch



**11/7/2018**

**1:00**

## **Octavius 2**

Single Paper

Preparing teachers to serve students with comorbid learning disabilities and anxiety

Teachers have the potential to play a significant role in serving students with comorbid learning disabilities (LD) and anxiety. While concomitant LD and anxiety are a common manifestation, teachers may not be adequately prepared to recognize mental health needs or intervene for students experiencing anxiety. Five evidence-based strategies are offered.

Glenna Billingsley, Texas State University  
Cathy Thomas, Texas State University

## **Octavius 3**

Single Paper

Designing inter-professional, simulation experiences for pre-service teachers and related service personnel

This presentation will provide an overview of research exploring how to provide pre-professional teachers inter-professional, simulation activities with pre-professional students in related service areas. A discussion of existing research along with practical implications will also occur.

Audrey Bartholomew, University of New England

## **Octavius 5**

Multiple Papers/Panel Presentation

What doctoral students need to know about advocacy and public policy development

Given longstanding field challenges, tomorrow's special education leaders must be prepared to advocate effectively for public policies that ensure comprehensive educator development and high-quality educational opportunities for students with disabilities. This session explores the essential knowledge, skills, and dispositions that all teacher educators, researchers, school administrators, and other leaders need.

Chriss Walther-Thomas, Virginia Commonwealth University  
Jane West, TED Education Policy Consultant  
Sarah Nagro, George Mason University

**11/7/2018**

**1:00**

### **Octavius 6**

Single Paper

Expanding opportunities for students with sensory disabilities through new teacher preparation programs

This session describes how two states are responding to national shortages of special educators through the development of teacher preparation programs in the area of low incidence sensory disabilities. Participants will learn about the challenges and successes of creating new educator preparation programs to address critical shortages.

Karen Koehler, Shawnee State University  
Kathleen Farrand, Arizona State University

### **Octavius 7**

Single Paper

A community embedded approach for special education teacher preparation

This session details how one university is addressing the critical need for preparing more special education teachers at the preservice level through an innovative community embedded approach. Specific examples of teacher recruitment, attention to overall teacher quality, residency-based training, and community-based coursework will be shared.

Taylor Bousfield, University of Central Florida  
Rebecca Hines, University of Central Florida

### **Octavius 8**

Single Paper

Preparing educational professionals to address disruptive behavior in middle school

Middle school students with behavior problems may demonstrate executive functioning (EF) deficits, experience peer stress, and have difficulty effectively coping with stress. In this presentation, we provide teacher educators with evidence-based approaches to foster EF and coping as a way to prepare teachers to improve student behavior and social interactions.

Michelle Cumming, Florida International University  
Elizabeth Bettini, Boston University  
Stephen Smith, University of Florida

**11/7/2018**

**1:00**

**Octavius 9**

CEC Standards Development Workgroup: Feedback Session 1

This meeting will allow TED members to give feedback to workgroup members on the draft CEC Initial Teacher Preparation Standards.

Virginia McLaughlin, William and Mary  
Dee Berlinghoff, Mount Saint Mary College  
Jennifer Bullock, CEC  
Megan Shea, CEC  
Margie Crutchfield, Workgroup Advisor

**Octavius 10**

Single Paper

Opportunities to respond to an online literacy environment: The relationship between young students' engagement and their reading outcomes

This session highlights how teachers can use indicators of student engagement in an online literacy environment to predict early literacy outcomes and plan for intervention strategies. Using data from a two-year longitudinal study, we will discuss how teachers can use data analytics and progress monitoring data.

Wilhelmina van Dijk, University of Florida  
Talia Campese, University of Florida  
Rachel Kaplan, University of Florida  
D'Annette Mullen, University of Florida

**Octavius 13**

Single Paper

Engaging in courageous conversations around innovative program redesign

This presentation highlights how department faculty engaged in courageous conversations to revitalize their teacher education programs. These discussions include school partner voices and focus on developing innovative ideas to enact the CEC, CED, and CAEP standards by improving connections between coursework and field experiences to benefit teacher candidate learning.

David Hoppey, University of North Florida  
Janice Seabrooks-Blackmore, University of North Florida  
Jennifer Renée Kilpatrick, University of North Florida  
Debbie Reed, University of North Florida  
Darcey Gray, Duval County Public Schools

**11/7/2018**

**1:00**

**Octavius 14**

Single Paper

Engaging pre-service teachers in the development of culturally responsive literacy interventions

This session outlines the experience of four pre-service teachers who engaged in the development of culturally responsive literacy interventions that were implemented by their peers in a literacy intervention study abroad course that paired pre-service teachers with elementary school students in South Africa.

Tabetha Bernstein-Danis, Kutztown University

Emily Rudderow, Kutztown University

Jennifer Jenkins, Kutztown University

Madison Bellesfield, Kutztown University

Morgan Dobrosielski, Kutztown University

**Octavius 16**

Multiple Papers/ Panel Presentation

SSEPC Symposium, Part 1

Betting on SSEPC: How faculty in small special education programs find, apply, and secure funding

Teacher educators are often expected to secure funding as part of the tenure and promotion process; yet, the infrastructure in place to support faculty varies greatly from institution to institution. This session will present a practical approach to how SSEPC faculty can secure funding for teaching, research, and service activities.

Jennifer McKenzie, Southern Utah University

Adam Moore, Roger Williams University

Liz Hartmann, Lasell College

Larry Maheady, Buffalo State College

**11/7/2018**

**1:00**

### **Octavius 17**

Single Paper

Improving teacher preparation from within: Using data to validate and improve practice-based preparation opportunities

Carefully crafted practice-based preparation opportunities ensure teacher candidates can implement effective practices for students with disabilities. We discuss how faculty at CEEDAR affiliated institutions constructed such opportunities and used data to establish their efficacy and improve them. Implications for other faculty engaged in similar efforts will be provided.

Mary Brownell, University of Florida  
Melinda Leko, University of Wisconsin at Madison  
Amber Benedict, University of Florida

### **Octavius 19**

Single Paper

Practice makes perfect: Pre-service preparation for Manifestation Determination meeting success

Research indicates very few special educators are adequately prepared to lead and participate in collaborative, data-based decision-making during Manifestation Determination meetings. This session will present a pre-service project that requires students to participate in simulated manifestation determination meeting. Research about participant experiences and procedures will be described for replication.

Jason Robinson, University of Northern Colorado  
Tracy Mueller, University of Northern Colorado  
Laura Trapp, University of Northern Colorado

### **Octavius 21**

Single Paper

Do as we say AND as we do: Modeling co-teaching in teacher preparation courses

Presenters will share results and recommendations from a study examining the impact of a co-teaching model applied in higher education courses for pre-service teachers. Results from analysis of quantitative and qualitative data related to pre-service teachers' knowledge of, comfort with, and perceived likelihood of effectively implementing co-teaching, will be shared.

Amy Noggle, Towson University

**11/7/2018**

**1:00**

**Octavius 22**

Single Paper

Virtual simulation as a classroom tool: Moving teacher education into the 21st century

Simulation has the potential to change the face of teacher education. This presentation will demonstrate the use of mixed-reality computer-based simulation as a bridge from the classroom to the field, and describe how it can "train to the margins" preparing students to handle high-stakes interpersonal interactions rarely practiced during fieldwork.

Sally Spencer, California State University Northridge  
Talya Drescher, California State University, Channel Islands

**Octavius 23**

Single Paper

Enhancing the recruitment, diversity, and retention of special education teachers well prepared to serve students in urban schools: Findings from a teacher residency program

Residency programs have emerged as a promising approach to address the acute shortage of teachers prepared to serve students in urban schools. This session discusses outcomes of a study that examined the effectiveness of a residency program in improving the quantity and quality of special education teachers for urban schools.

Nancy Burstein, California State University, Northridge  
Sue Sears, California State University, Northridge

**Octavius 24**

Research Roundtables

The Research Roundtable session is a professional development opportunity for early career scholars. Leading experts within special education teacher education provide early career scholars with feedback on research projects or ideas.

Melinda Leko, University of Wisconsin-Madison

**Octavius 25**

Interactive Paper #1

Cross-categorical identities and inclusive cultural competence: Action research and authentic problem identification

Researchers engaged with a diverse group of collaborating stakeholders in a series of forums to explore and identify effective practices and ongoing needs related to the development of inclusive cultural competence for pre-service and in-service teachers and the institutions that develop and employ them and develop future collaborative projects and programs.

Tammy Ellis-Robinson, University at Albany  
Jessica Coles, University at Albany

**11/7/2018**

**1:00**

## **Octavius 25**

### **Interactive Paper #2**

Diversity of viewpoint?: A content analysis of twice-exceptional literature

How much is the term “twice-exceptional” in the professional literature and research? This study provides the results of a content analysis that examined the literature over the last ten years, providing a total of 563 articles analysed for content and journal source. Results and implications will be shared.

Claire Hughes, Canterbury Christ Church University

### **Interactive Paper #3**

Conversations in an electronic mentoring site: What questions did beginning special education teachers ask?

Findings from a qualitative study utilizing transcripts of conversations occurring between novice special educators and their mentors in an electronic mentoring site will be presented. The focus of the study was to examine the nature of internet-based interaction among novice special educators and their mentors.

Roberta Gentry, Virginia State University

### **Interactive Paper #4; SESSION CANCELLED**

Use video self-reflection to increase fidelity of implementing EBPs in ECSE settings

Improving teachers' implementation fidelity of evidence-based practices (EBPs) leads to improved students' outcome and increased teacher confidence. The presentation reviews the literature on the effects of using video self-reflection to increase the fidelity of implementing EBPs in ECSE settings. Implications and recommendation for practice are included.

Zhen Chai, California State University, Northridge

**11/7/2018**

**1:00**

## **Octavius 25**

### Conversation Session: Table 1

Celebration of Teaching: A recruitment strategy to attract diverse education specialist candidates

To attract diverse students into a new undergraduate education specialist credential program, a Celebration of Teaching event was held by the institute of higher education (IHE). High school students in the large, urban service area were targeted. The strategic planning process, event artifacts, and attendee satisfaction data will be shared.

Joanne Van Boxtel, California Polytechnic State University, Pomona

Heather Wizikowski, California Polytechnic State University, Pomona

### Conversation Session: Table 2

Utilizing teacher residency in an online environment

Purdue is leaping into utilizing the residency model within our online licensure program. Given the nation-wide shortage of special educators our most vulnerable populations are served by under-qualified teachers. Purdue's intentional teacher residency design within the online environment promises to be a breakthrough in teacher education and development.

Kharon Grimmet, Purdue University

Angie Holtsclaw, Purdue University

Denise Whitford, Purdue University

Jennifer Barce, Purdue University

### Conversation Session: Table 3

Humanizing the IEP process through teacher education interventions

Though consensus exists that school collaboration with parents is essential, barriers in the IEP process often impede it. Using simulated and virtual teaching, we studied ways to reform that inside two special education programs. Findings show enhanced understandings about collaboration elements, parental perspectives, and realization that rehearsal is important.

Michelle Parker-Katz, University of Illinois at Chicago

Talya Drescher, CSU Channel Islands

Joseph Passi, University of Illinois at Chicago and Benito Juarez High School



**11/7/2018**

**1:00**

## **Octavius 25**

Conversation Session: Table 4

Coaching: The key to successful professional development

Professional development is often provided in after-school, instructor-led training, which does not typically transfer to the classroom. We paired individualized coaching with workshops in three high-needs high schools to support implementation of literacy intervention with special and general educators. We will share methods and outcomes of this successful coaching model.

Vanessa Goodwin, California State University, Northridge

Susan Friedman, LA Intervention Project Coach, California State University, Northridge

Conversation Session: Table 5

Strategies and considerations for implementing Restorative Practice talking circles with a diverse range of elementary school learners

This conversation session will introduce participants to strategies for implementing tier 1 Restorative Practice (RP) circles in elementary schools. Participants will discuss findings from a recent research study that revealed teacher strategies for modifying RP circle processes in order to foster inclusion of students with exceptionalities.

Colby Kervick, University of Vermont

Conversation Session: Table 6

Changing roles of mentors, supervisors and student teachers: Using data to support change

Knowledge and skills are sequenced across the program, and learning to recognize teaching behavior should also be spread through the program. However, preparation is more than a set of skills. What else is needed? The session will propose new ideas and discuss current practice and perceptions.

Kathleen McKinnon, The Pennsylvania State University

## **Umbria Boardroom**

Meeting

Knowledge and Skills Committee

**11/7/2018**  
**2:00**

### **Octavius 1**

Single Paper

Active learning with technology to reinforce undergraduates' application of High Leverage Practices

Active learning is the adoption of instructional practices that engage students in higher-level thinking. Well-designed active learning projects can also reinforce important workplace skills, such as communication, creativity, critical thinking, and collaboration. Teacher candidates' active learning projects that apply high leverage practices (HLPs) in special education will be shared.

Joanna Stegall, Anderson University

### **Octavius 2**

Single Paper

The Literacy Matrix: Comprehensive online literacy professional development

Offering high quality, large-scale professional development has been a challenge for SEAs. The Literacy Matrix provides professional learning for teachers online, which allows for quality assurance, as well as innovative technology supports. The process used to develop the Matrix will be described, and results from implementation studies will be shared.

Holly Lane, University of Florida  
Paige Pullen, University of Florida

### **Octavius 3**

Single Paper

Making coding instruction accessible to all students

Coding instruction within K-12 schools continues to expand across the country. However, students with disabilities are underrepresented when it comes to coding and/or STEM instruction. This session will introduce participants to coding curriculum accessible to middle school students with disabilities and engage them in coding related hands-on activities.

David Hill, University of Michigan-Dearborn  
Kaitlyn Billops, Detroit Public Schools & Western Michigan University

**11/7/2018**

**2:00**

### **Octavius 5**

TED Diversity Showcase

Elevating the Experience in Expertise

Still I rise: Unmasking the cloak of compliance and privilege in teacher education

Evette Simmons-Reed, Ball State University

### **Octavius 6**

Single Paper

Building the dream team: Special and paraeducators unite!

The foundation of building a strong and supportive special education team is collaboration. This includes families, special educators, service providers, and paraeducators. This session will assist teams with supporting paraeducator development through understanding exceptionality, providing support and gradual release, addressing behavior through preventative techniques, and continued collaboration and team development.

Katrine Gosselin, University of Northern Colorado

Aimee Massafra, University of Northern Colorado

Tracy Mueller, University of Northern Colorado

### **Octavius 7**

Single Paper

“Developing” programmatic HLPs: A vehicle for border crossing and change

The presenters will share the process one institution used to develop a revised set of HLPs for a dual certification program in general and special education. They will also discuss the challenges of implementing the process, examples of positive change, and suggestions for those interested in implementing a similar process.

Lisa Rafferty, SUNY Buffalo State

Lawrence Maheady, SUNY Buffalo State

Angela Patti, SUNY Buffalo State

Shannon Budin, SUNY Buffalo State

Pixita del Prado Hill, SUNY Buffalo State

**11/7/2018**

**2:00**

### **Octavius 8**

Single Paper

Eight paraprofessional strategies to increase academic and social communication in inclusive classrooms

Paraprofessionals play an important role in inclusive settings. Eight strategies for promoting academic engagement and peer interactions between students with and without disabilities in inclusive classrooms will be identified and described. Paraprofessional training methods will be shared along with time to address barriers and solutions.

Karen Douglas, Radford University  
Yun-Ching Chung, Illinois State University

### **Octavius 9**

Multiple Papers/Panel Presentation

Research Committee Panel Presentation: Examining and responding to the critical issue of personnel shortages in special education

Melinda Leko, University of Wisconsin at Madison  
Elizabeth Bettini, Boston University  
James McLeskey, University of Florida  
Marcia Rock, UNC Greensboro  
Deb Ziegler, CEC

### **Octavius 10**

Single Paper

Implementing culturally responsive HLPs

High leverage practices alone may not yield improved results for all students. To meet the needs of the diverse students in special education, practitioners must be prepared to employ evidence based practices to teach content (i.e., reading, math, writing, etc.) through High Leverage Practices within a culturally responsive framework.

Dia Jackson, American Institutes for Research

**11/7/2018**

**2:00**

### **Octavius 13**

Single Paper

Walking the talk: Increasing collaboration to serve students with low-incidence disabilities

The session will describe the interdisciplinary preparation of special educators alongside those with whom they should collaborate (e.g., general educators, counselors, administrators) to appropriately serve students with low-incidence disabilities. Participants will be provided with a framework for increasing collaboration to address the needs of this traditionally marginalized and isolated population.

Phyllis Robertson, Texas A&M University-Corpus Christi  
Karen McCaleb, Texas A&M University-Corpus Christi

### **Octavius 14**

Single Paper

UDL Tapas: Useful strategies for teacher educators to share

Participants will learn and practice novel and unique ways to use Universal Design for Learning (UDL) to create student-centered lessons, activities, and assignments in their introductory special education teacher preparation courses. These principles, focused on student choice, will expose pre-service teachers to useful strategies to incorporate in their own teaching.

Lauren Delisio, Rider University  
Caitlyn Bukaty, University of Central Florida

### **Octavius 15**

Single Paper

Endrew F. v. Douglas County School District (2017): Implications of the U.S. Supreme Court's ruling for personnel preparation.

On March 22, 2017, the Supreme Court announced its ruling in Endrew F. v. Douglas County School District. In this presentation we (a) examine the Endrew FAPE standard, (b) discuss implications of Endrew for special educators, and (c) explain how Endrew will affect teacher educators preparation of preservice special educators.

Mitchell Yell, University of South Carolina  
David Bateman, Shippensburg University

**11/7/2018**

**2:00**

**Octavius 16**

Single Paper

SSEPC Symposium, Part 2: SSEPC shares pedagogy and scholarship

Professors in small special education programs, let's meet and collaborate to improve the courses we teach and let's develop a research network. Here, you will find colleagues with similar interests for collaborative endeavors. A Google Doc will be created providing a support network for teaching and scholarship. Let's share!

Amy Stevens, University of Wisconsin Whitewater  
Shantel Farnan, Northwest Missouri State University

**Octavius 17**

Single Paper

Using Critical Friends Groups to teach pre-service teachers about FBAs and BIPs

It has been suggested that all educators, including general education teachers, be trained on the FBA/BIP process. Despite this, pre-service teachers may receive inadequate training on the FBA/BIP process. Building on previous work, this study investigated how a Critical Friends Group (CFG) impacted pre-service teachers' development of FBAs and BIPs.

Jennifer Walker, University of Mary Washington

**Octavius 18**

Single Paper

Embedding service learning in community collaboration: Emergency preparedness for individuals with autism

This session provides an overview of a collaboration between a university teacher prep program, a community agency that serves individuals with ASD, and a post secondary program for individuals with ID/DD. The collaboration allowed the teacher prep program and the post-secondary program to embed service learning while meeting a community need.

Helene Harte, University of Cincinnati, Blue Ash College  
Kate Doyle, Mount St. Joseph University

**11/7/2018**

**2:00**

**Octavius 19**

Single Paper

Preparing teachers to work with students with autism and significant support needs

In response to poor outcomes and needed program improvement, a rubric of Quality Indicators (QIs) to assess services for students with autism and significant support needs was developed. The aim of these QIs is to assist in creating model services for students. A certificate program was developed using the QIs..

Kara Halley, Metro State University of Denver  
Charlie Buckley, Metropolitan State University of Denver

**Octavius 21**

Single Paper

“Why’s this man making me feel racist?”: Teacher candidates’ reflections on diversity course texts

This presentation describes research exploring teacher candidates’ reflections on diversity course content. Presenters will (a) discuss the reflection assignment used to collect data; (b) describe the ways in which selected course texts confirmed, clarified, or complicated candidates’ beliefs about the “other”; and c) offer implications for teacher educators.

Michael Smith, SUNY New Paltz  
Tristan Glenn, Kennesaw State University

**Octavius 22**

Single Paper

Inter-Teaching: We lectured less and our students learned more

Inter-teaching is an innovative instructional approach to university instruction that includes (a) increased instructor-student contact and feedback, (b) more peer-to-peer instruction during class, (c) self-paced student learning, and (d) responsive lectures. This session describes how IT was implemented across five courses and three universities in general and special education.

Lawrence Maheady, SUNY Buffalo State  
Shannon Budin, SUNY Buffalo State  
Stephen Kroeger, University of Cincinnati

**11/7/2018**  
**2:00**

**Octavius 23**

Meeting

TESE Editorial Board Meeting

**Octavius 25**

Interactive Paper #1

Using Community of Inquiry to understand students' perceptions of supports in an online special education graduate program

The purpose of this presentation is to discuss the results of a research study using the Community of Inquiry as the theoretical framework. Results of this study indicated that participants' learning was facilitated due in part to the integration of social, teaching, and cognitive presence in their program of study.

Stephanie Masters, University of Alabama  
Jessica Rueter, The University of Texas at Tyler  
Frank Dykes, The University of Texas at Tyler

Interactive Paper #2 **SESSION CANCELLED**

Supporting students mental health challenges through bibliotherapy

Teachers can support literacy, while focusing on the mental health needs of students through the use of bibliotherapy. Bibliotherapy is the process of using books in a safe environment to help students think about, understand, and work through social and emotional concerns.

Rachael Gonzales, California State University Sacramento

Interactive Paper #3

Self-efficacy in co-teaching: A look at the impact of professional development on rural high school teachers

The purpose of this study was to examine the impact of professional development in co-teaching on teacher self-efficacy among rural high school teachers. A survey of 256 teachers reported on their self-efficacy in student engagement, instructional practices, and classroom management. The results and implications will be discussed.

Tori Colson, University of Southern Indiana  
Moriah Smothers, University of Southern Indiana



**11/7/2018**

**2:00**

## **Octavius 25**

### **Interactive Paper #3**

A systematic review of transformative learning experiences of preservice teachers in rural and remote communities

The purpose of this presentation is to share the results of a systematic literature review that identified transformative learning experiences of preservice teachers enrolled in teacher preparation programs. Specifically, this review examined transformative learning experiences of preservice teachers teaching or planning to teach rural and remote communities.

Dana Goya, University of Hawai'i at Mānoa

Paula Ulloa, University of Hawai'i at Mānoa

### **Interactive Paper #4**

#### **Preparing pre-service teachers for inclusive classrooms**

Faculty in elementary and special education preservice programs created, implemented, and evaluated program revisions and enhancements focused on inclusive practices in content courses and clinical internships. Program development processes, products, results and implications for personnel development will be shared.

Mary Little, University of Central Florida

Michelle Kelley, University of Central Florida

Lee-Anne Spalding, University of Central Florida

Dena Slanda, University of Central Florida

### **Interactive Paper #5**

#### **Mentoring to retain minority leaders: Findings from mentoring reflections**

Teacher educators will (a) describe a mentoring component to an OSEP-funded leadership preparation program, (b) discuss the themes identified by 44 mentors and 44 mentees in identifying leadership needs and goals, and (c) identify potential strategies for using mentoring as a retention and support strategy for minority special education leaders.

Tamar Riley, Florida Memorial University

Annamaria Jerome-Raja, Florida Memorial University

Denise Callwood-Brathwaite, Florida Memorial University

**11/7/2018**  
**2:00**

**Octavius 25**

Interactive Paper #6

Promoting social interactions of preschoolers through the use of highly engaging practices

We will share a teacher's redesign of traditional preschool circle time. The teacher used dramatic inquiry where children took the role of an expert to solve a community problem. We present results of increased engagement and social interactions and coaching supports and tools to monitor, reflect, and improve practice.

Kathleen Farrand, Arizona State University  
Megan Deeg, Arizona State University

Interactive Paper #7

All that and more: University of Oklahoma's Zarrow Center transition resources for educators

The University of Oklahoma's Zarrow Center for Learning Enrichment houses numerous resources devoted to the promotion of successful transition outcomes for students with disabilities. Presenters will showcase the available resources to promote transition education and provide numerous benefits to practitioners and students.

Belkis Choiseul-Praslin, University of Oklahoma  
Malarie Deardorff, University of Oklahoma

**Octavius 25**

Conversation Session: Table 1

Faculty responsiveness to student diversity: Accessible instruction for all

Participants will discuss Universal Design of Instruction (UDI) as a framework to meet the diverse needs of teacher candidates and reflect upon the accessibility of instructional practices. Implementation of UDI in teacher preparation programs, faculty supports needed, and directions for future research will be discussed.

Cyndi Caniglia, Whitworth University

**11/7/2018**  
**2:00**

## **Octavius 25**

Conversation Session: Table 3

Universal Design for Learning: Enhancing engagement in early childhood classrooms

This presentation focuses on how using a Universal Design for Learning (UDL) framework can enhance engagement of exceptional children in early childhood classrooms. A brief overview of UDL and specific strategies to assist practitioners in increasing young exceptional learners' motivation and engagement with the curriculum are highlighted.

Katrina Hovey, Western Oregon University  
Ariane Gauvreau, University of Washington

Conversation Session: Table 4

Ante up! Don't fold!: Using differentiated assessment for the personnel preparation of general and special education pre-service candidates

Although differentiation receives attention in teacher preparation programs due to the diversity in K-12 schools, differentiated assessment in higher education is lacking. This session explores the results of a differentiated assessment which was used with two groups of pre-service teacher candidates to improve pedagogical curriculum delivery for program improvement.

Debra Lockwood, Marshall University College of Education and Professional Development  
Jennifer McFarland-Whisman, Marshall University College of Education and Professional Development  
Wendi Dunham, Marshall University College of Education and Professional Development

Conversation Session: Table 5

Supporting High Leverage Practices in clinical field experiences

Pre-service teachers require opportunities for practice-based learning during their teacher preparation programs. In addition to learning about High Leverage Practices in coursework, field experiences should be purposefully and effectively sequenced to provide practice-based learning. How can special education teacher preparation programs support cooperating teachers and clinical placements in maximizing practice-based learning?

Laurie Andrews, University of Illinois, Urbana-Champaign

**11/7/2018**

**2:00**

## **Octavius 25**

Conversation Session: Table 6

Introducing habits of productivity to teacher candidates within teacher preparation programs to promote collaboration

Collaboration is a High Leverage Practice observed in successful classrooms for general and special education teachers working together. Because generalization of these skills, working with others, do not happen naturally; teacher candidates must examine their own behaviors of productivity during coursework to complete tasks to work successfully as a team.

Bethany McConnell, University of Pittsburgh at Johnstown  
Christa Bialka, Villanova University

Conversation Session: Table 7

PACS - University-based mentoring for students with autism

This study explored the role of a college student with autism spectrum disorder (ASD) as a mentor to university peers with ASD. The examination will share how a student with ASD successfully advocated and equipped peers on a college campus through the high-impact practice, Peer Assisted College Support Program (PACS).

Debra Cote, CSUF

## **Tuscany Boardroom**

Meeting

Kaleidoscope Board Meeting

**11/7/2018**

**3:00**

### **Octavius 1**

Single Paper

Making the most of career opportunities: Planning your future as an EI/ECSE leader

This session will engage participants in an exploration of leadership opportunities in the fields of Early Intervention/Early Childhood Special Education (EI/ECSE), specifically targeting career plans for doctoral students and early career professionals to develop the skills, knowledge, and experiences to maximize one's ability to meet professional and personal goals.

Laura McCorkle, University of North Carolina-Charlotte

Serra Acar, Western Oregon University

Lindsay Diamond, University of Nevada-Reno

Ann Mickelson, University of Wisconsin-Oshkosh

### **Octavius 2**

Single Paper

Criterion validity evidence supporting the Classroom Teaching Scan

Teacher coaching has demonstrated a positive effect on teacher practice and student achievement. However, few feedback tools were designed for teachers of students with disabilities. This presentation will discuss criterion validity evidence supporting the Classroom Teaching Scan, an online classroom observation tool designed around evidence-based practices for students with disabilities.

John Romig, University of Texas - Arlington

Kate Peeples, University of Virginia

Michael Kennedy, University of Virginia

### **Octavius 3**

Single Paper

Changing instruction in co-taught high school classrooms

Co-teaching is implemented to change instruction for students with disabilities in the general education curriculum. Often little change occurs. In this study, three high school co-teaching teams participated in instruction and coaching in a new model of co-teaching. Changes in instruction, barriers to implementation, and student outcomes are reported.

Peggy Weiss, George Mason University

**11/7/2018**

**3:00**

### **Octavius 5**

TED Diversity Showcase, Part 2: Elevating the Experience in Expertise  
Still I rise: Unmasking the cloak of compliance and privilege in teacher education

Evette Simmons-Reed, Ball State University

### **Octavius 6**

Single Paper

Youth Ambassadors: teaching students with disabilities how to advocate

Learn about a novel program to train students with Tourette Syndrome (TS) to educate children all over the country about TS and to promote understanding about TS, a misunderstood and misdiagnosed disorder. We describe our training and present Youth Ambassadors who advocate for TS from local schools to Congress.

Susan Courey, Touro Graduate School of Education  
Diana Feller, Tourette Association of America

### **Octavius 7**

Single Paper

Special education teacher preparation for Family-Professional Partnerships: Qualitative and quantitative results from a national group of teacher educators

This session includes results from a national survey study of 113 special education faculty members across 80 institutions about the degree to which these programs address Family-Professional Partnerships within their teacher preparation curricula. Follow-up qualitative interviews with selected faculty will also be presented, including implications for practice and future research.

Tracy Mueller, University of Northern Colorado  
Kathleen Kyzar, Texas Christian University

**11/7/2018**

**3:00**

### **Octavius 8**

Single Paper

Telling tales and sharing tales: The use of personal narrative in the diversity course context

In this presentation, we explore the concept of personal and cultural storytelling and its influence on teacher candidates' perceptions about themselves and diverse students. We will explore frameworks for understanding the storied experience of self and others, applications in diversity courses, and implications for teacher educators.

Tristan Glenn, Kennesaw State University  
Michael Smith, SUNY-New Paltz

### **Octavius 9**

Single Paper

Understanding future and current tools for measuring expert versus novice teacher physiological technologies to impact teacher preparation.

Understanding the behavior, body language, and stress management of teachers requires creative use of neuro and biophysical technologies. A research-based foundation will be provided to compare the patterns exhibited by expert teachers and theories about ways to use this work to impact novice teachers.

Lisa Dieker, University of Central Florida  
Annette Romualdo, University of Central Florida  
Rebecca Hines, University of Central Florida

### **Octavius 10**

Single Paper

Preparing doctoral students to effectively supervise preservice teachers

Newly hired university faculty members are often expected to provide clinical supervision to preservice teachers. This session will describe strategies for preparing doctoral students for this role. Options for scaffolding learning based on students' prior experiences will also be described.

Stacy Dymond, University of Illinois at Urbana-Champaign  
Laurie Andrews, University of Illinois at Urbana-Champaign

**11/7/2018**

**3:00**

**Octavius 14**

Single Paper

Integrating mindful breathing practices into pre-service special education teacher preparation

Special educators, particularly those of students with EBD, face challenges that often lead to high levels of stress and subsequent attrition. Presenters will address the science behind mindful breathing and demonstrate practices that teacher educators can embed into their courses to reduce stress and improve responses to challenging behaviors.

Kristine Larson, Johns Hopkins Bloomberg School of Public Health  
Amrita Chaturvedi, St. Louis University

**Octavius 15**

Single Paper

Using Universal Design for Learning in teacher preparation programs

In this case study, we engaged in a transdisciplinary collaboration to infuse UDL into an elementary social studies methods course. We examined teacher candidates' lesson planning assignments and survey data to identify how integrating additional UDL instruction impacted their commitment and skills to increase learning capacity for all learners.

Leigh Rohde, Salem State University

**Octavius 16**

Single Paper

Teacher attrition in special education: Perspectives from the field

The purpose of this presentation is to investigate the perceived needs of new special education teachers. Perceived needs were identified through a series of Nominal Group Technique focus groups. This information may aid in the development of interventions and supports to improve the retention of special education teachers.

Jessica Hagaman, University of Nebraska- Omaha  
Kathryn Casey, University of Wisconsin-Whitewater



**11/7/2018**

**3:00**

**Octavius 18**

Single Paper

Jugarlo Todo: We are "All In" preparing diverse special educators

While PK-12 school systems require teachers to use methods that address language needs of students, institutions of higher education lag behind. Presenters will share methods utilized on their campuses to provide faculty professional development in order to better meet academic needs of language learners (LL) enrolling in teacher education programs.

Roberta Kaufman, Nevada State College  
Caron Westland, University of Colorado Denver  
Clarissa Rosas,

**Octavius 19**

Single Paper

How can we prepare teachers to work with court-involved youth?

Given the rate of youth with disabilities who are incarcerated, it is important for future educators to understand the educational services these youth receive. Using the SpecialEd Connection® database, we analyzed 51 legal cases. Results of the study, implications for transition practitioners, and future directions will be discussed.

Angela Prince, Iowa State University

**Octavius 21**

Single Paper

Two of a kind: Online mentoring to support student success

By utilizing online tools such as GoReact, mentors can share information across states. Cross-curriculum mentors may share information counterparts would otherwise miss out on while receiving their academic instruction. The current collaboration allows two small programs to share varied viewpoints on classroom topics immediately relevant to candidates.

Colleen Wilkinson, Medaille College

**11/7/2018**

**3:00**

**Octavius 22**

Single Paper

Seeing is perceiving: Reported knowledge and experience of early childhood educators regarding vision and learning

This presentation reports on a study that surveyed early childhood educators about their knowledge and experiences regarding vision development, delays, and learning. Presenters will share findings from the study and implications related to preparing early childhood educators to identify potential delays and promote vision development.

Kelly Roney, University of North Carolina at Charlotte  
Cynthia Baughan, University of North Carolina at Charlotte

**Octavius 23**

Meeting

Early Career Faculty SIG Meeting

**Octavius 25**

Interactive Paper #1

Success! Project CTG: Increased outcomes through multi-tiered support

The purpose of this session is to describe the implementation and outcomes from a statewide initiative to implement effective co-taught classrooms. Through this initiative, teachers acquired the knowledge and skills needed for efficient and effective co-planning and co-teaching. Student performance data supports the implementation of co-teaching done well.

Donna Ploessl, University of Montevallo

Interactive Paper #2

Teacher use of data-based individualization to improve student outcomes

Scholars participating in an OSEP-funded personnel preparation project created, implemented, and evaluated school change efforts. The focus was improvement of outcomes for students with severe and persistent needs who required intensive intervention and supports within a MTSS framework. Results and implications for personnel development will be shared.

Mary E. Little, University of Central Florida

**11/7/2018**

**3:00**

## **Octavius 25**

### **Interactive Paper #3**

What preservice teacher candidate mentors learned from their mentees with disabilities

Preservice teacher candidates learn how to teach from coursework, textbooks, and teaching hours which prove inadequate. Mentoring peers with disabilities attending a postsecondary program at their university, teacher candidates gain valuable experience and learn directly from mentees. Survey results reveal this learning surpassed that from class or teaching hours.

Wanda Routier, Concordia University Wisconsin  
Carol Burns, Bethesda College at Concordia University

### **Interactive Paper #4**

Creation of a demographically representative teaching force: It starts with teacher candidates

This session describes approaches to attract demographically representative teacher candidates to the teaching profession. Discussion focuses on creation of teaching academies and sponsorship of summer camps. Recruiting on college campuses is explored, as are methods of attracting career changers. Barriers to participation are explored and solutions are provided.

Douglas Carothers, Florida Gulf Coast University

### **Interactive Paper #5**

Exploring rigor in teacher education programs: A case study

This study sought to measure rigor levels of licensure areas within a teacher preparation program. Rigor was measured according to National Council on Teacher Quality recommended guidelines for criterion-referenced assignments, Bloom's Taxonomy, and a composite rigor score. Group differences between licensure areas were explored.

Tammy Abernathy-Vineyard, University of Nevada, Reno  
Sharon Goldrup, University of Nevada, Reno  
Brianna Grumstrup, University of Nevada, Reno

**11/7/2018**

**3:00**

**Octavius 25**

Interactive Paper #6

Online learning: Are students as engaged as we think?

Online learning has allowed students to access postsecondary course curriculum from anywhere. As instructors, how do we translate best practices from in-person to online platforms to ensure student engagement? This presentation will highlight methods to engage online learners and review evaluations of students. Participants will discuss increasing online learning engagement.

Patricia Lynch, Texas A&M University  
Kendra Williams-Diehm, University of Oklahoma

Interactive Paper #7

Engaged & enriched: Experiential learning and the acquisition of early childhood candidates' assessment skills

This presentation will highlight the outcomes of an experiential learning project with professional development on pre-service teacher candidates' ability to conduct Child Find and analyze data. Findings will be presented in the context of candidates' who participated in the project versus those who only received the professional development.

Stephanie DeSpain, Northern Illinois University

**Octavius 25**

Conversation Session: Table 1

Targeting diverse students' needs: Using High Leverage Practices while integrating culturally relevant teaching into instruction

Given the range of diversity in today's classrooms, it is crucial that special education teachers combine High Leverage Practices (HLP) and Culturally Responsive Teaching (CRT) to reach all learners. This presentation will provide suggestions for developing and implementing practice-based instruction that focuses on the needs of culturally and linguistically diverse learners.

Harriet Bessette, Kennesaw State University  
Katie Bennett, Kennesaw State University

**11/7/2018**

**3:00**

## **Octavius 25**

Conversation Session: Table 2

On Fire!: Special education teacher burnout rates in rural West Virginia

Special education teacher burnout rates are significantly higher than general education teachers and special education teachers are twice as likely to leave the classroom than their general education counterparts. The burnout rates of special education teacher in rural areas are reported to be even higher due to rural-specific variables.

Wendi Dunham, Marshall University  
Deb Lockwood, Marshall University  
Jennifer McFarland-Whisman, Marshall University

Conversation Session: Table 3

Help! Paraprofessionals needed!: Teacher candidates' levels of concern regarding training of paraprofessionals.

Presenters will share preliminary results of a qualitative study exploring pre-service teachers' levels of concern about paraprofessional training in their field placements. Qualitative findings will be presented along with implications for teacher candidate preparation. Participants will share experiences in preparing special education teacher candidates.

Deborah Tamakloe, Millersville University  
Janet Josephson, Millersville University

Conversation Session: Table 4

Communicate, collaborate, and connect: How do you use technology to cultivate online discussions?

A preliminary study explored student engagement in an online classroom through the use of differing discussion board platforms. Initial findings indicate that specific platforms enhanced student experiences as well as facilitated increased peer interactions. Implications related to use of technology as a means of facilitation of online discussions are explored.

Mary Haspel, Monmouth University  
Kathryn Lubniewski, Monmouth University

**11/7/2018**  
**3:00**

## **Octavius 25**

Conversation Session: Table 5

Engaged and learning or checked out?

Engagement in higher education coursework impacts a number of student outcomes including learning, achievement, satisfaction and graduation prospects. Various pedagogical approaches to improving student engagement exist. The current presentation will allow participants to share creative strategies they use in their classrooms and potential solutions to barriers they may encounter.

Jennifer McFarland-Whisman, Marshall University  
Debra Lockwood, Marshall University  
Wendi Dunham, Marshall University

Conversation Session: Table 6

Bringing disability content to pre-service coursework: Making the infusion model work

Approaches exist for incorporating information about disabilities in pre-service coursework. In two cases, general and special education professors consulted during planning and execution of non-disability specific courses. By using the "infusion method" of teaching disability, general and special education pre-service students emerged with increased disability knowledge and attitude towards inclusion.

Talya Drescher, California State University, Channel Islands

Conversation Session: Table 7

Universal Design for Learning: The diversity superpower

The diversity of teacher candidates is growing. This positive development gives professors opportunities to develop teachers who reflect the diversity of the student populations within schools. By designing university pre-service courses infused with Universal Design for Learning principles, guidelines and checkpoints, professors and instructors create model-learning environments.

Kimberly Coy, California State University, Fresno

**11/7/2018**

**3:00**

## **Octavius 25**

Conversation Session: Table 8

Tips for successfully navigating the special education edTPA

The session will explain the process one university used to introduce, implement and evaluate the SPED edTPA. Discussion will focus on: (1) developing a “boot camp”, (2) providing acceptable guidance, (3) using data to identify concerns, and (4) revising coursework to address concerns. Participants will share strategies from their institutions.

Kim Paulsen, Vanderbilt University  
Alexandra DaFonte, Vanderbilt University

Conversation Session: Table 9

Strategies for Accreditation for Small programs

This session will focus on the sharing of strategies to prepare for a successful submission of a CAEP report for small special education programs. Participants will share what has worked in their institutions and brainstorm ideas for documenting a quality assurance system and program impact and other standards as requested.

June Robinson, Robinson Educational Consultants

Conversation Session: Table 10

Early Childhood SIG: Syllabi Share & Purposeful Integration of High Leverage Practices

The Early Childhood SIG (TeDeC) is hosting a collaborative session in which members will highlight how to purposefully integrate high leverage practices into coursework. Faculty will be given the opportunity to share their syllabi, discover new resources, and design courses. Participants are encouraged to bring materials to share.

Kate Zimmer, Kennesaw State University  
Kristin Murphy, University of Massachusetts Boston  
Melissa Driver, Kennesaw State University

## **Umbria Boardroom**

Meeting

Early Childhood Faculty SIG Meeting

**11/7/2018**

**4:00**

**Octavius 24**

TED General Business Meeting

**11/7/2018**

**5:00**

**Promenade**

TED President's Reception



**Thursday, November 8**  
**Schedule-at-a-Glance**

| <b>Date &amp; Time</b> | <b>Room</b>       | <b>Purpose</b> | <b>Event</b>                               |
|------------------------|-------------------|----------------|--|
| 11/8/2018<br>7:30-9:00 | Promenade         |                | Continental Breakfast                      |
| 11/8/2018<br>8:00      | Octavius 10       | Meeting        | Ad Hoc Advocacy Committee Meeting          |
| 11/8/2018<br>9:00      | Promenade         |                | SSPEC Silent Auction                       |
| 11/8/2018<br>9:00      | Tuscany Boardroom | Meeting        | Paraeducator SIG Meeting                   |
| 11/8/2018<br>10:00     | Octavius 24       | Keynote        | Keynote: Dan Willingham                    |
| 11/8/2018<br>11:00     | Tuscany Boardroom | Meeting        | Professional Development Committee Meeting |
| 11/8/2018<br>1:00-5:00 | Octavius 25       | Meeting        | Kaleidoscope Presentations                 |
| 11/8/2018<br>2:00      | Tuscany Boardroom | Meeting        | How to get involved with TED               |
| 11/8/2018<br>2:00      | Umbria Boardroom  | Meeting        | Membership Committee Meeting               |
| 11/8/2018<br>3:00      | Octavius 12       | Meeting        | Diversity Caucus Business Meeting          |
| 11/8/2018<br>3:00      | Tuscany Boardroom | Meeting        | Conference Planning 101                    |
| 11/8/2018<br>3:00      | Umbria Boardroom  | Meeting        | HESCE Leadership Meeting                   |
| 11/8/2018<br>4:00      | Octavius 13       | Meeting        | SSEPC General Business Meeting             |
| 11/8/2018<br>5:00      | Promenade         | Meeting        | SSEPC Nasim Dil Reception                  |

**11/8/2018**  
**8:00**

### **Octavius 1**

Single Paper

Preparing teacher candidates in the delivery of systematic and explicit teaching strategies and enhancements in undergraduate reading methods courses

Despite an increased understanding of what is needed for an effective reading instruction program, many students continue to struggle to learn to read. This presentation discusses the preliminary research findings of instructing pre-service teachers in the delivery of systematic and explicit teaching strategies and enhancements in undergraduate reading methods courses.

Gretchen Robinson, University of North Carolina at Pembroke

### **Octavius 2**

Single Paper

The importance of incorporating school connectedness research in teacher preparation programs

This presentation explores school connectedness as a construct and its importance for being included in coursework for teacher educators. It addresses the development of school connectedness through a variety of lenses and offers an integrated perspective on what can be done to improve teacher preparation programs for students with disabilities.

Robbie Marsh, Mercer University

### **Octavius 3**

Single Paper

UDL in online preservice teacher coursework: Closing the research to practice gap

This session will explore student preferences for submitting work when given UDL options in online course modules. Preservice teachers' knowledge and skills for implementing UDL strategies and a discussion of the limited body of literature examining the use of UDL principles in online environments will be discussed.

Morgan Diaz, University of Central Florida  
Missy Glavey-Labedz, University of Central Florida  
Rebecca Hines, University of Central Florida  
Jillian Schreffler, University of Central Florida

**11/8/2018**

**8:00**

**Octavius 6 MOVED FROM 11/7/18 AT 8:00 IN OCTAVIUS 15**

Single Paper

Implementation of function-based interventions by teacher assistants: Results of a study and recommendations for teacher education

In this presentation, we will report on a study in which we coached a teacher assistant who had no formal training in special education to implement two function-based interventions with a student with autism who engaged in challenging behavior. Implications for future research and teacher education will be discussed.

Reem Muharib, UNC Charlotte

**Octavius 9**

Multiple Papers/Panel Presentation

Learning, seeing, doing, and reflecting: Preparing pre-service teachers for co-teaching

This presentation will introduce a college co-teaching study which includes modeling co-teaching in college classes between two faculty members and guiding pre-service teachers to practice it as a course content. Both quantitative and qualitative results for the impact of the study on pre-service teachers' perspective to co-teaching will be addressed.

Eunjoo Kim, Indiana University Northwest

Sharon Pratt, Indiana University Northwest

**Octavius 10**

Ad Hoc Advocacy Committee Meeting

Marcia Rock, UNC Greensboro

Chriss Walther-Thomas, Virginia Commonwealth University

**Octavius 15**

Single Paper

Against the odds: Minoritized women thriving in majority white doctoral programs

In the past two decades, there has been an increase in the number of students of color earning doctoral degrees. This surge, has incited closer examination of the process of completion for diverse groups of students in comparison with their White peers.

Monique Matute-Chavarria, University of Nevada, Las Vegas

June Dennis, University of Nevada, Las Vegas

Pricella Brown, University of Nevada, Las Vegas

Monica Brown, University of Nevada, Las Vegas

**11/8/2018**

**8:00**

### **Octavius 16**

Single Paper

Collaborative teacher development of traditional and non-traditional students: Two colleges, one university

A collaborative partnership between two colleges at one university has provided a unique opportunity to meet identified workforce needs in special education. This program supports and prepares traditional and non-traditional students together to earn a bachelor's degree in special education and be recommended for teacher licensure.

Katie Bonawitz, Bethel University

Mary Lindell, Bethel University

Julie Finnern, Bethel University

### **Octavius 17**

Single Paper

Overview of inclusive teacher preparation programs: Proposal for teacher re-education

This presentation will provide a qualitative comparison of 25 inclusive teacher preparation programs providing dual licensure in special and general education. Teacher candidates will share a proposal for an inclusive program grounded in identified socially just practices with an emphasis on how teacher education can be enriched by disability studies.

Ashley Johnson, Miami University

Colleen Ziegman, Miami University

Katie Medaris, Miami University

Megan Lobring, Miami University

### **Octavius 18**

Single Paper

Embedding bully prevention training within a teacher preparation program: Suggestions for implementation

Currently, all 50 states have adopted bully prevention legislation. It is critically important for teacher preparation programs to begin or expand upon their current bully prevention instruction. This session will highlight findings from state law analysis and make recommendations for implementing bully prevention programming within a preservice teacher program.

Stacy M. Hirt, University of Missouri

Chad A. Rose, University of Missouri

Stephanie Hopkins, University of Missouri

Jessica Simpson, University of Missouri

**11/8/2018**  
**8:00**

### **Octavius 19**

Single Paper

Perceptions of school administrators regarding transition planning for students with Autism Spectrum Disorder

A phenomenological study is conducted to understand the perceptions of public school administrators regarding effectiveness of transition services for secondary students with autism and related barriers. Semi-structured interviews have been conducted with ten secondary-level public school administrators. The qualitative data are being analyzed using Nvivo to generate relevant themes.

Smita Mehta, University of North Texas  
Jamie Thomas, University of North Texas

### **Octavius 21**

Single Paper

Experienced teachers' use of reflection to improve their practice: Survey results

Researchers have considered how and why teachers should reflect on their instruction to improve their practice and student outcomes. This survey of practicing teachers' reflective practices known best practice to actual experiences. Includes recommendations for preservice and inservice development of reflective practice.

Elizabeth Potts, Missouri Western State University  
Jane Bogan, Wilmington College  
Joseph Hall, Wilmington College

### **Octavius 25**

Interactive Paper #1

Improving literacy-based experiences in the home through the use of interactive parent workshops in early childhood

This session will explore the use of interactive workshops as a way for early childhood educators and programs to educate and support parents of young children in an effort to create meaningful learning experiences in the home that positively impact a young child's language and literacy development.

Lindsay Koch, Lebanon Valley College

**11/8/2018**  
**8:00**

## **Octavius 25**

### **Interactive Paper #2**

#### **Training teachers to facilitate parental empowerment**

Empowered parents voice their concerns, make decisions, and are involved at all levels of their child's education. This engagement results in a greater likelihood of positive long-term educational and social outcomes for their children with disabilities. The purpose of this session is to present strategies for teachers to empower parents.

Yun-Ju Hsiao, Washington State University Tri-Cities  
Lindsay Diamond, University of Nevada, Reno

### **Interactive Paper #3**

#### **The benefits of using video to teach behavior data collection**

Behavior data collection is an important part of the special education teacher's job. In a teacher preparation program, it can be complicated to get permission for teacher candidates to collect data on students in the field. Using video clips, teacher candidates can practice data collection without live students.

Sydney Bueno, University of Wisconsin at Stevens Point

### **Interactive Paper #4**

#### **Examining grit, self-compassion, well-being, and mindfulness in pre-service educators**

Researchers will discuss the results of a pilot study examining pre-service (special and general education) teachers' non-cognitive traits including grit, self-compassion, well-being, and mindfulness. Based on results, researchers devised steps needed to implement professional development activities tailored for pre-service teachers. Research and the proposed plan will be shared.

Alison Puliatte, SUNY Plattsburgh  
Melissa Martin, University of South Carolina Aiken

**11/8/2018**  
**8:00**

## **Octavius 25**

### **Interactive Paper #5**

A framework for operationalizing supports for non-responsive students

When a student does not respond to an evidence-based intervention, educators often struggle with what to do next. This poster introduces the Taxonomy of Intervention Intensity (Fuchs, Fuchs, & Malone, 2017) and describes how to use it to organize and prioritize intensification strategies to improve student responsiveness.

Teri Marx, American Institutes for Research

### **Interactive Paper #6**

The use of computer simulations in teacher education coursework: What do candidates think?

A mixed methods study that examined candidate's perceptions of the use of computerized simulation as an effective tool to learn classroom management will be presented. The development, implementation, and assessment of the simulation and candidate data on the feasibility of the approach in comparison to other methods will be presented.

Roberta Gentry, Virginia State University

### **Interactive Paper #7**

ECSE teacher candidates' perceptions of using DEC recommended practices: Implications for personnel preparation

This presentation is to advocate for stronger connections between incorporation of DEC recommended practices and ECSE teacher preparation. Using the performance checklists developed by Early Childhood Technical Assistance (ECTA) Center in 2016, this study will examine how DEC recommended practices have been implemented by our teacher candidates in ECSE settings.

Zhen Chai, California State University, Northridge

**11/8/2018**

**8:00**

**Octavius 25**

Interactive Paper #8

Social skills training: The building block for improved educational outcomes

Social skills training programs are imperative to decrease challenging behaviors and increase student success. The use of technology is becoming more important in meeting the needs of 21st century students. This session will describe exemplars in high- and low-tech social skills programs, and the impact on school-aged youth.

Jessica Simpson, University of Missouri  
Stephanie Hopkins, University of Missouri  
Stacy Hirt, University of Missouri  
Chad A. Rose, University of Missouri  
Anthony Plotner, University of South Carolina

Interactive Paper #9 **MOVED FROM 9:00**

Promoting family-centered P-21 transitions for students with special needs: Recommendations for teacher candidates and gaps in our understanding

There are benefits to empowering families of students with disabilities at key junctures in preschool-21 programming. Although literature exists on helping families in early intervention and graduating high school, it is unclear what is prioritized in other grades. We share results and implications from a literature review on family-centered transitioning.

Nicole Edwards, Rowan University  
Amy Accardo, Rowan University

**Octavius 25**

Conversation Session: Table 1

Integrating active listening skills during parent-teacher conferences in simulated environments

Over half of current teachers do not feel prepared to hold effective parent-teacher conferences. One way to prepare teacher candidates for difficult conversations is through live simulations. This presentation discusses the use of simulations in enhancing active listening skills among four undergraduate teacher candidates at a large rural southeastern university.

Kate Simmons, Auburn University Montgomery  
Sara Bicar, Auburn University Montgomery

Conversation Session: Table 2

Collaborating with higher education faculty in eastern Europe: Similarities and differences in training special educators to use HLPs

Special educators should be trained to implement HLPs to support students they serve. Is the training different in countries where inclusion is in its infancy? The goal of this session is to discuss the experiences of teaching from the perspective of a US Fulbright Scholar & a Hungarian Faculty member.

Laurie deBettencourt, Johns Hopkins University  
Beata Szenczi-Velkey, Eötvös Loránd University Bárczi Gusztáv Faculty of Special Education



**11/8/2018**  
**8:00**

## **Octavius 25**

Conversation Session: Table 3

Comma confusion? Software that teaches students with LD strategies for comma use

Writing is hard for students with learning disabilities. One specific challenge for them is the use of commas. Where exactly do they go? In this session, two studies validating a software program designed to teach strategies for comma use will be described and the software program will be explored.

Joseph Fisher, Grand Valley State University

Conversation Session: Table 4

Inclusion: Teacher reparation using Mursion

Pre-service teachers, placed in virtual clinical experiences, prepare and teach lessons for inclusion classrooms. Supervisor feedback on teacher performance and student engagement encourages self-reflection, growth, and teaching confidence. This innovative approach, used in face to face and online courses, allows for trial and error in a low-risk environment.

Alexandra Kanellis, Saint Leo University  
Baye Ballew, Saint Leo University

Conversation Session: Table 5

Administrator supports for co-teachers

Collaboration is essential for today's classroom where general and special educators are expected to work together to support all learners. Studies show novice teachers are not prepared to collaborate. Effective supports in promoting successful collaboration, inclusion and co-teaching from middle school administrators who support co-teachers will be shared.

Deborah Faermark, University of Illinois at Chicago

Conversation Session: Table 6

Innovative induction programs: The survival guide for new special education teachers

Join the conversation regarding strategies for success in supporting novice teachers as they embark on a career in special education. Engage in a discussion on induction supports with a guide for new special education professionals. Included in the presentation are topics relevant to new teachers, their mentors, and administrators.

**11/8/2018**  
**8:00**

## **Octavius 25**

Conversation Session: Table 7

What should I do? Preparing teachers to be ethical practioners

Special educators engage with the most vulnerable populations and good intentions aren't enough to drive decisions. This interactive conversation will explore the use of real-life, scenario-based simulations to help pre-service teachers establish an understanding of ethical principles and decision-making, and learn how to apply them in their professional practice.

Kathleen Stanfa, Kutztown University  
Nicole Johnson, Kutztown University

Conversation Session: Table 8

Mentoring non-tenure stream faculty: Embracing and supporting practice and other non-tenure line faculty in teacher education

Non-tenure track faculty (NTTF) now occupy a majority of faculty in U.S. higher education with education having one of the highest percentages across the academy (NCES, 2013). This conversation session focuses on roles, responsibilities, and needs of NTTF as well as development of mentoring programs to support advancement .

Andrea Capizzi, Vanderbilt University

Conversation Session: Table 9

Perspectives and experiences in preparing special education teacher candidates for performance assessments

The implementation of the EdTPA project as a mandated performance assessment has made a significant impact on teacher training programs over the last five years. This presentation will examine the evolution of EdTPA training initiatives in one special education preparation program as it grows to meet teacher candidate needs.

Kim Viel-Ruma, University of Georgia

**11/8/2018**

**9:00**

### **Octavius 1**

Single Paper

Building administrators' perspectives of evidence-based teaching practices in programs for students with an intellectual disability

Evidence-Based Practices (EBP) are essential for creating meaningful instruction to meet the needs of all learners. This study looks at school site administration perceptions on the use of EBP, the value of EBP, and their own confidence level in evaluating teachers on those same EBP.

Jodee Prudente, University of Nevada Reno/Washoe County School District  
MaryAnn Demchak, University of Nevada Reno  
Chevonne Sutter, University of Nevada Reno

### **Octavius 6**

Single Paper

Intensive school-based professional development for chronically low-performing schools

The James Patterson Literacy Challenge provides intensive professional development for high-need schools. The process includes guided self-study, development of a literacy acceleration plan, a summer academy, and ongoing support to develop and sustain evidence-based practices. This session will present the initial findings from work with six schools in two districts.

Holly Lane, University of Florida  
Vivian Gonsalves, University of Florida

### **Octavius 2**

Single Paper

A case study of the flipped classroom design in a teacher education course for special and general education teacher candidates

The flipped classroom inverts the instructor's lecture time to out of class and reserves class time for engaging, content related activities. A case study was conducted comparing a flipped special education in secondary education course in a teacher education program to other methods of instruction (i.e., online courses, lecture-based courses).

Randa Keeley, Texas Woman's University

**11/8/2018**

**9:00**

### **Octavius 3**

Single Paper

Student perceptions of field placements in undergraduate special education programs

There is a gap in the literature on field experiences in clinical placements and student perceptions of the those placements. The interactive presentation will share results of a survey about field placements and conclude with two practicum students sharing their perceptions of the field placement requirements in their undergraduate program.

Karin Fisher, Georgia Southern University  
Tonya Cooper, Georgia Southern University  
Angela Norris, Georgia Southern University  
Jennifer Johnson, Georgia Southern University

### **Octavius 7**

Single Paper

Hit or miss: Are NV TPP on the money for RTI/MTSS?

Nevada was identified for intensive technical assistance by CEEDAR in 2016. Presenters will discuss outcomes of a syllabi review of four IHE special education programs which identified how faculty address MTSS with preservice teachers. Participants will engage in sharing strategies used effectively to enhance TPP in support of diverse learners.

Roberta Kaufman, Nevada State College  
Lori Navarrete, Nevada State College  
Maryann Demchak, University of Nevada, Reno

### **Octavius 8**

TED Talk

Teacher dispositions in special education teacher preparation to promote persistence in the field

A teacher's disposition is a valued factor in special education; however, preservice teacher training in many higher education institutions does not require a focus on dispositions. This TED talk targets the topic of common dispositions associated with persistent special education teachers going against the odds which favor teacher attrition.

Megan Chaney, Fresno Pacific University  
Sarah Johnson, Fresno Pacific University

**11/8/2018**

**9:00**

### **Octavius 8**

#### **TED Talk**

How a full-year student teaching placement influences A teacher candidates' sense of efficacy

With more emphasis on student achievement in schools today, teacher education programs need to meet the demand of cultivating effective teachers. The purpose of this study was to compare the efficacy of teacher candidates placed in a full-year student teaching placement with teacher candidates placed in a one semester placement.

Tori Colson, University of Southern Indiana  
Moriah Smothers, University of Southern Indiana  
Stacey Keown, University of Southern Indiana

#### **Teacher implementation of Incredible Years Dinosaur School Year One Post-training**

The results of an investigation into adherence factors and barriers in the implementation of the Incredible Years Dinosaur School program (Webster-Stratton, 2011) in 16 preschool classrooms one year post-training will be presented. Recommendations for a sustainability program that includes ongoing teacher coaching and professional development will be shared.

Sarah Vess, High Point University

### **Octavius 9**

#### **CEC Standards Development Workgroup: Feedback Session 2**

This meeting will allow TED members to give feedback to workgroup members on the draft CEC Initial Teacher Preparation Standards.

Virginia McLaughlin, William and Mary  
Dee Berlinghoff, Mount Saint Mary College  
Jennifer Bullock, CEC  
Megan Shea, CEC  
Margie Crutchfield, Workgroup Advisor

**11/8/2018**  
**9:00**

**Octavius 13**

Single Paper

Effects of professional development on teachers' use of modified dialogic reading

Professional development helps to transfer teacher knowledge into practice. The preliminary data of this single case study shows that professional development positively influences teachers' accurate use of the modified dialogic reading and initiation and comprehension of students with ASD. Implications for teacher preparation programs and future research will be discussed.

Jeongae Kang, Northwest Missouri State University  
Pamela Williamson, University of North Carolina at Greensboro

**Octavius 14**

Single Paper

IRIS advanced: A closer look at the IRIS Center

Think you know the IRIS Center? After 16 years, our OSEP-funded center has created so many resources about evidence-based practices that sometimes even we have trouble keeping track of them. Join us for a fun and interactive deep dive into our website, new product lines, and lesser-known resources!

Naomi Tyler, The IRIS Center, Vanderbilt University, Peabody College  
Deborah Smith, The IRIS Center

**Octavius 15**

Single Paper

The perfection trap: The influence of 'Perfectionism' on preservice and early career teachers

Presenters will share the results from a mixed method explanatory study that discovered how preservice and early career teachers are influenced by feelings of perfection, what are their main stressors, persistence through the degree program, and how this relates to their understanding of perfectionism in teaching.

Ai Kamei, Monmouth University  
Eden Haywood-Bird, California Polytechnic State University

**11/8/2018**

**9:00**

**Octavius 16**

Single Paper

Spectare- to look: Lessons learned from work in Palestine on inclusive curriculum development

Through a case study of Palestine, this session explores the experiences of Western educational consultants seeking to support the efforts of special education teacher education programs in an area under occupation. Focusing on Prospective, Respectful, the Expected, the Unexpected, and Retrospective approaches, implications for future consultancy work will be explored.

Claire Hughes, Canterbury Christ Church University

**Octavius 17**

Single Paper

Incorporating culturally responsive behavior management into pre-service special education educator preparation

Disproportionate use of exclusionary discipline practices among students from underrepresented groups can be attributed to a lack of knowledge and skills in culturally responsive behavior management. We present Double Check, an empirically based framework of actionable strategies that contributes to the development of effective culturally responsive special education teachers.

Kristine Larson, Johns Hopkins Bloomberg School of Public Health

**Octavius 18**

Single Paper

Higher education feedback: A framework for quality in edTPA support

This session describes the process of one southeastern university's efforts to create a standard for quality in edTPA practice task feedback. Based on a literature review of 70 experimental works, the presenters will demonstrate the development and applications for a framework for higher education feedback quality.

Kathryn Haughney, University of North Carolina at Charlotte  
Shawnee Wakeman, University of North Carolina at Charlotte

**11/8/2018**

**9:00**

### **Octavius 19**

Single Paper

Preparing teacher candidates for the implementation of student led IEPs to improve self-advocacy and self-determination skills for secondary students with disabilities

This session will explore pedagogy used in teacher preparation programs for implementing student led IEPs to increase self-determination and self-advocacy skills. Through interactive discussions, faculty will return to EPP with fresh and innovative ideas, relevant tools and resources, and strategies to implement the EBP of student led IEPs.

Shantel Farnan, Northwest Missouri State University  
Jeongae Kang, Northwest Missouri State University  
Tamara Lynn, Northwest Missouri State University

### **Octavius 21**

Single Paper

Examining reflective coaching conversations: Promoting inclusion for students with moderate and severe disabilities

This session discusses results from a qualitative study of 12 general education in-service teachers currently enrolled in a special education master of education program. The teachers engaged in video-stimulated recall and reflective teaching as a way to increase use of evidence-based practices in classrooms that include students with moderate and severe disabilities.

Hanna Townsend, University of North Carolina - Greensboro  
Jeongae Kang, Northwest Missouri State University

### **Octavius 22**

Single Paper

Teaming with families who are culturally and linguistically diverse: Strategies for preservice teachers

Teaming and collaboration are synonymous with teaching young children who have disabilities because multiple adults from various disciplines provide services to these children. This session provides practical strategies for preservice teachers teaming with culturally and linguistically diverse families using DEC recommended teaming strategies as a cornerstone for practice.

Sara Luke, Mercer University



**11/8/2018**

**9:00**

### **Octavius 23**

#### Single Paper

Preparing elementary teachers for inclusive informative writing instruction through Self-Regulated Strategy Development

Preparing elementary teachers to teach Common Core State Standards-aligned informative writing strategies using the evidence-based practice, self-regulated strategy development (SRSD) prepares students to successfully write from source texts. Practice-based professional development for K-5 teachers and approaches for differentiation and scaffolding for students with disabilities and English Learners will be presented.

Caroline Torres, Kapi'olani Community College

### **Octavius 25**

#### Interactive Paper #1

Teaching in an inclusive classroom: Teacher candidates' self-efficacy beliefs

This mixed methods study examined the influence a single introductory special education course had on teachers candidates' self-efficacy beliefs toward teaching in an inclusive classroom. The study also examined which factors influenced participant self-efficacy beliefs. The results and implications will be discussed.

Moriah Smothers, University of Southern Indiana

Tori Colson, University of Southern Indiana

Stacey Keown, University of Southern Indiana

#### Interactive Paper #2

Asset or obstacle? An examination of student and faculty perspectives regarding supports for nontraditional students in an alternative route to certification program

This research evaluates current program supports within an alternative route to certification special education program. Data presented through the lens of students and teachers evaluates which supports are most valuable and identifies continued barriers impacting nontraditional teacher candidates. Future recommendations based on the resilience model of support are provided.

Natalie Haggerty, University of Hawai'i at Manoa

Janet Kim, University of Hawai'i at Manoa

**11/8/2018**

**9:00**

## **Octavius 25**

### **Interactive Paper #3**

#### **Integrating explicit instruction resources into teacher preparation**

To distinguish the special educators' role, preparation must go beyond differentiated instruction, modifications, and accommodations. Preparation must focus on explicit instruction and provide meaningful practice opportunities for candidates. This presentation will highlight new resources from the National Center on Intensive Intervention to ensure candidates are well-equipped to deliver explicit instruction.

Teri Marx, American Institutes for Research

### **Interactive Paper #4**

#### **Designing online courses in teacher education to enhance learner engagement**

Theory and research in adult learning provides a foundation for teaching and learning in online contexts. This foundational knowledge is synthesized into a framework of critical components to support the engagement of adult learners. A tool for embedding these critical components is provided to support instructors' development of course elements.

Cecily Ornelles, University of Hawaii at Manoa  
Jenny Wells, University of Hawaii at Manoa

### **Interactive Paper #5**

#### **Culture matters: Preparing culturally responsive ASD teachers**

This session will highlight Project Intensive Intervention, an OSEP grant that prepares high-quality teachers to meet the needs of diverse students with ASD. Unique components of the project include three pathways to a master's degree and/or ASD endorsement, seminars emphasizing cultural/linguistic diversity, field experiences, faculty mentors, and an induction program.

Cynthia Wilson, Florida Atlantic University  
Brianna Joseph, Florida Atlantic University

**11/8/2018**

**9:00**

**Octavius 25**

**Interactive Paper #6**

**Pre-service teacher use of process based praise: Growth mindset strategies and outcomes for students with special needs**

This interactive paper will present research conducted to address gaps in growth mindset literature specifically this intervention focused on preservice teachers providing elementary students with special needs instruction on brain plasticity and the development of neural connections and utilizing process praise with these students.

Melina Alexander, Weber State University  
Jack Mayhew, Weber State University

**Interactive Paper #7**

**Structuring shared experiences for doctoral students and preservice teachers**

This poster will describe how doctoral students and preservice teachers engaged in three types of shared experiences that enhanced their understanding about educating students with severe disabilities.

Stacy Dymond, University of Illinois at Urbana-Champaign

**Interactive Paper #8**

**Developing teacher education candidates by examining implicit bias**

An activity exploring implicit bias was conducted with teacher candidates. This interactive paper will review the results of this activity. In particular, the findings will demonstrate how teacher candidates unconsciously perceived students based on race and socioeconomic status; as well as explore how their perceptions affected their instructional decision-making.

Charmion Rush, Western Carolina University

**11/8/2018**

**9:00**

**Octavius 23**

Interactive Paper #9

Strategies for teaching academic content to students with severe disabilities who are learning English

American schools are increasingly focused on effective academic instruction for students who are learning English, but little information is available on methods for teaching academic content to English learners (ELs) with severe disabilities. This session will focus on effective instructional strategies for presenting academic content to ELs with severe disabilities.

Dolores Williamson, Clark County School District, Las Vegas NV  
Shannon Sparks, California State University, San Bernardino

Interactive Paper #11

Developing assessments that address multiple sets of standards and high leverage practices

Maryann Dudzinski, Valparaiso University

**11/8/2018**

**9:00**

## **Octavius 25**

Conversation Session: Table 1

Against the publication odds: Are we repeating past mistakes?

No significant differences, effect size, or functional relationship equals no publication. Researchers halt research when effects are not found. Are we conducting research about interventions already found to be ineffective? Are we giving up on interventions that when studied with a different population and/or setting become effective?

Nancy Mamlin, North Carolina Central University  
Jennifer Diliberto, University of North Carolina at Chapel Hill

Conversation Session: Table 2

Systems of support for professionals: Indirect role of mentors in Early Intervention referrals

To promote referrals of eligible infants and toddlers to Early Intervention (EI), we need a systems level approach to engage and partner with diverse stakeholders. Pediatric Residency Training Directors shared self-report on EI, role in screening, and adequacy of EI training for residents. Implications for preparing EI/ECSE professionals are discussed.

Nicole Edwards, Rowan University

Conversation Session: Table 3

The AT implementation process through teacher perspectives

This session offers participants the opportunity to engage in meaningful dialogue around teacher experience of implementing assistive technology (AT) in classroom settings. The authentic experience captured during the research initiative may benefit teachers implementing AT, through providing some key areas/elements of implementation processes indicating positive effects on using assistive technology.

Diane Chambers, University of Notre Dame Australia  
Phyllis Jones, University of South Florida  
Lora Reese, University of South Florida  
Catherine Wilcox, University of South Florida

**11/8/2018**  
**9:00**

## **Octavius 25**

### Conversation Session: Table 4

Utilizing active learning and alternative curriculum activities within higher education coursework

This session is focused on how faculty utilize active learning and alternative curriculum activities within teacher preparation programs to attract, develop, and retain future special educators. Participants will conduct a self-assessment and create an action plan in implementing active learning and/or alternative curriculum activities within their coursework.

Maryssa Kucskar Mitsch, San Francisco State University  
Jennifer Buchter, University of Nevada, Las Vegas  
Samantha Riggelman, Grand Valley State University

### Conversation Session: Table 5

Teaching collaboration skills using case studies as common experience

This session will explore the process of creating case studies to meet individual pre-service professional's interests, as well as other ways to provide experiences for student collaboration.

Elizabeth Potts, Missouri Western State University

### Conversation Session: Table 6

Online teaching and building community for student engagement

A paucity of empirical work exists about online teaching related to student engagement and teacher collaboration to support it. We studied teacher online feedback to students in a course about disability. We found that having a specific scope and sequence, clarity of expectations, and providing examples in feedback helped students.

Michelle Parker-Katz, University of Illinois at Chicago

**11/8/2018**

**9:00**

## **Octavius 25**

Conversation Session: Table 7

Are two virtual professors better than one? Asynchronous collaboration and co-teaching in higher education

With continued demand for online programs, universities have prioritized the goal of improving online education. To achieve this goal, two instructors who previously taught a SPED course individually, co-taught the same course throughout several semesters. The instructors will share how co-teaching provided unique learning opportunities specifically integrating innovative technology.

Shirley Johnson, Minnesota State University Moorhead  
Danielle Parenteau, Minnesota State University Moorhead

Conversation Session; Table 8

Active learning in online classes

As the number of online teacher education programs and courses increase, instructors are looking for effective and engaging strategies for promoting student engagement and learning in virtual spaces. This roundtable discussion will focus on practical strategies for online or hybrid instructors.

Ariane Gauvreau, University of Washington  
Katrina Hovey, Western Oregon University

Conversation Session: Table 9

Helping preservice teachers understand explicit modeling: Using modeling to support writing about special education topics

The authors will discuss the results of a study that measured the effects on teacher candidates' writing quality when the instructor explicitly modeled a writing assignment about a special education topic. Implications about explicitly modeling evidence-based practices for general education teacher candidates entering inclusive teaching environments will also be discussed.

Adrienne Stuckey, Western Carolina University  
Erin FitzPatrick, University of North Carolina - Charlotte

## **Tuscany Boardroom**

Paraeducator SIG Meeting

**11/8/2018**

**10:00**

**Octavius 24**

Keynote featuring Dan Willingham

What should educators learn about educational psychology?

Dan Willingham, University of Virginia

**11/8/2018**

**11:00**

**Octavius 1**

Single Paper

Responding to the needs of early career SETs through educator preparation programs:  
Program redesign

Despite legal and practical efforts, effective collaboration between special education teachers (SETs) and general educator teachers (GETs) is challenging. This session shares (a) the needs of early career SETs from the literature review and (b) discusses how to respond the reported needs in redesigning special education teacher education program.

Jeongae Kang, Northwest Missouri State University  
Shantel Farnan, Northwest Missouri State University  
Tamara Lynn, Northwest Missouri State University

**Octavius 2**

Single Paper

Instructional rubrics for inclusive classrooms: A preliminary report of research

Writing quality can be improved through the use of carefully crafted instructional rubrics. This study examined student writing under three conditions in which students were taught the rubric elements, provided with the rubric, and simply scored using the rubric. Participants will compare best practices for instructional rubric development and usage.

Todd Sundeen, University of Northern Colorado



**11/8/2018**

**11:00**

**Octavius 3**

Single Paper

Avoiding the boondoggle: Collaboration for effective Individual Education Programs

The Individualized Education Program (IEP) is the blueprint for the education of each student with a disability. Effective collaboration amongst the IEP team of professionals, parents, and the student requires not only collaborative skills and respectful communication, but knowledge of IEP process. Knowledgeable planning allows for effective IEPs.

Annmarie Urso, State University of New York at Geneseo  
Dee Berlinghoff, Mount Saint Mary College

**Octavius 5**

Dan Willingham Keynote Follow Up Session 1

Belief and persuasion in education

Dan Willingham, University of Virginia

**Octavius 6**

Single Paper

Does inclusion mean “All” in postsecondary transition programs for students with intellectual disabilities?

The purpose of this presentation is to disseminate data about postsecondary transition programs for students with intellectual disabilities. A survey for program directors asked questions about recruitment, retention, and participation of individuals from diverse populations; and general program information. A second survey asks students about their participation in the program.

Brianna Joseph, Florida Atlantic University  
Cynthia L. Wilson, Florida Atlantic University

**11/8/2018**

**11:00**

### **Octavius 7**

Single Paper

Access and equity: Challenges facing special education teachers working in inclusive settings

This study examined the lived experiences of special education teachers who worked in inclusive settings. Major findings suggest (a) a new role for special education teachers as a facilitator, (b) role ambiguity, (c) exclusion from the MTSS framework, (d) increased need for collaboration, and (e) the challenges of inclusion.

Dena Slanda, University of Central Florida

Mary Little, University of Central Florida

### **Octavius 8**

TED Talk

The collaboration of university faculty with an early childhood center to reimagine and redesign the learning space with a focus on diversity

This session will provide an overview of how an early childhood center has been reimaged and designed to focus on diversity. Components of the design and current action research will be shared and discussed.

Nancy Aguinaga, Southeast Missouri State University

Chris Justesen, Resurrection Child Development Center

**11/8/2018**

**11:00**

**Octavius 9**

Multiple Papers/Panel Presentation

Current and future technology innovations in teaching and teacher education using simulation

This presentation will provide a glimpse into the future using evolving technologies for student learning and teacher preparation. The session will emphasize specifically the use of simulation in teacher preparation with a live demonstration. Come prepared to ponder what we want to be producing in the future in simulated learning.

Lisa Dieker, University of Central Florida  
Kate Simmons, Auburn University, Montgomery  
Benjamin Gallegos, Portland State University  
Eleazar Vasquez, University of Central Florida

**Octavius 10** **MOVED FROM 11/7 at 1:00**

Single Paper

Addressing the research-to-practice gap through field-based, single subject research projects using high-leverage practices in pre-service teacher preparation

This presentation will highlight how faculty focused on bridging the research-to-practice gap. A particular emphasis was placed on connecting methods courses to field-based, single subject research projects that apply high-leverage practices. Project examples, recommendations, and stakeholder perspectives will be shared.

Karen Smith, University of Maine at Farmington  
Dominique Tetzlaff, University of Maine at Farmington  
Lance Neeper, Keene State College

**Octavius 13**

Single Paper

Using a multimedia observation tool and performance feedback with reflection to facilitate teacher candidate growth

There are many ways to promote candidate reflection and growth during preparation coursework and practicum experiences. In this project, the instructor taught students to use the Classroom Teaching Scan, which is a low-inference observation tool, as part of their reflection routine, and provided performance feedback. Participants made important instructional gains.

Michael Kennedy, University of Virginia  
Kate Peeples, University of Virginia

**Octavius 14**

Single Paper

Trauma informed practices in teacher education programs

There are children attending school affected by toxic stress and trauma as a result of experiences such as chronic neglect and family violence. This presentation focuses on the impact of trauma on development and how of trauma-informed practices may improve the emotional and physical safety of students.

Frank Thornton, SUNY Oneonta

**11/8/2018**

**11:00**

**Octavius 15**

Single Paper

Defining special education mentors as educative role models

Novice special education teachers' (NSETs) mentors often lack knowledge and expertise in special education. This session reports findings from focus group interviews to determine current practice in one state. Researchers identify key factors related to successes or failures of NESTs in efforts to develop a definition of special education mentor.

Kyena Cornelius, Minnesota State University, Mankato

**Octavius 16**

Single Paper

Embedding High Leverage Practices within a SPED teacher preparation program: One IHE's story

This session outlines the process one special education program used to strengthen candidate practice-based opportunities by embedding HLPs in classroom and clinical experiences. A description of the process used to identify programmatic needs, prioritize and incorporate HLPs, and outline next steps will be discussed.

Shawnee Wakeman, UNC Charlotte

Donna Sacco, UNC Charlotte

**Octavius 17**

Single Paper

Use of technology and a framework to promote teacher candidates' self-reflection skills

Teacher candidates video-record themselves to facilitate reflection on practice. The authors implemented the use of technology (Swivl), which allows reflection upon teaching in real time; this was assumed to promote deeper reflection, which did not occur. Therefore, the authors revised an existing self-reflection framework to systematically teach these skills.

Emily Dorsey, University of Nebraska Lincoln

Suzanne Kemp, University of Nebraska-Lincoln

**11/8/2018**

**11:00**

**Octavius 18**

Single Paper

UDL and co-teaching: A perfect union

Teacher educators in special education cannot avoid two hot topics: Universal Design for Learning (UDL) and co-teaching. In this engaging session, presenters will model both while sharing the research, the practice, and the ways in which teacher educators can effectively teach both to their own students.

Wendy Murawski, California State University Northridge  
Leila Ricci, California State University Los Angeles

**Octavius 19**

Single Paper

Preparing educators to serve English Learners with language and/or reading related disabilities: Critical competencies

This session describes competencies that should be integrated into teacher education programs that prepare candidates to serve English Learners. The competencies suggest a shared knowledge base all teachers must have to provide linguistically and culturally responsive instruction and intervention that is differentiated to meet students' language, literacy, and/or disability related needs.

Phyllis Robertson, Texas A&M-Corpus Christi  
Alba Ortiz, The University of Texas at Austin

**Octavius 21**

Single Paper

Addressing diverse professional development needs through a university/school collaboration

This presentation provides an overview of the unique collaborative process to develop school wide professional development in writing targeting English learners. The presentation addresses the processes utilized, content development and lessons learned when providing professional development for teachers who are working with diverse learning populations.

Cori More, University of Nevada Las Vegas  
Tracy Spies, University of Nevada Las Vegas

**11/8/2018**

**11:00**

## **Octavius 22**

Single Paper

Examining educators' perspectives on professional development

This presentation will disseminate data on the implementation of PDWs from a university to a K-8 charter school. A needs assessment was administered to school staff (n=47) to determine areas of development and support. A post-assessment was used to collect feedback for IHE staff to improve future PDWs.

Brianna Joseph, Florida Atlantic University  
Cynthia L. Wilson, Florida Atlantic University  
Kelly Kearney, Florida Atlantic University  
Sylvia Collazo, Florida Atlantic University

## **Octavius 23**

Single Paper

Mitigating SET shortage: A multi-pronged, strategic statewide approach

Faced with unprecedented teacher shortages, states need both short-term solutions and a strategic, long-term approach to ensure that all SWDs have fully prepared teachers. In this presentation, we describe a CEEDAR Center toolkit with strategies to help states develop a research-based approach to recruiting, preparing, and retaining special education teachers.

Jonte Myers, University of Florida  
David Guardino, CEEDAR  
Mary Brownell, University of Florida  
Lynn Holdheide, American Institutes for Research  
Meg Kamman, University of Florida

## **Tuscany Boardroom**

Professional Development Committee Meeting

**11/8/2018**

**1:00**

### **Octavius 1**

Single Paper

Developing teachers' cultural competence through a faculty led short course abroad

The ability to work effectively with students from diverse cultural and linguistic backgrounds is a critical skill for special educators. This session will review findings from a study that examined the impact of international field study experiences in a faculty led, short course abroad on university students' development of cultural competencies.

Kara Faraclas, Southern Connecticut State University

### **Octavius 2**

Single Paper

Developing a college culture of research: Removing the anxiety

Developing a research culture at a teacher training institution can be anxiety producing. This interactive session will share the steps taken to reduce fear, increase data collection, and improve dissemination by faculty and students at a college in Jamaica. Getting buy-in, using humor, collaborating with experts, and taking baby steps was key!

Wendy Murawski, California State University, Northridge  
Lorna Gow-Morrison, Sam Sharpe Teachers College  
Michele McFarlane, Sam Sharpe Teachers College  
Marcia Thomas, Sam Sharpe Teachers College

### **Octavius 3**

Single Paper

2018 meta-analysis on co-teaching: A report from the data

Co-teaching continues to be the most common special education service delivery model for students with disabilities. Eighteen years ago, Murawski and Swanson's conclusion from their meta-analysis was that more research was needed to validate co-teaching as an effective service delivery model. This study updates their results.

Barbara Serianni, Georgia Southern University  
Kelly Brooksher, Georgia Southern University

**11/8/2018**

**1:00**

### **Octavius 5**

Single Paper

A Collaborative Approach to Parental Engagement in a Large Urban Setting

Although research suggests that parents that are engaged significantly impact the achievement and educational benefits of their children, many parents are marginalized from their children's education. Through a collaborative initiative in one large urban district, a unique, family-focused engagement program was created. The program and teacher education implications are described.

Elizabeth Cramer, Florida International University

### **Octavius 6**

Single Paper

Succeed at the search: Everything you wanted to know about faculty job searches

Doctoral students spend years honing their skills in research and scholarship. How well are they prepared for the job search process? We'll cover the details candidates new to the search process will want to know to win their first job in teacher education.

Shanon Taylor, University of Nevada Reno  
Lindsay Diamond, University of Nevada, Reno

### **Octavius 13**

Single Paper

Beating the odds against culturally responsive communication

Service providers often assume that others share the same values, perspectives, and viewpoints they have about work ethic, future aspirations, and behavioral interactions. These assumptions are likely to create conflict during transition planning with students and families. Practices and strategies using culturally responsive considerations for communication success will be discussed.

Francie Murry Murry, University of Northern Colorado  
Kristine Melloy, University of Northern Colorado



**11/8/2018**

**1:00**

### **Octavius 14**

Single Paper

Weather, weather; what's the weather today? Involving teacher candidates in dramatic inquiry-based instruction for preschoolers

Dramatic inquiry is a thematic instructional methodology that is inquiry-based, and rooted in social-emotional learning/pretend. This presentation will provide a detailed description of a collaboration between teacher candidates and inclusive early childhood programs, and the creation of instructional units on weather, encouraging preschoolers to step into the role of meteorologists.

Kathy Doody, SUNY, Buffalo State

### **Octavius 15**

Single Paper

Emotional intelligence for young children with or at-risk of EBD

While there has been a longstanding call to increase educational benefit for all, present outcomes for students with EBD remain dismal. Because early childhood practices are shown to have dramatic impact, the present study analyzed an emotional intelligence intervention that used common EC strategies for young students with EBD.

Kristin Withey, Clark County School District  
Cori More, University of Nevada Las Vegas  
Tracy Spies, University of Nevada Las Vegas

### **Octavius 16**

Single Paper

Effective professional development: One way to improve the odds

This session describes a professional development arrangement among three school districts, a regional teachers' center, and local college faculty. Explicit purposes were to (a) implement Kagan structures in participants' classrooms, (b) share experiences and outcomes via Edmodo narrative and video postings, and (c) collect quantitative evidence on important student outcomes.

Lawrence Maheady, SUNY Buffalo State  
Judi Harris, SUNY Buffalo State

**11/8/2018**

**1:00**

**Octavius 17**

Single Paper

Examining the social, political, cultural, and historical backdrop of special education observation research

Observation research provides vital data on teaching practices that are used to inform teacher evaluation and preparation. In this presentation, we discuss how constructs examined in special education observation research have changed and the extent to which this reflects historical shifts in the field of special education.

Wendy Rodgers, University of Nevada Las Vegas  
Hannah Mathews

**Octavius 18**

Single Paper

Using technology and HLPs for secondary reading intervention: Preparing teachers for high school

This presentation will demonstrate age appropriate, engaging technology that secondary teachers can use as a meaningful part of reading intervention in middle and high school. Participants will learn about innovative tools and strategies designed to increase students' ability to independently decode multi-syllable words and comprehend challenging grade level text.

Sally Spencer, California State University, Northridge  
Sue Sears, California State University, Northridge  
Susan Friedman, Los Angeles Unified School District

**11/8/2018**

**1:00**

**Octavius 21**

Single Paper

Increasing in-service teachers' use of modeling during writing instruction for students with disabilities

This presentation will discuss a professional development package designed to improve middle school English teachers' use of modeling during writing instruction. This single case experiment demonstrated a positive functional relation between the professional development intervention and the teachers' implementation of modeling. Implications for professional development interventions will be discussed.

John Romig, University of Texas-Arlington

Michael Kennedy, University of Virginia

Kate Peeples, University of Virginia

**Octavius 23**

Single Paper

What happens in field experience shouldn't stay in field experience

The purpose of this presentation is to describe the impact of short seminars linked to preservice teacher full day field experiences. This project describes two options for conducting debriefing seminars and the pros and cons of each model.

Tammy Abernathy, University of Nevada

Becca Engh Smith, University of Nevada

**Octavius 25**

**1:00-5:00**

Kaleidoscope Presentations

Andy Markelz, Ball State University

Kathy Randolph, University of Colorado Colorado Springs

Reem Muharib, UNC Charlotte

Wilhelmina van Dijk, University of Florida

Victory and strife: Special educator perceptions of self-determination practices

Malarie Deardorff, University of Oklahoma

Latinx parents' funds of knowledge: Participation throughout the IEP process

Joseph Passi, University of Illinois at Chicago (UIC)

**11/8/2018**  
**1:00-5:00**

## **Octavius 25**

### Kaleidoscope Presentations

What are we missing?: Current research findings on disciplinary exclusion at the intersection of gender, race and disability.

Whitney Hanley, University of Central Florida

Special education teachers' perspective of implementing behavior management strategies including ABA for students with Autism Spectrum Disorders in Saudi Arabia

Hajar Almutlaq, University of Oklahoma

I Design My Own Life (IDOL). A person-centered planning system to enhance self-determination for students with emotional and/or behavioral disorders

Katelyn Zirkus, University of Nevada, Las Vegas

Parent, specialist, and teacher evaluations of a Cerebral Palsy inclusion program in Kenya

Rachel Thomas, Ball State University

Positive self-talk: Teaching educators to train their brain

Danielle Feeney, University of Nevada, Las Vegas

Intersections of identity: Exceptionality, race & LGBTQ

Christopher Emerling, University of Illinois at Chicago

Collaboration of general and special education teachers for students with learning disabilities: "teachers perspective for effective collaboration in elementary schools in Saudi Arabia".

Modhawi ALMedlij, University of Arizona

Nutrition education in schools for students with significant disabilities: What do teachers need to know?

Brianna Grumstrup, University of Nevada, Reno

Immigrant families and advocacy: A Study of Immigrant Families' Experiences with Special Education and Home-School Partnerships

Molly Buren, University of Illinois at Chicago

A critical literature review of monolingual biased partnerships between immigrant families and special education professionals

Sumin Lim-Mullins, University of Kansas

Influence of pre-service education on teacher attitudes and efficacy of inclusive practices

Kirsten Lansey, University of Arizona

**11/8/2018**

**1:00-5:00**

**Octavius 25**

Kaleidoscope Presentations

Teaching reading to students with significant intellectual disabilities in self-contained special education classrooms

Heidi Wright, Auburn University

Building Rome: Creating a worksite program for students with severe/profound needs and increasing job readiness skills

Belkis Choiseul-Praslin, University of Oklahoma

Special education teachers navigating Language, culture, and diversity

Maria Soria, University of Illinois at Chicago

Increasing math vocabulary using a student driven approach

Courtney Barcus, University of Illinois at Chicago

Teachers' perceptions of student behavior: An analysis of the relationship between student characteristics & teacher ratings

Tasia Bradford, University of Oregon

Will any feedback do? Examining feedback provided to teacher candidates across practice opportunities

David Peyton, University of Florida

How to utilize educational television programs in teaching

Eunhye Choi, University of Nevada, Las Vegas

Effects of short-term, structured teacher training in active reading on language and reading outcomes of students at risk and not at risk for reading failure, teacher implementation of Active Reading, and teacher perceptions of read aloud practices

Elizabeth Reyes, UNC Charlotte

Alternate certification programs: Trends within and across states

Jonte Myers, University of Florida

Giftedness in culturally linguistically diverse students: Underrepresented or under referred?

Fatmana Deniz, University of Nevada, Las Vegas

Increasing the spelling odds using the iPad in children with Autism Spectrum Disorders

Samantha Joy Jasa, University of Nevada, Las Vegas

Teacher perceptions of IEP development and implementation

Connor McCroskey, University of Oregon

**11/8/2018**  
**1:00-5:00**

**Octavius 25**

Kaleidoscope Presentations

Long-term outcomes for individuals with autism  
Matthew Marinucci, University of Nevada Las Vegas

Educative mentoring for novice special education teachers  
Sherry Bochenek, Northern Illinois University

Professional development and secondary special educators' use of evidence-based transition practices  
Lauren Bruno, Virginia Commonwealth University

A phenomenological study of how adults with visual impairments use augmentative reality  
Amanda Lannan, University of Central Florida

Using work systems to promote task accuracy and completion in students with Autism Spectrum Disorders  
Brittany Desnoyer, University of Nevada Las Vegas

Promoting peer feedback among preservice teachers using a structured observation instrument  
Daisy Pua, University of Florida

Self-management of communication skills for students with autism and intellectual disabilities  
Amelia Fuqua, University of Nevada, Las Vegas

Behavior skills training to increase teacher fidelity  
Marcus Fuller, Texas A&M University

Literacy teachers' burnout: Challenges ahead and possible solutions  
Masoud Mahmoodi Shahrehabaki, Middle Tennessee State University

Black males: The bias that leads to the over representation in special education  
Monique Matute-Chavarria, University of Nevada, Las Vegas

Schema-based instruction for solving word problems  
Julie Person, UNC at Charlotte

Developing a university-based pre-service teacher mentoring program: Utilizing best practices to facilitate effective mentor/mentee relationships  
Kristina Bielskus-Barone, Florida Atlantic University

Collaboration between behavioral agencies and school district professionals  
Sarah Katz, University of Nevada, Las Vegas

**11/8/2018**

**1:00-5:00**

**Octavius 25**

Kaleidoscope Presentations

Enhancing emotion knowledge in preschool aged black boys  
Evandra Catherine, Virginia Commonwealth University

Creating dialogic student networks: Examining social interactions in the inclusive preschool  
dramatic inquiry classroom  
Megan Deeg, Arizona State University

How to utilize educational television programs in teaching  
Eunhye Choi, University of Nevada, Las Vegas

**11/8/2018**

**2:00**

### **Octavius 1**

Single Paper

Teaching the teacher: Teaching a writing strategy for preservice special educators

Many students struggle in writing across the K-12 grade continuum. This continues at the post secondary level and faculty often struggle with addressing these issues. Results of a study which examined Self-Regulated Strategy Development (SRSD) on the writing of preservice special educators will be discussed.

Katie Miller, Florida Atlantic University  
Kristina Bielskus-Barone, Florida Atlantic University

### **Octavius 2**

Single Paper

“See it, try it, reflect on it”: Using video analysis to reflect on teaching

Students enrolled in two undergraduate special education teacher preparation courses used a video analysis program to help them notice and reflect on their use of evidence-based instructional practices. This same program was also used by course instructors as part of a peer mentoring initiative to reflect on their own instruction.

Tara Kaczorowski, Illinois State University  
Yojanna Cuenca-Carlino, Illinois State University

### **Octavius 3**

Single Paper

Role play in the university classroom: A practice-based approach to communicating assessment findings with families

Communicating assessment findings with families is an essential skill for general and special educators. This presentation will report findings from a pilot study that examined the effects of role play with peers on teacher candidates' knowledge and implementation of best practices for communicating assessment findings with families.

Sara Hooks, Towson University



**11/8/2018**

**2:00**

**Octavius 5**

Dan Willingham Keynote Follow Up Session 2

The science of reading comprehension

Dan Willingham, University of Virginia

**Octavius 6**

Single Paper

Access to mathematical practices: Equitable and meaningful mathematics for students with disabilities

Research has indicated that special education teachers leave their preservice training programs unprepared to meet the complex needs of their students (Krawec & Montague, 2014). As a result, instruction often times lack rigor and access to content standards (Sowder, 2007). Training is needed to move towards equity and access.

Trisha Sugita, Chapman University

**Octavius 8**

Single Paper

Practice-based evidence: A data-based decision making model for teacher candidates

Beginning teachers need to acquire skills for collecting data to evaluate the effectiveness of instruction and make subsequent decisions. In this session, we discuss our practice-based evidence model for data-based decision making, and how candidates are guided in selecting, implementing, and reflecting on high-leverage, evidence-based, and experientially-based practices.

Barbara Fink Chorzempa, SUNY New Paltz  
Michael Smith, SUNY New Paltz

**11/8/2018**

**2:00**

### **Octavius 9**

Multiple Papers/Panel Presentation

Study away in Cuba: An introduction to the post revolution system of education

A group of special education faculty and undergraduate students (non-education majors) studied for one week in Cuba. The panel will share the groups' experiences comparing pre- and post-revolution systems of education in Cuba. Research questions were examined through the available literature with additional input from Cuban officials while in country.

Jacqueline Rodriguez, College of William & Mary  
Virginia McLaughlin, College of William & Mary  
Jane West, TED Policy Consultant

### **Octavius 13**

Single Paper

Professional expertise among teachers of students with extensive support needs:  
Recommendations for teacher educators

Based on 27 interviews, we describe how teacher educators, administrators, and teachers of students with extensive support needs define expertise for teaching students with extensive support needs. We provide recommendations for preparing educators and administrators to make sense of their work within a contested and changing context.

Andrea Ruppar, University of Wisconsin-Madison  
Carly Roberts, University of Washington  
Amy Olson, Winona State University

### **Octavius 14**

Single Paper

Making High-Leverage Practices high priority: Georgia's Approach to Scaling Up

High-Leverage Practices (HLPs) can set a critical foundation for all teachers to provide effective instruction. This presentation describes how one state is partnering to promote the learning and implementation of high-leverage practices throughout pre-service and in-service development through a yearlong professional learning series.

Meg Kamman, University of Florida  
Dashaunda Patterson, Georgia State University  
Kate Zimmer, Kennesaw State University  
Melissa Driver, Kennesaw State University

**11/8/2018**

**2:00**

**Octavius 15**

Single Paper

Young academic music: Using music to teach math

We present a novel music curriculum that teachers can implement in inclusive classrooms. With explicit lesson plans, teachers use music to enrich beginning mathematical ability. Participants in this session will: 1) explore research that supports using music to teach mathematics; 2) practice the music curriculum; and 3) receive lesson plans.

Susan Courey, Touro Graduate School of Education  
Timothy Bellavia, Touro Graduate School of Education  
Roslyn Haber, Touro Graduate School of Education

**Octavius 16**

Multiple Papers/Panel Presentation

Reforming teacher education: One goal at a time

This session describes collaborative activities for incorporating evidence-based practices, high-leverage practices, and for reforming field-experience partnerships in teacher preparation programs. Representatives of public and private universities and community colleges, in partnership with a state department of education, and with facilitation provided by the CEEDAR center, present their accomplishments.

Kathleen Puckett, Arizona State University  
Elizabeth Hoffman, Rio Salado College  
Jennifer Gresko, Rio Salado College  
Julie Blair, Grand Canyon University  
Jennifer Huber, Northern Arizona University  
Kim Rice, Arizona Department of Education

**11/8/2018**

**2:00**

**Octavius 17**

Single Paper **SESSION CANCELLED**

HLTPs: Advancing skills in teaching for both special education and general education teacher candidates

This session will compare and contrast two sets of High Leverage Teaching Practices (HLTP) to demonstrate their use in teacher education programs to support teacher candidates in developing skills to advance learning for all students. Approaches to designing curriculum attending to the practices will be shared.

Elizabeth Jakubowski, Florida State University

**Octavius 18**

Single Paper

Training pre-service teachers to use visual representation as an instructional strategy to solve mathematics problems

During this session, the findings of a study which examined the effectiveness of instruction for preservice special education teachers on visual-representations (VRs; e.g., definition, purpose) and how to teach students with disabilities to use VRs as an intensive intervention to solve mathematics word problems will be presented.

Delinda van Garderen, University of Missouri

Stacy Hirt, University of Missouri

**Octavius 19**

Single Paper

Using UDL to enhance learning in online teacher preparation

The Higher Education Opportunity Act of 2008 requires that universities use Universal Design for Learning (UDL) to support the needs of students in the classroom. In this session, presenters will provide an overview of the strategies that they are successfully utilizing in their own online teacher preparation courses.

Kathleen Boothe, Southeastern Oklahoma State University

Ruby Owiny, Trinity International University

Marla Lohmann, Colorado Christian University

**11/8/2018**

**2:00**

**Octavius 21**

Single Paper

Examining the use of the MotivAider self-monitoring device to increase special education teacher candidates' use of evidence-based practices and classroom research for students with learning and behavior disorders

It is critical that practitioners and those in training be informed of and strongly committed to the use of evidence-based practices. This study aims to provide valuable instruction and data collection on special education teacher candidate use of the MotivAider, a self-monitoring device for research and improvement of student behavior.

Tina Hudson, East Tennessee State University

**Octavius 22**

Single Paper

Taking small steps to battle a big issue: Creating differentiated PD in homeless education

Against all odds, students with disabilities experiencing homelessness must succeed in school, and against all odds, their teachers must support them. In this session, participants will learn about the shortcomings of professional development in homeless education and one state's efforts to make it accessible and relevant.

Melissa Sullivan-Walker, Montana State University Billings

**Octavius 23**

Single Paper

Maximizing special education pre-service and in-service continuity to enhance teacher effectiveness

CEC's professional standards are used to inform hundreds of teacher education programs' course content. Evidence has specifically demonstrated that diverse stakeholders perceived that these skills are critical for SE teacher effectiveness. Explicit inquiry is needed to explore ways to apply these widely endorsed SE skills for purposes beyond teacher education.

Sara B. Woolf, Queens College/City University of New York

**11/8/2018**

**2:00**

**Tuscany Boardroom**

How to get involved with TED

Karen Voytecki, East Carolina University

**Umbria Boardroom**

Meeting

Membership Committee Meeting

**11/8/2018**

**3:00**

### **Octavius 1**

Single Paper

Co-teaching in a digital world: Meeting the needs of special education students in online K-8 classrooms

Students with exceptionalities participating in K-8 online schools continues to grow. Schools look to practices from more traditional schools to meet the needs of these students. This study looked at one virtual school's attempt at implementing co-teaching. The results demonstrated that online implementation of co-teaching was varied.

Kimberly Coy, California State University, Fresno  
Libbi Miller, California State University, Humboldt

### **Octavius 2**

Single Paper

If parents were professors: Giving parents a voice in teacher preparation programs

This session will provide strategies used in a pre-service special education program to include parent voices and experiences in teacher preparation classes. Participants will learn tips and techniques used for both face-to-face and online delivery across a variety of disciplines including assessment, behavior, and methodology courses to engage parents.

Aimee Massafra, University of Northern Colorado  
Tracy Mueller, University of Northern Colorado  
Jackie Davis, University of Northern Colorado  
Amy Kilpatrick, University of Northern Colorado

### **Octavius 3**

Single Paper

Self-monitoring in the classroom: The SELF approach

Research indicates cooperation plays a role in the academic and behavioral development of students. Educators typically focus on academic outcomes and may not have the time to teach cooperation to students. Finding strategies for classroom settings is a needed step. Self-monitoring (SM) is an evidence-based intervention to increase cooperation.

Marcus Fuller, Texas A&M University

**11/8/2018**

**3:00**

**Octavius 5**

Dan Willingham Keynote Follow Up Session 3

Teaching students to teach themselves

Dan Willingham, University of Virginia

**Octavius 6**

Single Paper

Embedding edTPA components in special education courses to prepare candidates proactively

Teacher education programs that participate in edTPA typically prepare their candidates for this assessment at the conclusion of the program instead of embedding the required edTPA competences in their coursework. Therefore, this presentation proposes guidelines regarding how to prepare candidates more proactively by embedding edTPA components in special education courses.

Changnam Lee, School Success Services

**Octavius 8**

Single Paper

eCoaching plus video analysis: A comprehensive approach to field-based special education teacher preparation

This presentation will describe an investigation of an innovative, comprehensive teacher preparation approach across both early childhood and school age settings. This approach includes inservice teacher candidates participating in eCoaching and video analysis. Results and implications of the multiple baseline single case research design will be shared.

Kelley Regan, George Mason University  
Sarah Nagro, George Mason University



**11/8/2018**

**3:00**

**Octavius 9**

Single Paper

Early Career Rural Teachers' Understanding of Universal Design for Learning and High-Leverage Practices: Evidence of De-biasing Education

This study examines early career rural teachers' understandings of universal design for learning and high-leverage practices as tools for meeting the needs of all students. This study identified the need for ongoing professional learning to support the implementation of pedagogical strategies beyond de-biasing education.

Abby Cameron-Standerford, Northern Michigan University

**Octavius 12**

Meeting

Diversity Caucus Business Meeting

**Octavius 13**

Single Paper

Comparison of school-embedded and district-wide coaching in K-8 computer science: Implications for including students with disabilities

K-12 schools are increasingly including computer science (CS) in instruction, but limited knowledge exists about how to teach CS, especially to students with disabilities. This presentation shares findings from a study of two CS coaching models intended to support teachers address the needs of students with disabilities.

Maya Israel, University of Florida

Gakyung Jeong, University of Illinois

**11/8/2018**

**3:00**

### **Octavius 14**

Single Paper

High-Leverage Practices: Implementation in the field by practitioners

This presentation will outline the methodology and the data analysis of a survey of practicing teachers' knowledge and use of high-leverage practices. Implications include ideas for professional development for in-service teachers. The audience will be provided an opportunity to brainstorm how this survey could be used in their programs.

Jane Bogan, Wilmington College  
Elizabeth Potts, Missouri Western State University  
Joseph Hall, Wilmington College

### **Octavius 15**

Single Paper

Preparing teacher educators as coaches for preservice teachers and other teacher educators

Instructional coaches are used predominately in K-12 schools but not as consistently in higher education. This presentation describes a model used to prepare teacher educators to be better coaches to preservice teachers and to other teacher educators.

Mary Anne Prater, Brigham Young University

### **Octavius 16**

High-Leverage Practices: Resources to support their use in classrooms

Multiple Papers/Panel Presentation

The session provides an overview of HLPs for special educators, followed by a review of resources available to support their use (e.g., videos that provide classroom examples of HLPs in action). The session concludes with a discussion of how these resources might be used in teacher education and professional development.

David Guardino, CEEDAR  
James McLeskey, University of Florida  
Mary Brownell, University of Florida  
Lynn Holdheide, American Institutes for Research  
Michael Kennedy, University of Virginia  
Deborah Ziegler, Council for Exceptional Children

**11/8/2018**

**3:00**

### **Octavius 17**

Single Paper

Are teachers prepared to supervise paraeducators?: Results of a national survey

Meaningful coursework in the training and supervision of paraeducators is lacking across teacher education programs. Through the results of a national survey of teacher educators, participants will gain insight into current practices in IHE as they relate to preparing pre-service special education teachers to work effectively with paraeducators.

Emily Sobeck, Franciscan University  
Ritu Chopra, University of Colorado Denver  
Stephanie Morano, University of Virginia

### **Octavius 18**

Single Paper

How do you get to Carnegie Hall? Practice, practice, practice: Using role play and video-facilitated reflection in teacher preparation

This presentation explains the use of role play and video-facilitated reflection in special education instructional methods courses using Swivl, iPad, and Voice Thread technologies. Active learning strategies that provide teacher candidates with opportunities for practice and feedback will be described. Preliminary results from teacher candidates' performance will be shared.

Bethany Hamilton-Jones, University of Georgia  
Kristin Sayeski, University of Georgia

### **Octavius 19**

Single Paper

Evidence-based practices for students with ASD: An overview and demonstration

This interactive presentation will provide an overview of the 27 evidence-based practices (EBPs) for students with autism, including how to select an EBP to address a specific IEP goal. The presenter will share scenarios, video examples, and resources developed by the National Professional Development Center on ASD.

Kristi Morin, Frank Porter Graham Child Development Institute (UNC-Chapel Hill)

**11/8/2018**

**3:00**

**Octavius 21**

Single Paper

All mixed up: Mixed methods research in special education

An examination of mixed methods publications in nine special education journals over the years 2005-2015 revealed that the number of mixed methods publications has declined, which is at odds with the popularity of mixed methods in special education dissertations. Implications for the field of special education will be discussed.

Lindsey Hogue, University of Nevada, Reno

Kenneth Bleak, University of Nevada, Reno

Shanon Taylor, University of Nevada, Reno

Tammy Abernathy, University of Nevada, Reno

**Octavius 22**

Single Paper

Incorporating technology to improve preservice supervision

Providing effective supervision is critical in preparing quality special education teachers. To increase the efficiency of the time commitment of supervisors, researchers have suggested using virtual observations. In this session, participants will explore advantages and disadvantages of face-to-face and video supervision methods in preparing pre-service teachers.

Barbara Smith, Brigham Young University

Haley Staten, Brigham Young University

**Octavius 23**

Single Paper

Preparing pre-service teachers to use Universal Design for Learning in their instruction for diverse learners

The purpose of this session is to share an innovative description of a course along with course evaluation data that focused on Universal Design for Learning and inquiry practices to prepare special education pre-service teachers to teach science and social studies to diverse learners.

Delinda van Garderen, University of Missouri

Mary Decker, University of Missouri

**11/8/2018**

**3:00**

**Tuscany Boardroom**

Meeting

Conference Planning 101

Karen Voytecki, East Carolina State University

**Umbria Boardroom**

Meeting

HESCE Leadership Meeting

**11/8/2018**

**4:00**

**Octavius 8**

Single Paper

Practical applications of UDL in the inclusive classroom

Educators are encouraged to use Universal Design for Learning (UDL) in the classroom but without much direction on how to go about that process. This presentation will help teachers and teacher educators gain insight into the strategies used to make UDL work in a practical way.

Stephanie Devine, Georgia Southern University

**Octavius 13**

Meeting

SSEPC General Business Meeting

**Octavius 14**

Single Paper

The effects of experience with students in postsecondary college programs on preservice teachers' perceptions of competence and curriculum needs of individuals with intellectual disabilities

In this pilot study, 35 preservice special education teachers, who provided support services to individuals with intellectual disabilities in a postsecondary university program, were surveyed to explore the extent to which their experiences affected their perceptions of individuals with intellectual disabilities related to curriculum, expectations of competence, and personal advocacy.

Kathleen J. Marshall, University of South Carolina

Anthony Plotner, University of South Carolina

**11/8/2018**

**4:00**

**Octavius 15**

Single Paper

Facilitating deliberative practice and feedback opportunities in preservice teacher courses using mixed reality simulations

Mixed reality simulations offer an innovative alternative to traditional role play activities and provide teacher candidates opportunities to engage in deliberative practice with avatars before or alongside field-based experiences. The purpose of this presentation is to provide a step-by-step guide on how to plan and implement high quality mixed reality simulations.

Kristin Murphy, University of Massachusetts Boston

Katherine Zimmer, Kennesaw State University

Melissa Driver, Kennesaw State University

**Octavius 16**

Single Paper

Impact of social stress on the brain and body: Fostering resilient learners

Stress can have a significant effect on social-emotional wellness and academic success. To foster resilient learners, teachers need to know how stress impacts the brain and body, and how to create an environment that promotes social-emotional learning for all students.

Darlene Fewster, Towson University

**Octavius 18**

Single Paper

HLP 18 student engagement – the missing link to high powered instruction

Student engagement lies at the heart of good instruction. For students with disabilities (SWDs), in particular, student engagement is key for positive academic and social outcomes. Elements that make it most effective, its importance for SWDs and how it can be integrated with other HLPs in teacher education are explained.

Dia Jackson, American Institutes for Research

**11/8/2018**

**4:00**

### **Octavius 21**

Single Paper

Role ambiguity: How do we prepare special education teachers for their changing roles?

Special education teachers who work in increasingly inclusive settings have experienced significant changes in their roles and responsibilities. Teacher preparation programs must adapt to prepare special education teachers to manage larger caseloads of students, collaborate with a range of professionals, and assume an increased level of content area knowledge.

Dena Slanda, University of Central Florida  
Katie Miller, Florida Atlantic University

### **Octavius 22**

Single Paper

Bully prevention: Bridging the research to practice gap through teacher preparation

Incorporating bully prevention instruction into K-12 classrooms has become a nation-wide initiative. Integrating bullying prevention training into preparation programs can support future educators by establishing an important skillset that has direct benefit for youth. This session will emphasize how universities can connect research to practice within a teacher preparation program.

Stephanie Hopkins, University of Missouri  
Chad A. Rose, University of Missouri  
Jessica Simpson, University of Missouri  
Stacy Hirt, University of Missouri

### **Octavius 23**

Single Paper

Using technology to differentiate instruction and empower students against the odds

Differentiated instruction through technology supports student engagement of diverse learners inside and outside of the classroom at all levels of education. Through an interactive presentation, participants will share how they differentiate instruction through technology and leave with materials for empowering diverse learners to ensure that all learners are engaged.

Annah Hill, Indiana University of Pennsylvania  
Mariha Shields, Indiana University of Pennsylvania



**11/8/2018**

**5:00**

Promenade

SSEPC Nasim Dil Reception

**Friday, November 9**  
**Schedule-at-a-Glance**

| <b>Date &amp; Time</b> | <b>Room</b>       | <b>Purpose</b> | <b>Event</b>                                    |
|------------------------|-------------------|----------------|---|
| 11/7/2018<br>7:30-9:00 | Promenade         |                | Continental Breakfast                           |
| 11/9/2018<br>8:00      | Octavius 16       | Meeting        | Research Committee Meeting                      |
| 11/9/18<br>10:00       | Octavius 24       | Keynote        | Keynote: Johnny Collett OSERS Update            |
| 11/9/2018<br>11:00     | Octavius 24       | Meeting        | CEC Special Education Legislative Summit Update |
| 11/9/2018<br>12:00     | Tuscany Boardroom | Meeting        | Conference Advisory Committee Meeting           |

**11/9/2018**

**8:00**

### **Octavius 1**

Single Paper

Accessible syllabi in five steps using Universal Design for Learning

Using the UDL framework, syllabi become accessible documents that provide information to all learners and opens the door to communication. This presentation will show five steps to customize a syllabus. Multiple ways of engagement, action/expression, and representation will be embedded in your course to offer students accessible paths toward achievement.

Jillian Schreffler, University of Central Florida  
Amanda Lannan, University of Central Florida

### **Octavius 2**

Single Paper

Navigating the tensions: New teacher identity (re)constitution for critical inclusion

This presentation explores how four graduates of a Master of Special Education program drew on their preparation experiences and personal histories, to critically analyze education processes and promote inclusion in their practice contexts. Findings indicate that the program mediated a partial interruption of dominant ideologies but not sustained disruption.

Molly Siuty, Portland State University

### **Octavius 3**

Single Paper

Training administrators to reliably collect observational data

Administrators conduct observations on teaching regularly, with teachers reporting varying levels of usefulness. One reason for this may be that consistency of the feedback from an individual observer, much less across observers, is unreliable. This session will provide a model for efficient training of observers to improve decision making.

Connor McCroskey, University of Oregon  
McKenzie Meline, University of Oregon  
Tasia Bradford, University of Oregon

**11/9/2018**

**8:00**

### **Octavius 5**

Multiple Papers/Panel Presentation

Responding to children who face trauma: Is your classroom trauma-sensitive?

Every day children and adolescents who face trauma come to school and experience challenges with learning and behavior. To mitigate the response to trauma, teachers need to know how to create trauma-sensitive learning and social environments that are safe and supportive.

Darlene Fewster, Towson University

### **Octavius 6**

Single Paper

One simple strategy yields great gains in candidate competence: The beauty of deliberate practice

The aim of this session is to share one particular cognitive strategy taught to teacher candidates to help them apply key tenets of research on HLPs and theories of teaching and learning to develop interventions. Participants will learn the strategy, review candidate work, practice the strategy, and discuss implementation ideas.

Nancy Vitalone-Raccaro, Drew University

### **Octavius 7**

Single Paper

Overcoming barriers to promote culturally responsive home-school communication: Practical strategies and clinical experiences for teacher candidates

Family involvement is central to programming for children with disabilities. Despite importance of family-practitioner partnerships, barriers interfere with effective written and oral communication, including language, cultural, and literacy differences. This presentation will provide strategies to overcome barriers and will describe clinical experiences to prepare teacher candidates for effective family-practitioner collaboration.

Sara Hooks, Towson University  
Sarah Nagro, George Mason University  
Dawn Fraser, Johns Hopkins University

**11/9/2018**

**8:00**

### **Octavius 8**

Single Paper

Moving from marginalization to accepted through extra-curricular activities.

Urban and rural research studies have found that there continues to be a dearth of available recreational activities for children with diverse needs. Therefore, through this presentation we will highlight the extent of the problem while providing program suggestions that have been successful in rural and urban contexts.

Kelly Ballard, Bryn Athyn College  
Leigh-Ann Brown, Castleton University

### **Octavius 9**

Single Paper

STEM of the matter: Access for ALL

Science, technology, engineering, and mathematics (STEM) are a collaboration of disciplines that can be used to teach students of all ages (regardless of ability), real-world problem solving and application skills. In this session, learn how teachers can integrate low-tech and high-tech lessons to engage ALL students in STEM areas.

Matthew Taylor, University of Central Florida

### **Octavius 10**

Single Paper

Mentor teachers modeling: Method or muddle?

Little is known about how pre-service special education teachers (PSSETs) perceive modeling by mentors during practicum experiences. We look closely at modeling practices of special education mentors, how PSSETs perceive modeling practices and whether or not PSSETs generalize these practices during practicum teaching settings specifically in the area of literacy.

Elizabeth Cutrer, Brigham Young University  
Morgan Christensen, Brigham Young University

**11/9/2018**

**8:00**

### **Octavius 13**

Single Paper

Roll the dice: Using Positive Behavioral Interventions and Supports to create winning classrooms

Our presentation will provide practitioners and pre-service teachers instructional strategies on effective classroom strategies anchored to positive behavioral interventions and supports (PBIS). Participants will learn six big ideas for increasing student engagement and pro-social skills. An emphasis will be given to strategies that are effective for Latino K-6 students.

Jorge Preciado, Seattle Pacific University  
Nicole Casillas, Western Nevada College

### **Octavius 14**

Single Paper

Evaluating bug-in-ear technology to teach High-Leverage Practices in special education

Bug-in ear technology has been used in special education teacher preparation since 2002 (Scheeler & Lee), where immediate feedback was used to correct targeted skills and learner error correction. This literature review sought to evaluate bug-in-ear technology to support implementation of high-leverage practices with field experiences.

Kathy Randolph, University of Colorado Colorado Springs  
Kyena Cornelius, Minnesota State University, Mankato  
Sarah Nagro, George Mason University

### **Octavius 15**

Single Paper

Interagency collaboration in special education

Passage of the Every Student Succeeds Act (ESSA) provides schools with clear statutory mandates to align student and school needs with supports for learning through collaborations among educators, families, and communities. This presentation offers approaches for including a focus on interagency collaboration when preparing educators to teach students with disabilities.

Jeffrey Anderson, Indiana University

**11/9/2018**  
**8:00**

**Octavius 16**

Research Committee Meeting

**Octavius 17**

Single Paper

Creating engaging online professional development using teacher perceptions and data analytics

In this presentation, we highlight online professional development (PD) strategies that engage teachers in learning how to implement evidence-based reading practices within an MTSS framework. Specifically, we help participants understand how we used data analytics, teacher perceptions, and knowledge measures to refine our online PD innovation.

Amber Benedict, University of Florida  
Kelly Acosta, University of Florida  
Wilhelmina van Dijk, University of Florida  
Mary Brownell, University of Florida

**Octavius 19**

Single Paper

Pre-student teachers: Preparation through professional development workshops

Participants will be presented with a review of the professional development workshops attended by pre-student teachers at a state university. Data and results collected from the survey given to the pre-student teachers will be shared.

Kaylee Wynkoop, Indiana University of Pennsylvania  
Mariha Shields, Indiana University of Pennsylvania

**Octavius 21**

Single Paper

Examining the influence of social context on novice special educators' instructional practice

As novice special educators enter the field, supports and barriers within their professional environment influence how they (a) conceptualize their roles and responsibilities and (b) integrate their beliefs and knowledge about special education into their practice. This comparative case study explores associations between these factors and instructional quality.

Hannah Mathews, Boston University

**11/9/2018**  
**8:00**

**Octavius 22**

Single Paper

Pre-service, general education teachers' preparation to teach students with disabilities: A review

This paper reviews the literature on teacher preparation for pre-service general education teachers surrounding special education. Fifteen studies that focused on pre-service general education teacher preparation were examined for outcomes associated with working with students with disabilities. Implications for fieldwork and collaboration between general and special education teachers are discussed.

Amber Moran, UC Santa Barbara

**Octavius 23**

Single Paper

Digital Literacy Curriculum Practices in Special Education with Students with ID: What do we need to know?

Digital literacy is the ability to use technology with accuracy and fidelity. Students with disabilities have deficits in these skills. A cross-sectional survey collected information about current special education classroom practices incorporating digital literacy with students with ID. Results and implications regarding current teacher preparation programs will be discussed.

Andrea Forsyth, University of Nevada, Reno  
MaryAnn Demchak, University of Nevada, Reno

**Octavius 25**

Interactive Paper #1

Promoting social skills and play among young children with Autism Spectrum Disorders

Play is an integral part of a child's development, leading to progressively complex social communication skills. While most children acquire these skills through play with others, children with autism experience challenges with play. Evidence-based strategies to assist educators in promoting social and play skills for children with ASD are provided.

Juliet Hart Barnett, Arizona State University

Interactive Paper #2

Bridging the departmental divide to develop collaboration skills in general and special education pre-service candidates

Despite the need for collaboration between general and special education teachers, authentic opportunities to practice collaboration are rarely included in teacher preparation coursework. This presentation will describe the development of a collaborative project across two courses, along with preliminary data on the project's impact on teacher candidates' attitudes toward collaboration.

Andrea Golloher, San Jose State University  
Lisa Simpson, San Jose State University



**11/9/2018**

**8:00**

**Octavius 25**

Interactive Paper #3

Augmentative and alternative communication training: Current trends in teacher preparation programs

A systematic review of the literature was conducted to evaluate trends in teacher preparation programs specific to the instruction of augmentative and alternative communication. This presentation will discuss the implications of the research findings for special education teachers and will outline training component needs.

Alexandra Da Fonte, Vanderbilt University

Interactive Paper #5

Pairing edTPA tasks and progress monitoring = informed decisions

Progress monitoring and edTPA tasks can be paired to teach preservice candidates reflective practices in planning, teaching and providing feedback. Two essential elements of progress monitoring promote success: creating assessments and charting progress. This presentation provides participants with support in these specific areas. Connections to edTPA tasks are provided.

LuAnn Jordan, UNC Charlotte

Maria Reyes, University of Central Florida

**11/9/2018**  
**8:00**

**Octavius 25**

Interactive Paper #6

Animals in classrooms: Perceptions, challenges, realities, & sustainability

Human animal interaction (HAI) includes animal-assisted interventions, therapies, and activities implemented across education settings. Results from this study indicate positive student perceptions of HAI and variation across student participation in HAI related activities. A broader finding includes the need to educate future teachers about HAI during preservice education courses.

Penny Cantley, Oklahoma State University  
Lara Sypniewski, Oklahoma State University

Interactive Paper #7

The process of using a mixed reality virtual classroom for teacher preparation

Undergraduate special and general education pre-service teaching candidates participated in multiple mixed reality teaching experiences, instructing a class of avatars. The focus of these sessions was to improve classroom management skills. The value and practice of each virtual teaching session will be shared and discussed.

Karen Voytecki, East Carolina University  
Patricia Anderson, East Carolina University

**Octavius 25**

Conversation Session: Table 1

Using Google Classroom to teach accessibility to pre-service candidates

We will present an accessible materials project designed for a team taught course to prepare collaborative teams of discipline specific candidates paired with special education candidates. Teams create instructional materials in Google Classroom. The materials use Read and Write for Google and various instructional formats to demonstrate Universal Design for Learning.

Talya Drescher, California State University, Channel Islands  
Kathleen Brown, California State University, Channel Islands

**11/9/2018**  
**8:00**

## **Octavius 25**

### Conversation Session: Table 2

#### Preparing special education teacher candidates in formative assessment

This intervention study investigates teacher candidates' knowledge of formative assessment related to two key attributes: setting learning goals and criteria for success. Results indicate targeted instruction in these areas increased understanding and implementation ability. Suggestions for ways to better prepare teacher candidates in formative assessment will be shared.

Katrina Hovey, Western Oregon University

### Conversation Session: Table 3

#### Inclusive excellence teaching in higher education courses

Inclusive excellence refers to the use of pedagogical strategies that address the needs of students with a variety of backgrounds, learning interests, and abilities. These strategies contribute to an overall inclusive learning environment, in which students feel equally valued. This session will provide ready to implement approaches to support inclusion.

Samantha Riggelman, Grand Valley State University  
Jennifer Buchter, University of Nevada, Las Vegas  
Maryssa Kucskar Mitsch, San Francisco State University

### Conversation Session: Table 4

#### The tossup of retirement: A mini-seminar for "graduating" teacher educators

This presentation is designed for faculty thinking about retirement. Using a mini-seminar syllabus format as a guide, participants will examine relevant interdisciplinary perspectives, readings, case studies, and strategies for re-creating life after work. Potential planning models, built upon the experiential knowledge of teacher educators, will be applied to retirement decision-making.

Patricia Major, Southern Connecticut State University

**11/9/2018**  
**8:00**

**Octavius 25**

Conversation Session: Table 5

When your college goes test optional: Predicting completion rates without SAT/ACT scores

This presentation will focus on the ramifications for teacher education when colleges and universities become test optional. Although some research indicates that test optional will increase diversity on campuses, much is left to be determined as far as how students perform on state-mandated teacher competency exams and career success.

Cheryl McCarthy, Flagler College

Conversation Session: Table 6

Integrating mathematics and children's literature within the college context: Implications for special educator preparation

This conversation session will provide a synthesis of research literature on the integration of mathematics and children's literature, along with examples of teaching the integration to preservice teachers from special education and early childhood mathematics methods courses. Content and teaching strategies, and implications on preservice preparation will be shared.

Katherine Green, University of West Georgia

Conversation Session: Table 7

Transforming special education teacher education: Teaching with technology

In this session we describe a 1 to 1 iPad initiative implemented in a special education teacher preparation program. We will discuss our planning process for curriculum, share feedback from faculty and students, and discuss reasons we decided to eliminate the iPad requirement in favor of a broader technology focus.

Jaime Zurheide, Elmhurst College  
Lisa Burke, Elmhurst College

**11/9/2018**

**8:00**

**Octavius 25**

Conversation Session: Table 8

Engaging students in family engagement courses: Sharing faculty experiences

Family engagement is vital to successful child outcomes; however, developing skills in this area is challenging for special educators. Courses in family engagement provide meaningful translation of family practices into powerful family partnerships. This session encourages faculty to share ideas on engaging students in learning from and about families.

Jenna Weglarz-Ward, University of Nevada Las Vegas  
Maryssa Kucskar, San Francisco State University

Conversation Session: Table 9

Preservice preparation for cross-disciplinary collaboration: Special educators, school psychologists, and elementary teachers on problem solving teams

Performance based standards of InTASC, CEC, and other specialty associations emphasize collaboration; yet, most preparation programs provide minimal opportunities for cross-disciplinary interactions. This featured project engages special education, school psychology, and elementary teacher candidates in problem-solving teaming and consultation to support interventions in general education classrooms during student teaching.

Virginia McLaughlin, William & Mary

**11/9/2018**

**9:00**

**Octavius 1**

Multiple Papers/Panel Presentation

Profile of special educators: A prediction of attrition and retention

This study surveyed pre- and in-service special educators to determine their Holland Code personality career profile and what the profile may predict about long-term success as special educators. We identify the personality and career match of participants and determine who may leave and remain in the teaching profession based on profiles.

Lauren Bruno, Virginia Commonwealth University  
LaRon Scott, Virginia Commonwealth University  
Katherine Brendli, Virginia Commonwealth University  
Vivian Vitullo, Virginia Commonwealth University

**11/9/2018**  
**9:00**

## **Octavius 2**

Single Paper

Clinical practice in teacher preparation: Evaluating quality

Clinical practice (CP) is critical in teacher preparation which is influenced by state policy and organizational standards. Using CAEP's CP recommendations, a rubric was developed to document the alignment each state's policy has with CAEP's standards. Results of this analysis will be presented along with each state's corresponding NAEP performance.

Tasia Bradford, University of Oregon  
Mckenzie Meline, University of Oregon  
Connor McCroskey, University of Oregon

## **Octavius 3**

Single Paper

Against the odds: Building safe rural schools free from bullying

The purpose of this presentation is to examine types of bullying as it relates to each of the disability categories outlined in the Individuals with Disabilities Education Act and the development of training sessions to prepare educators to use effective anti-bullying strategies that will create safe schools and classrooms.

Kimberly Griffith, University of West Alabama  
Allie Marques, University Charter School - University of West Alabama  
Jodie Winship, University of West Alabama

## **Octavius 5**

Multiple Papers/Panel Presentation

AACTE's Clinical Practice Commission (CPC) Special Education Task Force: Our charge and our work

This presentation highlights the work of the AACTE Special Education Task Force, to study and improve special education teacher preparation through clinical practice. Task force members will share their progress in applying the AACTE Clinical Practice Commission's framework to improving the preparation of special education teachers and inclusive education.

Debbie Reed, University of North Florida  
Rene Roselle, University of Connecticut  
Jane West, TED Educational Consultant  
Jacqueline Rodriguez, College of William and Mary

**11/9/2018**

**9:00**

### **Octavius 6**

Single Paper

Using video evidence to guide teacher candidates' reflection activities: Reflecting on others before reflecting on self

A convergent parallel mixed methods study investigated the potential of one teacher preparation approach for promoting candidate reflection. Candidates were systematically guided through focusing on others before focusing on self and explicitly learned about a reflection continuum using an instructional framework to build prerequisite skills and ultimately improve reflective abilities.

Sarah Nagro, George Mason University

### **Octavius 7**

Single Paper

Against all odds: The quest for a "special" education

This presentation explores the ethics of access to special education for some moderate disabilities. Original research presented examines teaching practices and systemic conventions that contribute to inequitable outcomes that explain how some students find success against the odds. Discussion includes strategies for creating a more equitable teaching environment for students.

Amy Ballin, Simmons College

### **Octavius 8**

Multiple Papers/Panel Presentation

Doing more with less: Right-sizing undergraduate and graduate special education curriculum

Due to budgetary concerns, our university tasked us with "right-sizing" our program. What would this mean for special education? Would we lose the momentum gained recruiting teacher candidates? Would our graduate licensing options be cut back? Come see how we right-sized our program and maintained program quality and rigor.

Marci Glessner, Minnesota State University Moorhead

Danielle Parenteau, Minnesota State University Moorhead

**11/9/2018**

**9:00**

### **Octavius 16**

#### Single Paper

A multimedia professional development process for improving inclusive secondary level teachers' literacy instruction

Students with disabilities enrolled in secondary level courses often struggle with literacy tasks. Presenters describe a scalable multimedia PD process to support literacy instruction for secondary level teachers (or co-teachers). The process includes (a) multimedia vignettes to model evidence-based practices, (b) access to customizable curriculum materials, and (c) personalized, data-driven coaching.

Michael Kennedy, University of Virginia  
Wendy Rodgers, University of Nevada Las Vegas  
Kate Peeples, University of Virginia  
Hannah Mathews, Boston University  
John Romig, University of Texas-Arlington

### **Octavius 17**

#### Single Paper

Using behavioral skills training to teach graduate students to implement response prompting procedures

Teaching students with significant disabilities requires teachers to have a special skill set, including understanding and use of response prompting procedures. Presenters will share application of behavioral skills training within a TPP to build graduate student competence in implementing six different response-prompting procedures in a hybrid graduate course.

MaryAnn Demchak, University of Nevada, Reno  
Chevonne Sutter, University of Nevada, Reno  
Jodee Prudente, University of Nevada, Reno & Washoe County School District

### **Octavius 19**

#### Single Paper

eSupervision: An overview

eSupervision was developed as a means for supervising interns across many geographic locations. The system consists of a mobile devices used by interns and a streaming solution. These allow supervisors to observe interns in real time by accessing the streaming site.

Penny Cox, University of Florida



**11/9/2018**  
**9:00**

### **Octavius 21**

Single Paper

Back to the future: Special education, teacher supply, and dynamic labor markets

Teacher employment dropped dramatically with the recession, but schools have begun hiring again, only to find the pipeline of novice teachers dry, with shortages in STEM, ESL, and SE. We used OSEP and IPEDs data to describe the current employment market for SETs, answering the question, Are schools rehiring SETs?

Paul Sindelar, University of Florida  
Elizabeth Bettini, Boston University  
Tiffany Fisher, University of Florida  
Loretta Mason-Williams, Binghamton University

### **Octavius 23**

Single Paper

On-line doctoral programs: Recommendations for quality

A Higher Education Consortium for Special Education (HECSE) task force has been charged with developing recommendations for quality online doctoral programs in special education. In this session participants will learn about the recommendations developed and will engage in a facilitated discussion.

Cynthia Vail, University of Georgia  
Bethany Hamilton-Jones, University of Georgia  
Phyllis Jones, University of South Florida  
Erinn Whiteside, University of Georgia

### **Octavius 25**

Interactive Paper #1

Using video-based teacher candidate observations to address the rural teacher shortage

Rural schools are facing a critical shortage of qualified teachers and teacher preparation programs must find ways to address this need. Video observations may provide a solution. This poster presents the benefits and drawbacks of remote teacher candidate observation from the perspectives of both teacher candidates and university supervisors.

Marla Lohmann, Colorado Christian University

**11/9/2018**

**9:00**

## **Octavius 25**

### **Interactive Paper #2**

Establishing collaborative and reciprocal partnerships with early childhood programs to support the acquisition of pre-service educator assessment skills

This presentation will highlight the outcomes of an experiential learning project with professional development on pre-service teacher candidates' ability to conduct Child Find and analyze data. Findings will be presented in the context of candidates' who participated in the project versus those who only received the professional development.

Stephanie DeSpain, Northern Illinois University

### **Interactive Paper #3**

Building teacher candidates' intercultural competencies through virtual exchanges

For teacher candidates with limited exposure to cultures other than their own, developing culturally responsive pedagogies can sometimes prove challenging. Circumventing the substantial resources required by traditional study abroad programs, virtual exchanges connect students from different countries in joint virtual learning experiences, creating opportunities for rich intercultural communication and collaboration.

Andrew Hashey, Buffalo State College

### **Interactive Paper #4**

Problem based learning in field placements:

Fieldwork is one of the most important aspects of any teacher preparation, yet can be one of the most confusing aspects for teacher candidates. This poster outlines our 'Problem of Practice' learning activity, where candidates discuss questions and aim to provide solutions for some challenges that may arise in fieldwork.

Ariane Gauvreau, University of Washington  
Selma Powell, University of Washington

**11/9/2018**  
**9:00**

## **Octavius 25**

### **Interactive Paper #5**

Inclusion into what: Advancing equity in a special education teacher preparation program

This session will overview a funded project that supports a special education teacher preparation program in preparing teachers who are prepared to advance educational equity in schools. The discussion will include the framework, process for examining the approach, an overview of the project and identified resources.

Selma Powell, University of Washington  
Maggie Beneke, University of Washington

### **Interactive Paper #6**

Project PURPOSE: Supporting and preparing special education teachers through program transformation and mentoring.

It will provide an overview of the teacher preparation program's efforts to train and support special education teacher candidates. The program reformed its curriculum to incorporate critical competencies while providing financial, academic, and emotional supports through formal and informal systems. Challenges and recommendations for teacher preparation programs will be shared.

Yeunjoo Lee, California State University, Bakersfield  
Min Kyung Han, California State University, Bakersfield

### **Interactive Paper #7**

Promoting High-Leverage practices to teach students with significant disabilities through a college-school partnership

Teachers of students with significant disabilities have expressed the need for additional training to provide grade aligned instruction. Simultaneously, special education teacher candidates need fieldwork experiences with teachers who have the skills to provide such grade-aligned instruction. In this project, the needs of both groups were addressed through a college-school partnership.

Katherine Trela, Marist

**11/9/2018**  
**9:00**

**Octavius 25**

Conversation Session: Table 1

Bridging content studies and teacher preparation through High-Leverage Practices

This session examines approaches for providing teacher candidates experiences with high-leverage practices (HLP) in non-education courses. Since HLPs enhance teaching effectiveness, encouraging non-education faculty to use these will improve teaching and demonstrate their use to teacher candidates. The focus will be on implementing this approach and addressing issues of implementation.

Ed Teall, Mount Saint Mary College

Conversation Session: Table 2

The use of multimedia to teach English learners

The session will review how multimedia has been used as a teaching tool for English learners in the existing literature. How multimedia could improve English learners' language skills and practical guidelines to teach English learners using multimedia will be provided.

Eunhye Choi, University of Nevada, Las Vegas  
Fatmana Deniz, University of Nevada, Las Vegas

Conversation Session: Table 3

Negotiating co-coordinator roles within a special education practice-based clinical experience

Preparing students to become special education teachers requires a strong clinical experience in conjunction with relevant rigorous coursework. This presentation will highlight the roles and responsibilities that were negotiated for coordinating the practice-based field component.

Katie Bennett, Kennesaw State University  
Harriet Bessette, Kennesaw State University

Conversation Session: Table 4

Co-teaching in teacher preparation: General and special education faculty crossing borders

General and special education college faculty describe a project in which they co-taught in a teacher preparation program. They modeled co-teaching, made explicit connections across disciplines, and provided co-teaching opportunities for teacher candidates during field work. Models, benefits, and challenges of this type of work will be discussed.

Angela Patti, SUNY Buffalo State  
Pixita del Prado Hill, SUNY Buffalo State

**11/9/2018**

**9:00**

## **Octavius 25**

Conversation Session: Table 5

"Is it about the numbers or the kids?": Curricular implementation in the intensive reading classroom

The purpose of this study was to investigate intensive reading teachers' experiences implementing a scripted curricular program. Analysis of data from ten semi-structured interviews revealed the centrality of high-stakes accountability provisions on instructional decision-making and practice. Implications for both teacher preparation and professional development will be discussed.

Lindsey Chapman, University of Florida

Conversation Session: Table 6

To file or not to file? Navigating the tensions in the teacher candidate disposition and reflective practice discourse

Presenters will share results of exploration of faculty and students' levels of concern about dispositions and reflective practices in a teacher preparation program. Preliminary findings of conversations will be presented along with implications for teacher candidate preparation. Participants will share experiences in preparing teacher candidates for what is perceived dispositional.

Deborah Tamakloe, Millersville University

Conversation Session: Table 7 **SESSION CANCELLED**

CAEP successes?: Tell us more!

Many educator preparation programs were finally comfortable writing for NCATE accreditation, then along came CAEP. Don't feel alone or isolated on your private CAEP island. Join our conversation where we can share successes, challenges, tips, and tricks to help programs undergoing review. Our informal dialogue will surely spark ideas.

Shannon Budin, SUNY Buffalo State College

**11/9/2018**

**10:00**

**Octavius 24**

Keynote featuring Johnny Collett: OSERS Update

Johnny Collett is the assistant secretary in the Office of Special Education and Rehabilitative Services at the United States Department of Education. In this capacity, he serves as the advisor to the U.S. education secretary on matters related to the education of children and youths with disabilities, as well as employment and community living for youths and adults with disabilities. The mission of his office is to improve early childhood, educational, and employment outcomes, and to raise expectations for all people with disabilities, their families, their communities, and the nation.

**11/9/2018**

**11:00**

**Octavius 1**

Single Paper

Stacking the deck in the favor of alternative school teachers: Practical lessons learned in math professional development

This presentation will focus on approaches to providing alternative school teachers with evidence-based professional development. Lessons learned from two math studies will be shared. While our emphasis will be on fractions, algebra, and word problems; the content is applicable across disciplines. Discussion will emphasize with providing ongoing support and materials.

James Schwab, Western Kentucky University

**Octavius 2**

Single Paper

Interpersonal dynamics among adults serving students with emotional/behavioral disorders in self-contained classes

We qualitatively examined interpersonal dynamics special educators experience in classes for students with emotional/behavioral disorders. Results indicate they coordinate a complex social network. They draw on many strategies to negotiate interpersonal tensions within this network, and they describe specific forms of administrative support that facilitate these efforts.

Elizabeth Bettini, Boston University

**Octavius 3**

Single Paper

High leverage simulation practices in inclusive settings: A look At expert vs novice teachers

The purpose of this study was to determine the most important teacher practices by national experts in teacher preparation and ASD to be used by expert teachers in a simulated secondary inclusive environment. Novice and expert teachers were examined in a simulated environment to compare which practices were used.

Taylor Bousfield, University of Central Florida

**11/9/2018**

**11:00**

### **Octavius 5**

Single Paper

Overcoming the odds: Growing and sustaining a thriving online doctoral program

This session includes a description of a thriving doctoral program in special education that is entirely online. University faculty will present tips and techniques used to overcome the challenges associated with online instruction of doctoral level courses. Program information, competencies, course topics, and student feedback will be presented and discussed.

Silvia Correa-Torres, University of Northern Colorado

Tracy Mueller, University of Northern Colorado

Paula Conroy, University of Northern Colorado

### **Octavius 6**

Single Paper

SEED Project: Creating support systems to retain Native Hawaiian Special Educators

This session will present an overview of the SEED Project: Creating Support Systems to Recruit and Retain Native Hawaiian Special Educators. The project brought together a team of stakeholders, including university professors, a superintendent, and Native Hawaiian special education teachers to identify strategies to recruit and retain Hawaiian special educators.

Jennifer Madigan, University of Hawaii Manoa

Janet Kim, University of Hawaii Manoa

Pamela Walencewicz, Hawaii Department of Education

### **Octavius 7**

Single Paper

Stacking the deck: Using CEC, DEC, and DCCD standards to guide partnerships with families of 0-3 children with hearing loss

A model of family-centered intervention based on CEC, DEC, and DCCD standards and used by graduate students in partnership with families of young children with hearing loss will be described. Participants will view a matrix aligning standards with model steps and watch video illustrating each step. Graduate student assessment measures will be shared.

Maribeth Lartz, Illinois State University

**11/9/2018**

**11:00**

**Octavius 8**

TED Talk

Navigating the tenure track in a small special education program

Navigating the tenure track in a small special education program can seem overwhelming, but it doesn't have to be that way. This session will highlight concrete steps that tenure-track faculty in small special education programs can enact today to find success.

Janet Josephson, Millersville University

Special education teacher professional development in Ireland: A focus on mathematics

The Post-Graduate Diploma in Special Educational Needs is a professional development programme offered by the Department of Education and Skills to teachers working in special education in Ireland. This presentation reports on special education teachers' understandings of the influence of the PD on their skills and knowledge for teaching mathematics.

Stella Long, Mary Immaculate College, Limerick, Ireland.

**Octavius 13**

Single Paper

Engaging in the writing process the student's way

Written composition begins in elementary with the five-step writing process. Teachers need to investigate the various ways students prefer to engage in each step. Practitioners will be shown examples of student preference and be provided ideas of applications to foster confidence and growth with the writing process.

Lindsey Massengale, Saint Patrick Catholic School



**11/9/2018**

**11:00**

**Octavius 15**

Single Paper

Incorporating high leverage practices in preparing early childhood special educators

High leverage practices were created to support new teachers in the field and can be used in teacher preparation programs and for professional development. While a similar, more comprehensive resource exists for early childhood special educators, DEC Recommended Practices, High Leverage Practices can be integrated to support Recommended Practices.

Jennifer Buchter, University of Nevada Las Vegas  
Samantha Riggelman, Grand Valley State University  
Maryssa Kucskar-Misch, San Francisco State University

**Octavius 16**

Single Paper

Research spotlight: Pedagogical approaches for including students with disabilities in computer science for all

This Research Spotlight session features Dr. Maya Israel and her research from an NSF project aimed at increasing access, engagement, and learning in computer science education for students with disabilities. Data on teacher implementation of UDL and balancing explicit instruction with open-inquiry are presented along with multiple student outcome measures.

Maya Israel, University of Florida

**Octavius 17**

Single Paper

Towards an intersectional asset pedagogy: Cross-pollinating with Universal Design for Learning and Culturally Sustaining Pedagogy for critical inclusive teacher preparation

Scholars recommend that educators 'cross-pollinate' Universal Design for Learning and Culturally Sustaining Pedagogy to address the ways that ableism and racism collude. This session will present the findings from a qualitative study that explored how teacher candidates in an inclusive program developed their critical inclusive skills using cross-pollination.

Molly Siuty, Portland State University

**11/9/2018**

**11:00**

**Octavius 18**

Single Paper

Endrew F. parent toolkit

Researchers claim the Endrew F. Supreme Court decision will have an impact on special education. This interactive workshop will explain the impact. The results of a survey to parents will be shared along drafts of parent toolkits. Participants will use this information to create educator toolkits.

Karin Fisher, Georgia Southern University  
Tonya Cooper, Georgia Southern University  
Angela Norris, Georgia Southern University  
Jennifer Johnson, Georgia Southern University

**Octavius 21**

Single Paper

Position: A predominant force in decoding & encoding skills

The position of a letter or letter team within a syllable often determines its sound and/or spelling. Look at the three sounds of Y in the following words: My, Biology, Myth. In each word, position determines the Y sound. To promote literacy, teach both sound/symbol correspondence and position.

Susan Kahn, Independent Consultant

**Octavius 24**

CEC Special Education Legislative Summit Update

Jacqueline Rodriguez, College of William & Mary

**11/9/2018**

**11:00**

## **Octavius 25**

### **Interactive Paper #1**

A qualitative investigation of growth mindset in elementary education programs

The purpose of this study was to explore individual mindsets of elementary students and determine the extent to which mindsets reflect fixed or growth perspectives. The presentation will also provide recommendations on how elementary teacher preparation programs can prepare teacher candidates' to foster a growth mindset in their future students.

Stacey Keown, University of Southern Indiana  
Moriah Smothers, University of Southern Indiana  
Tori Colson, University of Southern Indiana

### **Interactive Paper #2**

Is that a service dog?

Service dog is used as a generic label for dog providing assistance to people with and without disabilities. This presentation provides information on the ADA definition of service dogs and the purpose, training, and legal access granted to other types of assistance dogs often included in the "Service Dog" category.

Anne Papalia, Shippensburg University  
Samantha Berry

### **Interactive Paper #3**

Winning in the college classroom: Undergraduate students with learning disabilities describe qualities and practices of effective educators

Learn the results from a qualitative study that explored the perceptions of students with learning disabilities in higher education regarding characteristics and practices of professors they deem as effective. Based around the UDL framework, findings and implications for practice in the classroom will be shared.

Shawn Huisinga, Indiana State University

**11/9/2018**  
**11:00**

## **Octavius 25**

### **Interactive Paper #4**

Improving access to mathematics through technology to close the achievement gap for students with visual impairments

This interactive session will explain the issues in equity facing individuals with visual impairments related to instruction in mathematics. Participants will explore the current technological options and collaborate as to best practices in mathematics education to close the achievement gap for students who are blind or visually impaired.

Amanda Lannan, University of Central Florida

### **Interactive Paper #5**

Delphi study: Practitioner guided prioritization of skills to enhance school-based assistive technology implementation.

Utilizing the existing Quality Indicators for Assistive Technology (QIAT) this study has special educators and school personnel identify areas of greatest concern and highest priority for assistive technology (AT) application. Participants identified student consideration, assessment procedures, ongoing evaluation, and administration support as areas done with the least fidelity in their home districts.

Christopher Emerling, University of Illinois at Chicago

### **Interactive Paper #6**

Virtual coaching to pre-service teachers

With teacher attrition on the rise, an evaluative lens is placed on teacher preparation programs. New teachers often lack proper training in classroom management (Akalin & Sucuoglu, 2015). Consultative coaching is specific and easily implemented response to the need for effective behavior management support for novice teachers (Akalin & Sucuoglu, 2015).

Whitney Hanley, University of Central Florida  
Rebecca Hines, University of Central Florida

**11/9/2018**

**11:00**

## **Octavius 25**

### **Interactive Paper #7**

**Walls and bridges: Personal and professional impact of a special education practicum in Northern Ireland**

This presentation will overview the two week practicum of six preservice special education students in Northern Ireland. In addition to sharing about the specific educational and cultural activities, the presentation will share the students' changes in perceptions about themselves as teachers during their junior year experience abroad and their senior internship.

Stacy Weiss, East Carolina University  
Debbie Metcalf, East Carolina University  
Chris Rivera, East Carolina University

### **Interactive Paper #8**

**Teacher candidates perceptions and implementation of feedback across practice opportunities**

A component of practice-based teacher education is the feedback provided to candidates to improve instruction. In this presentation we examine candidates' perceptions of feedback across practice opportunities and the degree to which it is implemented. Results suggest that candidates tended to implement feedback when it was targeted and frequent.

David Peyton, University of Florida  
Daisy Pua, University of Florida

### **Interactive Paper #9**

**Peer-Assisted Learning Strategy (PALS) to address reading challenges in a second grade student with autism spectrum disorder**

Many students with autism spectrum disorders experience challenges in reading decoding, fluency, and comprehension; yet, research on interventions for this group is limited. One promising approach is peer-assisted learning strategy (PALS). PALS instruction was implemented to address students' reading difficulty. Results are described with implications for teacher practice and research.

Juliet Hart Barnett, Arizona State University

**11/9/2018**

**11:00**

## **Octavius 25**

### Conversation Session: Table 1

#### Keeping up with tech: Preparing candidates for the latest technologies

This conversation session, facilitated by three faculty members from different institutions, will highlight how teacher educators can prepare teacher candidates to use the latest technology. Participants will learn about and share ways to embed assistive technology and technology used to collaborate with colleagues and families within teacher preparation coursework.

Adam Moore, Roger Williams University  
Catherine Semnoski, University of Rhode Island  
Bethany Hamilton-Jones, University of Georgia

### Conversation Session: Table 2

#### Teaching evidence-based practices for students with autism to fidelity: How does your teacher preparation program measure up?

Fifty-one public school teachers, working with students with autism, completed measures exploring factors which influence job satisfaction. Findings indicate rewarding aspects were correlated with student growth; challenges were correlated with training and support. Methods for addressing these challenges in pre-service training programs will be discussed, including implications for self-efficacy.

Mary Haspel, Monmouth University  
Stacy Lauderdale-Littin, Monmouth University  
Carol McArthur-Amedeo, Monmouth University

### Conversation Session: Table 3

#### Stepping-Up Transition: A framework for writing meaningful, effective, and compliant transition services plans

Stepping-Up Transition is a professional development framework designed to help special educators write effective and meaningful transition services pages in the IEP. Stepping-Up also helps educators write Indicator 13 compliant IEPs. The framework includes strategies to link transition assessment results to postsecondary goals, annual transition goals, and coordinated activities.

Malarie Deardorff, University of Oklahoma  
Belkis Choiseul-Praslin, University of Oklahoma

**11/9/2018**

**11:00**

**Octavius 25**

Conversation Session: Table 4

Improving the task completion of students with learning disabilities using Google Keep

Students with learning disabilities (LD) often have difficulties with completing homework assignments, which affects their academic performance. Technology based interventions have a potential to improve the task completion of students with LD while increasing the independence level of students.

Fatmana Deniz, University of Nevada, Las Vegas

Eunhye Choi, University of Nevada, Las Vegas

Conversation Session: Table 5

Preparing teachers to support student mental health in classroom settings

This session will highlight classroom practices to promote social-emotional well-being among K-12 students with mental health issues, and how these techniques might be promoted in teacher preparation programs. Practices focus upon building supportive classroom environments, relationships, and social skills in ways that are feasible for teachers in today's busy classrooms.

Lori Korinek, William and Mary

Conversation Session: Table 6

Preparing general educators for using research-based strategies in inclusive classrooms

Two groups of elementary education students (one online and one face-to-face) participated in a program-mandated course on the topic of students with disabilities. The course, rather than narrowly focusing on the characteristics of disability, emphasized research-based strategies for teaching specific academic content and managing classroom behavior.

Kim Viel-Ruma, University of Georgia

Conversation Session: Table 7

Person-First vs. Identity-First language: What should we be teaching future teachers?

Historically, the language used when referring to individuals with disabilities has been broken down into two opposing themes: identity-first language (IFL) versus person-first language (PFL). While IDEA supports PFL, many individuals with disabilities are now advocating for IFL. This presentation will discuss best practices when it comes to language identification.

Karee Nasser, McKendree University

**11/9/2018**

**12:00**

**Tuscany Boardroom**

Conference Advisory Committee Meeting

**11/9/2018**

**1:00**

**Umbria Boardroom**

CEC Standards Development Workgroup Meeting



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