Table 1 Using a Relational Database to Assess Impact Across the Research-to-Practice/Practice-to-Research Continuum

**Presenters:** Ella Taylor, National Consortium on Deaf-Blindness; Sarah Beaird, National Consortium on Deaf-Blindness

This audiovisual poster presentation will guide viewers through the relational database designed for TA&D projects focusing on low incidence populations such as deaf-blind, deaf/hearing impaired, and blind/visually impaired. The presentation will include a video presentation running in a continuous loop highlighting the main features of the relational database and how those are used for assessing teacher and family impact data as well as child outcome data. Information will be included about how the system can be used to identify promising and emerging practices as well as corroborate evidence-based strategies.

Table 2 Statewide Project to Prepare Personnel for Learners Who are Deaf-Blind

**Presenters:** Linda McDowell, University of Southern Mississippi; Effie Laman, Texas Tech University

This poster session will present a report on the 5-year statewide project to train graduate-level personnel in Mississippi to work with students who are deaf-blind, fulfilling a long-felt and yet formerly unmet need by Mississippi graduate training programs in collaboration with Texas Tech University.

Table 3 Pennsylvania Parent Leadership Initiative: Learning to be Leaders

**Presenters:** Lauri Triulzi, Pennsylvania Training and Technical Assistance Network; Kathy McNulty, National Consortium on Deaf-Blindness

The focus of this collaborative initiative is the development of leadership and advocacy skills among family members of children with low incidence disabilities. Hand in Hand, the Pennsylvania Deafblind Project, and the National Consortium on Deaf-Blindness have partnered to provide a collaborative series of trainings to maximize and capitalize on State resources. This partnership also includes implementation of effective technical assistance strategies. This initiative has resulted in increased leadership and advocacy skills among family members of children with low incidence disabilities in PA. This poster session will describe both the strategies and the outcomes of the initiative.
**Table 4**

**National Consortium on Deaf-Blindness (NCDB)**

*Presenters: Gail Leslie, National Consortium on Deaf-Blindness; John Reiman, National Consortium on Deaf-Blindness*

NCDB is the newly funded national technical assistance and dissemination center for children and youth who are deaf-blind. The focus of NCDB is twofold: to improve educational outcomes for children who are deaf-blind, and to assist in addressing State-identified needs for highly qualified personnel to serve children and youth who are deaf-blind. Over the next five years, the consortium plans to implement a number of creative activities designed to meet goals for accountability, highly qualified personnel, positive child outcomes, collaboration, and the use of effective research. This poster session will describe the work of the Center.

**Table 5**

**Individualized Employment Planning for Students with Significant Support Needs: The Process of Discovery**

*Presenters: Robin Greenfield, Idaho Project for Children and Youth with Deaf-Blindness; Paddi Davies, National Consortium on Deaf-Blindness*

This session will provide information to participants on customized employment planning for students with significant disabilities. The presentation will include examples of three high school students who are deaf-blind and have gone through the planning process. Participants will increase their awareness of effective strategies related to customized employment, including:

(a) the use of the Discovery Process and Vocational Profiles for vocational assessment and job development;

(b) strategies to maximize employment options and resources for community-based paid work experiences for students with significant disabilities; and

(c) the use of the Employment Portfolio for marketing and job development.

**Table 6**

**Cochlear Implants for Children with Combined Hearing and Vision Loss**

*Presenter: Kathleen Stremel, The Teaching Research Institute*

As the technology for cochlear implants has been extended to younger children and children with multiple disabilities, there has been a significant increase in the number of children with combined hearing and vision loss receiving implants. This poster will provide a description of the grant objectives and the major research questions being addressed as well as the methods and instruments used for carrying out the research. Initial data reflect the variations in outcomes across the spectrum of children being implanted. Data will be discussed in terms of receptive and expressive communication and language delays.
Table 7  Project to Identify Criterion-Related Validity and Inter-rater Reliability

Presenters: Roseanna Davidson, Texas Tech University; Pamela Broadston, Arkansas School for the Deaf

This poster will highlight the research on the Functional Hearing Inventory, including development of measurable and rigorous targets. The Functional Hearing Inventory assessment provides a research-based, empirical method to measure, monitor, and develop goals and objectives for intervention based on the needs of each individual child as revealed through appropriate educational assessment.

Table 8  Using Adaptive Prelinguistic Milieu Teaching (PMT) Strategies to Teach Communication Gestures with Children Who Have Deaf-Blindness

Presenter: Susan Bashinski, University of Kansas

An adapted version of PMT was implemented with 11 children who had intellectual disabilities, as well as concurrent vision and hearing losses. At the study’s outset, each child communicated at a prelinguistic level and demonstrated a very low rate of communicative behavior. During intervention, adapted PMT strategies were implemented with each child four days a week, 45-60 minutes per session, for up to eight months. A multiple-baseline-across-participants design was used to evaluate the effects of intervention. Results demonstrate that each child significantly increased the rate of self-initiated communication and diversity of communication forms. This poster will describe the research study and results.

Table 9  Using the BrailleNote to Learn to Read and Write Braille Mathematics by Students Who are Blind

Presenters: Gaylen Kapperman, Research and Development Institute; Jodi Sticken, Research and Development Institute

This poster will describe this Phase Two, three-year project, designed to develop the wherewithal by which students who are blind can learn to read and write the braille symbols which comprise the braille mathematics code, with the aid of their teachers or on an independent basis. Research indicates that students who are blind, in general, experience great difficulty reaching levels of achievement commensurate with their abilities in mathematics. It is suggested that one of the major reasons for this lack of achievement is their inability to read and write braille mathematics. This tutorial enables teachers to help their students become mathematically literate.
Table 10  Providing Blind Students with 21st Century Math Skills

Presenter: John Gugerty, University of Wisconsin-Madison

This poster will describe procedures and preliminary results for a project entitled Using Virtual Pencil (VP) Arithmetic, VP Algebra, Virtual Learning Communities, and Individualized Instruction to Open the Math Gateway for Blind Students.

The goals of this project are to:

(a) Prepare ten students who are blind, their vision teachers, support staff, math instructors, and parents/guardians to use software specifically designed for use by persons who are blind, but totally accessible to persons who are sighted.

(b) Embed the use of this software within a comprehensive instructional support strategy.

(c) Measure the feasibility and educational impact of this technology-rich approach.

Table 11  Building a Workforce of Therapists that Reflects the Cultures of the Children They Serve

Presenter: Patricia Burtner, University of New Mexico

New Mexico is a culturally diverse State where non-Anglo residents outnumber Anglo residents 65 percent to 35 percent. In contrast, less than 9 percent of registered occupational therapists nationally are from non-Anglo backgrounds. Thus, children in schools are seldom receiving services from therapists of their own culture. Project ESCUELA was developed to increase the number of occupational therapists from Hispanic and Native American cultures. This poster presentation will show the increase of professionally prepared occupational therapists over the three years of the grant, and will provide specific recruitment strategies that could be utilized by other professions.

Table 12  IMPRINTS: A Post-Professional Program in Early Intervention

Presenters: Christine Baker, University of Texas Medical Branch; Carolyn Utsey, University of Texas Medical Branch

Directors of early intervention programs in Texas report a challenge in finding adequately trained physical therapists to provide services to infants and toddlers with disabilities and their families. The purpose of this unique post-professional certificate program is to better prepare physical therapists for the challenges of providing intervention services to this population. This poster will outline the components of the program. A summary of the program accomplishments will highlight the percentage of under-represented interns trained, as well as the percentage of those completing their work obligation in early intervention settings. The program’s future directions will also be discussed.
Table 13 Preparation of Speech-Language Pathologists (SLPs) Who are Bilingual, Are Minority, or Have a Disability

**Presenter:** Sandra Mayfield, Governors State University

This poster will describe the students and the activities of the grant for preparing SLPs. The descriptions will include special-topic seminars, national speakers, backgrounds of the 23 students, the number of students who have graduated, and secondary events that resulted from the existence of the grant.

Table 14 Training Speech-Language Pathologists and Special Educators in Assistive Technology and Augmentative Communication

**Presenters:** Marianne Kennedy, Southern Connecticut State University; Barbara Shiller, Southern Connecticut State University

Results of a 5-year OSEP-funded personnel preparation project will be described. The goal is to increase the numbers of speech-language pathologists and special educators who provide competent assistive technology (AT) and augmentative and alternative communication (AAC) services to children. The project provides tuition assistance, assistantships, stipend support, and professional travel funds to communication disorders and special education students in master’s and sixth year programs. Students complete special education classes in adaptive technology and communication disorders classes in AAC, thus preparing them to provide services to students with low incidence disabilities. Over five years, 90 students have participated in the interdisciplinary program. Project evaluation results will be shared.

Table 15 Evaluation of Project SLP PrePARED: One Year Later

**Presenters:** Dawn Ellis, Gallaudet University; Carol LaSasso, Gallaudet University

The goal of SLP PrePARED is to strengthen the traditional aural rehabilitation emphasis in the Speech-Language Pathology (SLP) master’s program at Gallaudet University in the Department of Hearing, Speech, and Language Sciences. Hearing loss has a tremendous impact on IDEA services. Speech-Language Pathologists (SLPs) play an important role in the referral process for suspected hearing loss and in providing services (aural rehabilitation). This poster will review the model used to address the current shortage of SLPs to serve the pediatric population in the area of aural rehabilitation after one year.
Table 16  Team Leadership and Collaboration for Children with Low Incidence Disabilities and their Families in Adapted Physical Education

**Presenters:** Rebecca Lytle, California State University-Chico; Elaine McHugh, Sonoma State University

This poster session will share information gleaned from the Team Leadership and Collaboration for Children with Low Incidence Disabilities and their Families Personnel Preparation grant. This collaborative grant between California State University-Chico and Sonoma State University provides training for credential and master’s candidates in the area of adapted physical education. Data on current and previous participants collected via surveys and interviews will be presented related to training in the areas of low incidence disabilities, multicultural issues, family interactions, and coursework.

Table 17  Project InSPECT: An Integrated Pre-service School Psychology Program with an Emphasis on Very Young Children and Their Families

**Presenters:** Karen Riley, University of Denver; Gloria Miller, University of Denver

Project InSPECT is a predoctoral, Educational Specialist degree program designed to prepare mental health professionals capable of providing state-of-the-art services to infants, toddlers, young children, and their families as collaborative members of community, home, and school-based teams. The curriculum has been designed to emphasize early childhood disabilities, and includes expanded and integrated sequenced coursework and clinical experiences leading to licensure and an additional certificate. InSPECT is a collaborative venture between the University of Denver and the University of Northern Colorado. This presentation will include a review of the program philosophy, training approach, and preliminary data regarding student and program outcomes.

Table 18  Who Wants to be an Early Intervention Specialist? Student Demographics, Knowledge, and Values

**Presenters:** Christine Readdick, Florida State University; Mary Francis Hanline, Florida State University

Who elects to enroll in three interdisciplinary classes (typical/atypical child development, family-centered assessment, and intervention) in order to meet the Florida Department of Health requirements for certification as an infant/toddler developmental specialist? This poster will address this question. Demographic and pre-test/post-test comparison data regarding student knowledge and values across two modes of instructional delivery (online and an intensive one-week summer institute with online follow-through) contribute to the formative evaluation process in the establishment of a graduate certificate program and interdisciplinary master’s degree program in Early Intervention at Florida State University.
Table 19  **Increasing Linguistic Minority Candidates for Early Childhood/Early Intervention: A Pilot Study of Student Perceptions of Work with Children with Exceptionalities**

**Presenter:** Jorgelina Abbate-Vaughn, University of Massachusetts-Boston

In this poster, the perceptions of linguistic minority students who hold (or are close to obtaining) associate degrees with respect to teaching in early childhood/early intervention settings will be presented. Students reveal their preconceptions with regard to teaching in non-mainstream settings, their ideas about the nature of the work that special education and early intervention teachers do, their beliefs about student disruptive behavior and mental health issues, and their notions of the role cultural congruence might play in fostering positive classroom environments.

Table 20  **The C-Print Model for Speech-to-Text Services with Educational Software and Automatic Speech Recognition**

**Presenters:** Michael Stinson, National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT); Lisa Elliot, NTID at RIT

Preliminary results for a study of the C-Print speech-to-text support service for postsecondary students who are deaf or hard of hearing will be presented. This multi-method project evaluates: (a) use of the support services by students using automatic speech recognition (ASR), computerized word abbreviations, and educational user interface software; (b) use of a web-based guide produced to enhance student use of the C-Print software; (c) materials to train C-Print operators (captionists) to provide the support service; (d) student benefit from the C-Print model for provision of support services; and (e) the extent that captionists are able to implement the C-Print model to effectively provide services.

Table 21  **Implementation of the Kellar Instructional Handheld Data (KIHd) System in a School Providing Services to Students with Autism**

**Presenters:** Heidi Graff, George Mason University; Shuangbao Wang, George Mason University; Yoosun Chung, George Mason University

This session focuses on the need for accountability and data-driven educational decisions. The KIHd System, a data collection tool, provides one type of evidence. This session will discuss three areas: (1) demonstration, (2) adoption process and training, and (3) current study outcomes.
Table 22  Using the Online Communication Matrix to Assess Early Communication Skills in Children with Severe/Multiple Impairments: A Global Research Initiative

Presenter: Charity Rowland, Oregon Health & Science University

An online version of the Communication Matrix (Rowland, 2004), an assessment designed for early communicators who use any form of communication including augmentative and alternative communication (AAC), is now available free of charge. Users enter information about an individual’s communication skills and print out a one-page graphic profile and a list of specific communicative behaviors and intents expressed. The data collected are used to develop scientific information about the communication skills of individuals with specific disabilities. This poster session will describe global service and research initiatives and will present data on children with a variety of severe communication disorders.

Table 23  Birth to Three: TechTools

Presenters: Carol Bell, Center for Best Practices in Early Childhood; Joyce Johanson, Center for Best Practices in Early Childhood

TechTools can be used by providers and families to determine learning experiences for infants and toddlers, document the progression and acquisition of skills of infants and toddlers, and train caregivers and professionals in finding and then implementing skills in assistive technology. TechTools combines three components on CD-ROM: (1) a set of tested birth to 3 learning experiences, the CORE Curriculum, developed by the Macomb 0-3 Regional Project; (2) a range of current assistive technology procedures and effective birth to 3 technology activities; and (3) everyday routines and events in the natural environment. The poster session will share sample activities and demonstrate the product.

Table 24  When Am I Ever Going to Use This? Connecting Mathematics to Students’ Experiences

Presenters: Janet Zydney, University of Cincinnati; Ted Hasselbring, Vanderbilt University

This session will demonstrate Math Pursuits, a multimedia program designed to help students reach and exceed their goals of understanding mathematics through their quest to discover the mathematical connections to the world around them. Based on the video-based Adventures of Jasper Woodbury by the Learning Technology Center of Vanderbilt University, Math Pursuits uses short video-based vignettes to communicate real world mathematics to students in an adventure game context. Attendees will have the opportunity to play with the learning game and discuss the technology with the presenters from both the instructional designer and teacher perspective.
Table 25  Can Technology Engage Parents in Part C Programs?

**Presenters:** Lisa Boyce, Early Intervention Research Institute; Mark Innocenti, Early Intervention Research Institute; Vonda Jump, Early Intervention Research Institute

This poster session will describe how Part C early intervention staff can promote early language and literacy development by promoting shared conversations between parents and young children using digital camera technology to make books. Demonstrations of the technology and actual Part C staff experiences will be shared.

Table 26  Effects of Online Workshops on Early Childhood Educators and Families and Resulting Child Outcomes

**Presenters:** Linda Robinson, Center for Best Practices in Early Childhood; Carol Schneider, Center for Best Practices in Early Childhood

This poster will highlight data results from Early Childhood Technology Integrated Instructional System, Phase 3 (EC-TIIS 3), a Steppingstones Project designed to test the effectiveness of nine assistive technology online workshops for educators and families and to study resulting child outcomes. The website, consisting of evidence-based training and curricula materials from the Center for Best Practices in Early Childhood at Western Illinois University, has been the focus of this research study for the past 5 years. This poster will feature the EC-TIIS 3 online data collection system, website content, and effectiveness data on educators, families, university faculty, and students, and the outcomes for young children.

Table 27  Science Writer: A Universally Designed Thinking Writer for Science

**Presenters:** Elizabeth Murray, Center for Applied Special Technology (CAST); Peggy Coyne, CAST

This poster will introduce participants to Science Writer, a digital tool framed in the principles of Universal Design for Learning that guides students in writing a report based on the scientific inquiry process. It incorporates validated writing instruction practices and progress monitoring to foster accomplished science report writing. Strategies and supports presented for students in writing a science report and applications of Curriculum-Based Measurement to content area writing will be shared. Over 800 students in two States are participating in this efficacy study about CAST’s Science Writer web-based tool. The research design and samples of student work will be displayed.
Table 28  CyberCoaching: An Innovative Online Model Using Real-Time Video and Audio Technology to Improve General and Special Education Teacher Quality

**Presenters:** Marcia Rock, University of Alabama; Madeleine Gregg, University of Alabama

In this session, presenters will describe how to construct a computer-assisted video and audio technology system to supervise practitioners online and provide them with feedback in real time. Also, presenters will demonstrate how this cutting edge approach works and discuss how it has helped practitioners translate research into practice.

Table 29  Narrative Television Network

**Presenters:** Jim Stovall, Narrative Television Network (NTN); Kelly Morrison, NTN

This session will provide information about NTN. NTN makes educational television and video programming accessible for students who are blind and visually impaired as well as students who are deaf and hard of hearing. NTN was founded in 1988 and is run by people who are blind and visually impaired who personally experienced the void left by not having the educational, informational, and socialization benefits that television and video programming provide. The majority of classrooms in America utilize television and video programming as a part of the curriculum. Making this programming accessible is a vital link in leaving no child behind.

Table 30  Preparing Highly Qualified Doctoral Students: The Next Generation of Higher Education Faculty

**Presenter:** Lisa Dieker, University of Central Florida

With changes in IDEA and NCLB, the importance of preparing highly qualified educators must be incorporated into preparation at all levels. This poster will outline the work at the University of Central Florida, Leadership in Exceptional Education Advancing Diversity (LEAD), focused on creating highly qualified doctoral candidates. The poster session will emphasize the variety of internship options available to address high-stakes standards and the content knowledge needed to prepare special education teachers in today’s schools. The program provides numerous opportunities for doctoral candidates to work with faculty and other doctoral candidates across disciplines and in specific content areas.
Table 31  The Impact of a Collaborative Preparation Program on Beginning Special Education Teachers

**Presenter:** Susan Robb, Claremont Graduate University

This poster presentation will highlight data collected from participants in the PULSE Pipeline Project, a collaborative general education/special education preparation program at Claremont Graduate University. Self-report skill competency data were collected in 19 key skill areas across 3 years of cohort groups in the PULSE Project to date. Data were used to evaluate program efficacy and program delivery, and improve the scope and sequence of curriculum for beginning special education teachers.

Table 32  STEP=UP Multimedia Module: Transitioning into Special Education

**Presenters:** Michelle Parker-Katz, University of Illinois; Marie Tejero Hughes, University of Illinois

One way to combat teacher shortages, especially in urban centers, is to provide induction support to novices. This poster will showcase a multimedia module, Transition to Special Education Teaching, developed for retention of special educators. The module is divided into four major components and incorporates a series of videotapes, photos, audio files, work samples, and presentation slides. The module's purposes include helping novices understand classroom dynamics, gain insight into professional problem-solving, and show leadership in the use of innovative instruction. This module works in conjunction with other key components of the STEP=UP program, including mentoring and regularly scheduled collaborative seminars.

Table 33  Preparing Special Education Leaders to Work in Urban Areas

**Presenter:** Sharon Raimondi, University at Buffalo/Buffalo State College

This project will increase the number of qualified individuals with PhDs in special education who can assume leadership roles at institutions of higher education and contribute to the quality of programs in which pre-service and in-service special educators are enrolled, especially those located in urban areas that serve culturally and linguistically diverse children. This poster will provide a description of the program.
Table 34 Augmentative and Alternative Communication (AAC) and Early Intervention: Linking Research and Practice in Personnel Preparation

**Presenter:** Nancy Robinson, San Francisco State University

This poster will feature third-year developments and outcomes for an OSEP Low Incidence Personnel Preparation Project, Collaborative AAC Services in Inclusive Early Intervention Settings. The project is designed to prepare professionals in early childhood special education, physical health impairments, and speech-language pathology to provide early AAC services to children ages birth-to-5 in inclusive settings. The development of evidence-based practice in the design and implementation of AAC systems with very young children in home, community, and pre-school settings will be highlighted. Evaluation results to date will be shared, including trainee competencies, child communication indices, and family perceptions and satisfaction.

Table 35 Project RITE: Exploring Teacher Education Policy and Practice

**Presenters:** Melinda Leko, University of Florida; Mary Brownell, University of Florida

This poster presentation will showcase research studies being investigated by the doctoral students of Project RITE (Research in Teacher Education), a Leadership project designed to prepare special education doctoral students whose work will address problems of teacher education, policy, and practice. The studies included in this presentation address various aspects of special education teacher quality. Topics will include pre-service teacher beliefs about struggling readers, influences on beginning teachers’ practices, and State certification policies regarding reading instruction.

Table 36 Project POISE: Preparing Special Educators through a University and Urban School District Collaboration

**Presenters:** Suzanne Robinson, University of Kansas; Maya Israel, University of Kansas

This poster will describe the university and school district partnership within Project POISE that is integral to providing support and coursework leading to licensure of new special educators in urban school settings. This partnership includes the use of collaborative recruitment, a problem-focused instructional model, integration of cultural competence, and an extended practicum experience.
Table 37  Four Models of Alternative Route Preparation: Program Descriptions and Cost Comparisons

**Presenters:** Nancy L. Corbett, University of Florida; Michael S. Rosenberg, Johns Hopkins University; Paul T. Sindelar, University of Florida

Project INVEST: Optimizing Investments in Teacher Education Alternatives has identified four models of alternative route teacher preparation. This poster will compare these models on program length, hours of instruction, and curriculum content; proportion of courses taught by regular faculty; cohort size, completion rate, and cost/completer; and faculty, facilities, and administrative costs. In an analysis of costs and program size, the project found economy of scale (independent of model) and, holding program size constant, differences in cost/completer favoring distance and district programs. The poster will present these findings and plans for subsequent data collection, in which estimates of retention will be entered into the cost accounting.

Table 38  Preparing Rural Special Education Teachers via the Coach of Coaches Model

**Presenters:** Jose Luis Alvarado, San Diego State University; Patricia Cegelka, San Diego State University

The Internship Credential preparation program permits districts to meet requirements for highly qualified teachers when fully credentialed teachers are not available. The two-year Internship Credential permits holders to complete all coursework while employed full time as teachers and receive intensive support from the Coach of Coaches model while also receiving supervision from district coaches or support providers as well as university faculty. The project utilizes the Internship Credential to address both the immediate and long-term teacher supply needs within this rural region. Progress towards achieving the four project objectives will be presented.

Table 39  Improving Special Education Services in Southwestern Virginia: Developing Culturally Responsive Teachers for Rural and Urban Settings

**Presenters:** Alice Anderson, Radford University; Vanessa Haskins, Radford University

This poster session will feature a project that prepared over 100 special education teachers with master’s degrees and/or certification in two or three high incidence specialty areas to meet the needs of students in demographically diverse settings. Radford University’s graduate program in special education was enhanced by developing a teacher preparation model that features integrated training and practice opportunities, including culturally responsive competency-based coursework, applied field experiences, and multidisciplinary professional development activities.
Table 40  Project Paraprofessional (PARA)

**Presenters:** Helen Hammond, University of Texas at El Paso; Claudia Soto, University of Texas at El Paso

Project PARA is a Federally funded project designed to meet the critical shortage of, and enhance the quality of, special education personnel within a western region of Texas. This region borders Mexico and reflects a very unique population of culturally and linguistically diverse individuals—specifically Hispanic residents, who comprise approximately 80 percent of the population. Through this project, paraprofessionals are supported financially and professionally to complete their degree and certification in special education.

Table 41  Tapping into the Paraeducator Pool for Future Special Education Teachers

**Presenters:** Jennifer Platt, University of Central Florida; Lee Cross, University of Central Florida

This poster will describe The Paraeducators Acquiring Certification in Exceptional Education (PACE) project, which recruits paraeducators for preparation to become special education teachers while they maintain their paraeducator positions in diverse public schools. Through collaboration with four school districts, principal investigators have developed innovative internship models that meet national accreditation and State standards, and an induction process to increase retention and ensure high quality instruction for K-12 learners. PACE addresses the shortage of teachers in special education in central Florida by targeting paraeducators who have a proven track record of retention. Program quality is measured by analyzing data from surveys, focus groups, and follow-up in the field.

Table 42  Preparing Family-Infant-Toddler Specialists (FITS): An Update on Our Progress, 2002–2007

**Presenter:** Linda Brant, University of Central Florida

Funded since 2002, the FITS grant at the University of Central Florida in Orlando has graduated 64 Infant Toddler Developmental Specialists. An additional 90 students are expected to graduate by May, 2008. This poster will present an update on the program's progress, including recent program evaluation data.
Table 43  A Look from Inside: The Use of Videotaping to Promote Student Self-Reflection and Self-Assessment

Presenters: Lashorage Shaffer, University of Illinois; Mary-alayne Hughes, University of Illinois

This poster will showcase a supervisory process that effectively supports the development of future early interventionists and teachers. Effective supervision helps pre-service students make connections between what they are learning in the college classroom and how to use that information in meaningful ways and in authentic settings. The supervisor has many roles, but one of the most important roles is to facilitate the student’s growth and development through self-reflection. Using research on adult learners and developmental supervision, the presenters have incorporated a four-step process within an evidence-based clinical model of supervision that uses videotaping as a vehicle for self-reflection and self-assessment.

Table 44  Cross-Training of Special Education and General Education Students: Supporting Inclusion at San Francisco State University

Presenters: Pamela LePage, San Francisco State University (SFSU); Ellen Cook, SFSU

This poster session will outline the new dual credential program at SFSU designed to support inclusive practice. The training allows teachers to earn credentials in elementary, special, and bilingual education. In this program students earn credentials in each of these three areas faster, and they benefit from the strengths of multiple disciplines. This program (a) includes courses collaboratively designed and taught by general and special education faculty, (b) provides extensive field-based experience, (c) emphasizes reading and literacy development, (d) addresses issues of cultural and linguistic diversity, and (e) prepares teachers to work with general and special education students in inclusive settings.

Table 45  Project WIN: Celebrating Our Accomplishments

Presenter: Catherine Roberts, Barry University

In its second year, the first cohort in Project WIN will soon graduate with a master’s degree in special education with an ESOL endorsement. They are now highly qualified professionals trained to work in inclusive settings, particularly with students with disabilities who are culturally and linguistically diverse. This poster session will share effective recruitment, retention, and implementation strategies, and celebrate Project WIN’s accomplishments, which include successfully completing all coursework, obtaining grant funding, and finalizing several research projects that integrate and/or disseminate research into practice that is culturally responsive (presentations at local and State conferences, action research projects).
Table 46  Two Dual-University Ph.D. Programs to Prepare Culturally Responsive Special Education Professors and Professors in Emotional and Behavioral Disorders: Videoconferencing and Web-Based Delivery

**Presenters:** Dr. Samuel DiGangi, Arizona State University; Todd Fletcher, University of Arizona

Arizona State University and the University of Arizona offer two cross-university leadership training programs: the Dual-University Program to Prepare Professors in Emotional and Behavioral Disorders and the Dual-University Program to Prepare Culturally Responsive Special Education Professors in Mild Disabilities. This poster will describe the two programs.

Table 47  Recruitment and Retention: Virginia Commonwealth University Personnel Preparation in Emotional Disturbance and Early Childhood Special Education

**Presenter:** DiAnne Garner, Virginia Commonwealth University

This informative poster session will cover two Special Education Personnel Preparation grant programs, Early Childhood Special Education and Emotional Disturbance, at Virginia Commonwealth University. Project goals related to innovative personnel training techniques and unique strategies for recruitment and retention of underrepresented populations will be highlighted. Both projects provide strong professional and family mentorship supports to scholars. Strategies for developing and maintaining these successful support systems will be addressed, including the use of community mentors and an online community of practice. Project websites and brochures for each grant will be available to view, as well as community, family, and grant candidate testimonials.

Table 48  Community-Based Preparation of Early Childhood Special Educators

**Presenters:** Belinda Hooper, Virginia Commonwealth University; Evelyn Reed-Victor, Virginia Commonwealth University

This informative session will highlight Project Metro READY, an early childhood special education personnel preparation grant at Virginia Commonwealth University, and the use of community engagement as an effective research-to-practice training tool. The project’s innovative use of community mentors in course instruction and community settings for teaching courses and providing extensive fieldwork will be shared. Strategies for developing a network of families from diverse backgrounds to mentor students and for developing a service learning course for recruitment are addressed. Unique components of the online community of practice focused on promoting inclusive practices in urban settings will also be featured.
Table 49 Preparing Early Educators for Careers in Special Education (PEECS) Combined Personnel Preparation Program

Presenters: Alise Paillard, San Francisco State University; Marci Hanson, San Francisco State University

This poster session will describe year one outcomes for the PEECS Program, which is funded in part by a 4-year combined personnel preparation grant (2006-2009) from the U.S. Department of Education. PEECS’ goal is to prepare personnel who are prepared to work in low-income, urban, and multi-cultural/linguistic environments with children ages birth to 5 with disabilities and their families. The career ladder training model supports undergraduates in their last year of preparatory study and credential/master's level study. Reflective supervision is used for the duration of the training program. Students complete portfolios to document progress toward increased mastery of evidenced-based practices across early childhood special education competencies.

Table 50 Project ASD II, Special Educator Preparation in Autism Spectrum Disorders

Presenters: Cynthia Pearl, University of Central Florida; Wilfred Wienke, University of Central Florida

Project ASD II, Special Educator Preparation in Autism Spectrum Disorders, funded January 2007, is designed to expand upon the work accomplished at the University of Central Florida (UCF) since initial funding of teacher preparation in ASD in 2004 through the former Project ASD I. Enhancements to UCF’s current teacher preparation program in ASD will be featured, including plans for an additional course focusing on evidence-based best practices for inclusion of students with ASD and increased supports for beginning special education teachers of students with ASD through the development of a mentorship program and demonstration sites for field experience and supervised practice.

Table 51 Project SPD, Preparing Highly Qualified Personnel to Serve Students with Severe/Profound Disabilities

Presenters: Wilfred Wienke, University of Central Florida; Richard Reardon, University of Central Florida

Project SPD, Preparing Highly Qualified Personnel to Serve Students with Severe/Profound Disabilities, at the University of Central Florida, is designed to: (a) increase the number of certified special education teachers, with specific focus on recruiting and preparing individuals from traditionally underrepresented groups, including those with culturally and linguistically diverse backgrounds and individuals with disabilities; (b) increase the qualifications of certified special education teachers by creating an emphasis within the Exceptional Education master's program with specific focus on competencies in Severe/Profound Disabilities; and (c) collaborate with families, schools, and agencies to link research to practice via field-based experiences and internships.
Table 52 Using Video in the Supervision of Students Working with Children with Autism

**Presenter:** Louise Kaczmarek, University of Pittsburgh

This poster presentation will focus on the use of digital video to enhance the efficacy of practicum supervision and promote student reflections. The presentation will compare traditional and video methods of supervision, describe the procedures used in collecting tape segments of practicum students in classroom and home-based settings, and outline the developmental processes used in the joint review of tape segments by supervisor and student across three practicum experiences, including the development and evaluation of target practicum objectives. The benefits and challenges of each step in the procedures will be delineated in order to provide practical information for attendees.

Table 53 Project Mosaic: Preparing Highly Qualified Educators to Meet the Unique Needs of Students with Autism in Diverse Settings

**Presenters:** Pamela Wolfberg, San Francisco State University; Pam LePage, San Francisco State University

This session will provide information about Project Mosaic, which creates a new graduate program at San Francisco State University to address the growing need for qualified educators from diverse backgrounds to serve students with autism spectrum disorders representing diverse ethnic, cultural, and linguistic groups. Partnering with local schools, medical centers, and community-based programs, the project will recruit, prepare, and graduate 80 candidates over a 4-year period. Through specialized courses linked to supervised field experiences, the program is designed to prepare candidates in research-based knowledge and skills for working effectively with students with autism in diverse settings. Evaluations will focus on candidate competencies and associated outcomes for the students with autism.

Table 54 Louisiana Low Incidence Disabilities Consortium

**Presenters:** William Sharpton, University of New Orleans; Richard Hall, University of New Orleans

Louisiana is creating a consortium to support statewide delivery of certification, advanced preparation, and professional development programs related to students with sensory disabilities and students with significant disabilities. The core members of the consortium include the University of New Orleans, Louisiana Tech, and Louisiana State University Health Sciences Center. This poster session will provide an overview of the services to be provided by the consortium, including plans for using video conferencing technology to support candidate access from home or the workplace. Opportunities for personnel in other States to join one or more of the consortium initiatives will be provided.
Table 55  Monarch Center: National TA Center for Personnel Preparation at Minority Institutions of Higher Education (MIHEs)

**Presenters:** Norma Lopez-Reyna, University of Illinois at Chicago; Barbara Guillory, University of Illinois at Chicago

The Monarch Center provides technical assistance (TA) to faculty at MIHEs who are preparing special educators and related services personnel. It co-designs and customizes services to the contexts of individual MIHEs in response to NCLB, IDEA, and other local needs and standards. The poster session will present a description of the TA model, provide examples of the Monarch Center’s services, and demonstrate quantitative and qualitative outcomes. Examples will include grant proposal writing workshops and mentoring, personnel preparation program development and enhancement seminars and follow-along supports, and unique initiatives including policymaking internships and website resources.

Table 56  The State of the Evidence in Early Childhood Transitions: The National Early Childhood Transition Research and Training Center (NECTC)

**Presenters:** Beth Rous, University of Kentucky; Katherine McCormick, University of Kentucky

NECTC is designed to enhance the current research base related to successful practices in transitions for children with disabilities who are between birth and age 5, and their families, with a focus on child and family outcomes, and to disseminate quality practices to the field. This poster will provide information on the conceptual framework and outcomes model that has guided the Center’s research. Specific information on the series of research studies underway across four major research focus areas will be outlined: evidence-based practice identification, multi-State longitudinal study, State policy, and socially validated practices.

Table 57  Project CHIPP: Improving Pre-service Preparation via Clinical Inquiry Projects in Autism

**Presenter:** Michael Ruef, California Polytechnic State University

This poster will highlight clinical inquiry projects in autism, which are one of the unique features of the California Polytechnic State University, San Luis Obispo’s integrated master’s degree in education/pre-service credential program in mild disabilities. Working collaboratively with the University’s Koegel Autism Center, teacher candidates receive training and supervision as they provide Pivotal Response Treatment to families with children with autism in San Luis Obispo County. The poster will feature pre-post data of candidates and the children they support.
Table 58 National Professional Development Center on Inclusion (NPDCI)

**Presenters:** Camille Catlett, Frank Porter Graham Child Development Institute; Pam Winton, Frank Porter Graham Child Development Institute

Increasing numbers of preschool children with disabilities in early childhood programs make it imperative for personnel to have the knowledge and skills to support effective inclusion. Moreover, a statewide, integrated, multi-agency system is needed to assure effective professional development. This poster session will highlight how the National Center for Professional Development on Inclusion (NPDCI) is working to help States with policy needs, concerns about practices, and resource issues related to professional development and inclusion.

Table 59 Access by Design: Renovate Rather Than Retrofit

**Presenters:** Norma Jean Stodden, University of Hawaii at Manoa; Jeanne Bauwens, University of Hawaii

This poster will present the argument that access to the general education curriculum for students with disabilities requires teachers to remodel their thinking by upgrading to advanced means of curriculum design and highly effective teaching practices that engage all students. Access is about utilizing three powerful design tools: understanding by design (UbD), universal design for learning (UDL), and differentiated instruction. In combination these three tools allow teachers to reach and teach all learners. Access is not about retrofitting or modifying curriculum for students with disabilities. Access is about thinking smart from the start.

Table 60 K-8 Educator Professional Development Modules on Access to the General Education Curriculum

**Presenters:** Anthea Medyn, American Institutes for Research; Jeffrey Poirier, American Institutes for Research

This poster presentation will highlight an array of special education resources available through the Access Center, a technical assistance project focused on accessing the general education curriculum for students in grades K-8, including professional development modules and a comprehensive resource list. The introduction of professional development modules has increased the Access Center’s dissemination activities in States and districts throughout the country. Module topics include differentiated instruction, co-teaching, algebra, and reading and language arts. This poster will present Access Center modules used in training and dissemination, explain the connections between the comprehensive resource list and website, and share examples of modules and resources.
The IRIS Center for Training Enhancements: Providing Online Course Enhancement Materials to Effectively Work with Students with Disabilities in Inclusive Settings

Presenters: Naomi Tyler, Vanderbilt University; Judy Smith-Davis, Vanderbilt University

Representatives from the IRIS Center for Training Enhancement will provide hands-on training on the IRIS Center’s free online course enhancement materials. The IRIS Center creates web-based materials for use by college faculty who teach pre-service school personnel and for use in professional development trainings. IRIS materials are designed to equip school personnel with research-validated practices to effectively include students with disabilities in general education classrooms. Course enhancement materials include online interactive modules, case study sets, activities, information briefs, an online dictionary, and a searchable directory of disability-related websites.

Uncovering a Treasure: The Learning Disabilities Resource Kit

Presenters: Barbara E. Starrett, National Research Center on Learning Disabilities (NRCLD); Julie M. Tollefson, NRCLD

The NRCLD recently released its Learning Disabilities Resource Kit, which provides a rich trove of technical assistance materials focused on specific learning disability (SLD) determination and response to intervention (RTI) implementation. This session will present a navigation tool to locate the Kit’s resources for SEAs, practitioners, parents, and researchers, as well as a take-home treasure.

Monitoring Students’ Progress Towards Standards in Reading

Presenters: Tracey Hall, Center for Applied Special Technology (CAST); Patricia Ganley, CAST

CAST is creating a technology-based system that blends two powerful and proven approaches—curriculum-based measurement (CBM) and universal design for learning—in a digital learning environment to improve reading comprehension instruction for students with disabilities and, ultimately, to enhance the performance of students in standards-based settings. Built into the tool are (a) four novels tied to the middle school curriculum, (b) reading measures using CBM, and (c) student forums for student-to-student-to-teacher dialogue about the novels. The teacher portion of this tool contains supports for teachers about the reading materials, CBM measures, and data interpretation, and contains assistance regarding designing interventions.
**Table 64**  The Strategic Advantage of Shared Work in Achieving Greater Understanding and Better Outcomes

**Presenters:** Representatives from national organizations and States working in the IDEA Partnership

In 1997, OSEP piloted a new strategy with face value and intuitive appeal through a new investment called the IDEA Partnership. In this strategy, information and action around IDEA implementation would be shared with a community of stakeholders through the active engagement of national organizations. In 2003, OSEP refocused the strategy on the role of stakeholders in helping States to achieve their goals. Today, the IDEA Partnership is an active collaboration among 55 national organizations working together to:

(a) customize and promote *shared training* based on the technical assistance documents developed by national centers;

(b) facilitate interaction within and among groups through *Dialogue Guides* on critical topics; and

(c) unite States, organizations, and technical assistance investments in *Communities of Practice* around persistent challenges to implementation.

In this poster session, the presenters will illustrate the strategies, describe the reach, and show the impact on States, organizations, and technical assistance providers.

**Table 65**  Helping Practitioners Select Scientifically Rigorous Tools: The National Center on Student Progress Monitoring (NCPSM) Tool Review Process

**Presenters:** Maurice McInerney, American Institutes for Research; Silvia Wen-Yu Lee, American Institutes for Research

This poster session will introduce the process that NCSPM has established to evaluate the scientific rigor of commercial tools that monitor student progress. Based on the standards for educational and psychological testing developed by the joint committee appointed by the American Educational Research Association (AERA), the American Psychological Association (APA), and the National Council on Measurement in Education, the NCPSM’s Technical Review Committee identified seven standards of technical adequacy that are critical to its definition of evidence-based student progress monitoring. Consistent with methods used by the What Works Clearinghouse, each standard is comprised of two to three essential components for which a tool must demonstrate evidence.
Table 66 Documentation of Use of Best Practices by Teachers of Students with Serious Emotional Disturbance

**Presenter:** Ellen Bacon, North Carolina Central University

Documentation of use of best practices by teachers of students with serious emotional disturbance presents a challenge, as the roles and teaching responsibilities vary widely. This poster session will present data on use of best practices gathered from a self-report survey, written documents, observations, and interviews. Sixteen graduates (50 percent) returned the survey. Eight were interviewed and observed to document the roles, teaching assignments, and use of best practices. Results from the analysis of the evaluation data and discussion of issues in documentation of use of best practices will be presented.

Table 67 The PERC Project: Post-Secondary Education Research Centers for Students with Intellectual Disabilities

**Presenters:** Meg Grigal, TransCen, Inc.; Amy Dwyre, TransCen, Inc.

The Postsecondary Education Research Center (PERC) Project is examining the efficacy and outcomes of supporting students ages 18-21 with intellectual disabilities in two college settings in Maryland and Connecticut. This poster will provide an overview of all project activities, including program evaluation, site improvement, statewide technical assistance, and data collection. Data on student employment, college course access, and baseline information on student self-determination will be presented.

Table 68 Collaborative Initiatives to Improve Instruction and Promote Colleague and Student Success

**Presenter:** Lori Korinek, College of William and Mary

The presenter will share a variety of successful teacher-initiated projects designed to enhance collaboration with school colleagues and improve instruction for students with disabilities in inclusive classes. After conducting a needs assessment, grant-supported educators designed, implemented, and evaluated a variety of collaborative initiatives (e.g., co-taught units, strategy study groups, cooperative learning activities, professional development) targeting research-based practices shown to increase achievement among diverse students. Teachers were encouraged to choose projects that were focused and relevant to their settings, to involve school administrators, and to build upon the work of existing school committees. Successes and challenges of the initiatives will be shared.
Table 69  Advancing Parent-Professional Leadership in Education: Preliminary Findings from a 5-Year Intervention Project

**Presenters:** Barbara Popper, Federation for Children with Special Needs; Heike Boeltzig, Institute for Community Inclusion

The poster will present preliminary findings from the Advancing Parent-Professional Leadership in Education Project—a 5-year intervention implemented by the Federation for Children with Special Needs and targeted at parents of children with disabilities who are members of Parent Advisory Councils (PACs). PACs are required by Massachusetts State law to exist in each school district to advise the special education program. The purpose of the intervention is to improve parents' leadership skills to better advocate for children with disabilities in their local school district. Survey and interview data of parents are used to evaluate the efficacy of the training.

Table 70  Student Risk Screening Scale: Initial Evidence for Score Reliability and Validity at the Middle School Level

**Presenter:** Kathleen Lane, Vanderbilt University

This poster will present findings of two studies, one conducted with students (n = 500) in a rural setting and a second conducted with students (n = 528) in an urban setting, of the reliability and validity of the Student Risk Screening Scale (Drummond, 1994). Results revealed high internal consistency, test-retest stability, and convergent validity with the Strengths and Difficulties Questionnaire (Goodman, 1997). In addition, students with low (n = 422), moderate (n = 51), and high (n = 12) risk status according to the SRSS could best be differentiated by behavioral variables (e.g., ODR and in-school suspensions).

Table 71  Listening to Student Voices: An Evaluation Idea Whose Time Has Come

**Presenter:** Sharon deFur, College of William and Mary

The voices of students are seldom heard in the development or evaluation of education practice or policy. This session will present qualitative findings from eight focus groups of secondary students with and without disabilities. A total of 74 students voiced the theory and practice cited by decades of educational research.
Table 72  
**Student-Directed Transition Planning (SDTP): Facilitating High School to Adult Life Partnerships Between Students with Disabilities, Families, and Educators**

**Presenters:** Lee Woods, University of Oklahoma; Lorrie Sylvester, University of Oklahoma

Designed with the IDEA 2004 transition requirements in mind, the SDTP lessons promote collaborative identification of student interests, preferences, strengths, and limits among students, families, and teachers. When educators teach these free, web-based lessons, students develop the necessary tools for managing the transition planning process. The eight SDTP lessons culminate with students developing their own summary-of-performance script to use at their transition IEP meeting. Attendees will be presented with data reflecting the impact of the SDTP lessons on knowledge and self-efficacy gains surrounding the transition planning process for students and their families.

Table 73  
**College Career Connection: Access to Postsecondary Education for Students with Intellectual Disabilities**

**Presenters:** Debra Hart, University of Massachusetts; Maria Paiewonsky, University of Massachusetts

This poster will provide a description of the College Career Connection (C3), an OSEP-funded model demonstration project of the Institute for Community Inclusion, which creates access to postsecondary education for transition-age youth with intellectual disabilities. The C3 is an inclusive individual support model, which is built upon partnerships among high schools, institutions of higher education, and adult service agencies. These partnerships come together to develop dual enrollment opportunities in college for high school youth with intellectual disabilities, ages 18-22. Key elements of the C3 will be highlighted and include: interagency teams and resource mapping, person-centered planning, self-determination, universal course design, and work-based learning.

Table 74  
**Making the Connection Across State Performance Plan (SPP)/Annual Performance Report (APR) Indicators 1, 2, 13, & 14**

**Presenters:** Deanne Unruh, University of Oregon; David Test, National Secondary Transition Technical Assistance Center (NSTTAC); Larry Kortering, NSTTAC; Loujeania Bost, National Dropout Prevention Center for Students with Disabilities (NDPC-SD)

Learn how States can coordinate across SPP/APR Indicators 1, 2, 13, and 14 (graduation, drop out, secondary transition in IEPs, and post-school outcomes). The NDPC-SD, NSTTAC, and the National Post-School Outcomes Center (NPSO) will share their resources and show how to access technical assistance to maximize State resources in collecting, analyzing, and using data to improve secondary transition programs.
Table 75

National Secondary Transition Technical Assistance Center (NSTTAC): Building State Capacity Around Evidence-Based Transition

**Presenters:** David Test, NSTTAC; Larry Kortering, NSTTAC

The poster will provide an overview of the work of NSTTAC’s three Expert Panels: (a) knowledge generation, (b) capacity building, and (c) dissemination. The presentation will also feature the Center’s technical assistance model for all States, selected States, and local sites. Further, the poster will include information on resources available on the project’s website related to State data collection and evidence-based secondary transition practices.

Table 76

Identifying and Implementing Scientifically Based Interventions for Children with Disabilities

**Presenter:** Stephen Luke, National Dissemination Center for Children with Disabilities

While NCLB and IDEA 2004 call for the use of “effective methods and instructional strategies that are based on scientifically based research,” many education professionals have struggled to identify evidence that is relevant, timely, and easy to comprehend. This poster session will begin to break down the concept of an evidence-based approach to practice and will direct participants to examples already implemented in the field.

Table 77

Enhancing Academic Achievement and Transition Outcomes Through Technology: Year 1 In Review

**Presenter:** Margo Izzo, The Ohio State University

The Ohio State University Nisonger Center is piloting EnvisionIT, an online curriculum teaching students important information-technology skills in the context of developing their own electronic transition portfolio to guide their transition into employment or college. Through an experimental design involving 45 inclusive, general education, career tech, and resource room high school classrooms across Ohio, project staff are analyzing the effects of the curriculum on students’ achievement and transition plans. As Year 1 comes to a close and Year 2 begins, presenters will discuss pre/post test results on information technology literacy and transition goals, as well as academic achievement outcomes.
Table 78  SIGnetwork.org: Your One-Stop Connection to Resources about State Improvement and Personnel Development Grants

**Presenter:** Audrey Desjarlais, University of Oregon

SIGnetwork.org provides support for states that have OSEP-funded State Improvement Grants (SIGs) and State Personnel Development Grants (SPDGs). SIGnetwork.org also offers opportunities for SIG/SPDG Directors and Evaluators to network with other States by sharing successes, unique experiences, and valuable resources. The site provides up-to-date presentation materials; lists upcoming teleconferences and events; and publishes articles that present SIG/SPDG project findings, best practices, and highlights. The site also has descriptions of state initiatives.
Addendum to Poster Session

Lincoln Hall

Tuesday, July 17, 2007  5:00 – 7:00 P.M.

Additional Posters

Table 79  The Division for Early Childhood—Linking Practice to Outcomes

**Presenter: Sarah Mulligan**, Division for Early Childhood

Learn more about the latest resources from the Division for Early Childhood (DEC) including the very latest in our Recommended Practices series. This series highlights the practices that are linked to quality services and improved outcomes for children from birth through age five. View copies of DEC’s latest position statements and concept papers featuring quick access to some of the most important issues in our field. And find out more about the professional development opportunities that have made DEC the professional home for those working in early intervention and early childhood special education.

Table 80  Links for Academic Learning- The Application of the Alignment Model for AA-AAS Across Multiple Assessment Formats

**Presenters:** Dr. Diane Browder, UNC Charlotte and Dr. Shawnee Wakeman, National Alternate Assessment Center

An alignment model (*Links for Academic Learning*) specifically designed for alternate assessments judged against alternate achievement standards (AA-AAS) will be described. A comparison of the outcomes of alignment studies based upon the model across multiple assessment formats will be included.

Table 81  A Model for Determining Best-Practices in Teaching English and for Tracking the Development of Spontaneously Written Language in Children with Flawed English

**Presenters:** Dr. Alfred H. White, Ph.D., Communication Sciences and Disorders, Texas Woman’s University
The ‘educational culture’ is placing heavy emphasis upon accountability. Tools are needed to assist professionals in objectively (1) documenting linguistic ability of students, (2) identifying language targets for individual students, and (3) tracking student performance across time. The Structural Analysis of Written Language (SAWL) was presented which is an assessment protocol allowing for the objective documentation of a child’s use of flawed and perfect English across time. It provides a seamless assessment from the ‘beginnings of English’ usage to the most sophisticated use of English and can be used with school-age children or adults regardless of age or disability.