**Poster Session Program**

**Lincoln Hall**

**Monday, July 21, 2008**  
6:00–8:00 p.m.

<table>
<thead>
<tr>
<th>Table 1</th>
<th>Four Years and Counting! Evaluating Claremont Graduate University’s Preparing Urban Leaders in Special Education (PULSE) Pipeline Project to Improve Teacher Preparation Curricula</th>
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<tbody>
<tr>
<td><strong>Presenter:</strong> Susan Robb, Claremont Graduate University</td>
<td>This presentation will highlight data collected from participants in the PULSE Pipeline Project at Claremont Graduate University, a collaborative general education/special education preparation program. Self-report skill competency data were collected in 19 key skill areas across four years of cohort groups in the PULSE project to date. Data were used to evaluate program efficacy and program delivery, and to improve the scope and sequence of curriculum for beginning special educators in urban multicultural settings.</td>
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<th>Table 2</th>
<th>Preparing Early Childhood Special Educators for the Early Literacy Boom</th>
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<tr>
<td><strong>Presenter:</strong> Nancy Hunt, California State University, Los Angeles</td>
<td>The purpose of this presentation is to describe an Office of Special Education Programs (OSEP)-funded project designed to prepare future early intervention specialists and preschool special education teachers to provide intensive instruction, design a learning environment, and partner with families to promote the early language and literacy development of young children receiving special education services. Early childhood special educators must not only know language and literacy in typically developing young children, but also the specific curricula, curricular adaptations, accommodations, instructional strategies, and assistive technology that can enhance the language and literacy development of young children with disabilities, many of whom are English learners.</td>
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<tr>
<th>Table 3</th>
<th>Beyond Access for Teacher Education: Preparing Teachers of Students With Intellectual and Developmental Disabilities: Focusing on Learning Core Academic Knowledge and Skills in the Least Restrictive Environment</th>
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<tr>
<td><strong>Presenter:</strong> Cheryl Jorgensen, University of New Hampshire (UNH)</td>
<td>This poster session will describe UNH’s teacher education program, which prepares “inclusion facilitators” to collaborate with families, general educators, related service providers, and other school personnel to assure that students ages 6–21 with intellectual disabilities and other low-incidence developmental disabilities (e.g., autism, multiple disabilities) learn core academic content from the general education curriculum and achieve their individually determined Individualized Educational Program goals.</td>
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Program competencies, curricula, involvement of individuals with disabilities as course instructors, and an online community of practice will be shared.

**Table 4** Preparing Highly Qualified and Technologically Advanced Doctoral Students

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

This poster session will provide insight into recruiting and preparing highly qualified doctoral students prepared to work with “Generation M” teachers. The session will feature programs to prepare doctoral students to work across content areas as well as new technological advances students at the University of Central Florida are involved in during their program of studies. The presenters will share the use of e-portfolios as part of the documentation process as well as other creative activities students use to increase both their content knowledge and their technological skills.

**Table 5** National Urban Special Education Leadership Initiative (NUSELI): An Innovative Project in Urban Leadership

**Presenter:** Suzanne Martin, University of Central Florida

NUSELI is a Federally funded education doctoral program that prepares urban school leaders to meet the challenging demands of working with students with diverse backgrounds, including students with varying exceptionalities. The goal is to prepare school administrators to serve as effective leaders in their respective schools by addressing critical gaps in traditional preparation programs. The Ed.D. in Curriculum and Instruction, with a concentration in Special Education Leadership, will provide participants with knowledge and skills to collaborate with parents, teachers, and other professionals in order to improve educational outcomes for students with special needs.

**Table 6** The Oregon Response to Intervention (RTI) Project: Training School Psychologists in Response to Intervention

**Presenters:** Angela Whalen, University of Oregon; Kenneth Merrell, University of Oregon

Conference participants attending this session will learn about The Oregon RTI Project: Training School Psychologists in RTI methods of identification and educational programming for Students with Learning Disabilities, an OSEP-funded personnel development program. Specific components of the project will be described, including (1) primary goals of the project, (2) professional competencies targeted for development through project activities, (3) sequence of project coursework and practicums, and (4) RTI specialty seminars and fieldwork.
**Table 7**  Experienced Special Educators Collaborating With Preservice Teachers

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

This presentation focuses on a mentoring program designed to prepare special education teachers to work in an urban school district. Mentors, who were successful special education teachers, collaborated with preservice teachers from their first semester in the preparation program until graduation. Through use of classroom artifacts, mentors guided novices in teaching academic content to students with disabilities. Thirty-seven preservice teachers and 15 mentors participated. Findings indicated that mentors used artifacts to illustrate the dynamics of teaching and learning content. Preservice teachers valued the discussions about the classroom artifacts and reported that the mentoring helped them learn about teaching students with disabilities.

**Table 8**  A Content Analysis of Practicum Target Objectives

**Presenters:** Louise Kaczmarek, University of Pittsburgh; Diana Knoll, University of Pittsburgh

This poster presents a content analysis of more than 200 practicum objectives collected over six terms for 30 students in an early intervention autism specialization program. The implications for practice will be described.

**Table 9**  Preparing Special Education Doctoral Leadership Personnel to Work in Urban Areas

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

This poster presents a project designed to increase the number of qualified individuals with a Ph.D. in special education who can assume leadership roles at institutions of higher education and contribute to the quality of programs in which preservice and inservice special educators are enrolled, especially those located in urban areas that serve children who are culturally and linguistically diverse. Data for these candidates will be described. Strategies to increase their success in working with diverse individuals will also be described.

**Table 10**  Project Mosaic: A State-of-the-Art Graduate Program Preparing Highly Qualified Professionals to Meet the Unique Needs of Diverse Learners on the Autism Spectrum

**Presenters:** Pamela Wolfberg, San Francisco State University (SFSU); Kristin Bottema, University of California, Berkeley

Project Mosaic supports the establishment of a graduate program at SFSU to address the growing need for qualified educators from diverse backgrounds to serve students with autism spectrum disorders who represent 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 four-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 focus on candidate competencies and associated outcomes for the students with autism.

Table 11  
**From Paraeducator to Special Educator: Innovative Preparation and Induction Practices of a University/School District Partnership**

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

The Paraeducators Acquiring Certification in Exceptional Education (PACE) project has recruited 50 paraeducators to be special education teachers while maintaining their paraeducator position in diverse public schools. Half of the participants have graduated and are teaching. Principal investigators have used innovative instructional practices and internship models that meet national accreditation and State standards, and a collaborative induction process with school districts, to increase teacher retention and ensure high-quality instruction for PreK–12 learners. PACE has intentionally targeted paraeducators who have a proven track record of retention. Data from surveys, focus groups, and follow up in the field demonstrate program quality.

Table 12  
**Facilitating Professional Development of Beginning Early Childhood Special Educators Through a Reflective Supervised Mentoring Model**

**Presenter:** Chun Zhang, Fordham University

This poster will share the project’s experience of using an ongoing supervised mentoring model for identifying needs and developing action plans for facilitating every participant’s professional development each semester. The action plan and subsequent professional development are based on participants’ own needs assessments, a field specialist’s feedback from classroom observation and supervision, and ongoing group reflection. Feedback from participants and the field specialist is then integrated into the modification of project curricular activities. Tools developed for this model and promising outcomes from this reflective supervised mentoring model will be detailed.

Table 13  
**Master’s Training Program for Instructional Specialists in Low-Incidence Disabilities (LID)**

**Presenters:** Laura Stough, Texas A&M University; Marcia Montague, Texas A&M University

The purpose of the LID Program at Texas A&M University is to increase the quality and quantity of teachers who provide specialized instruction to their students. The program includes interdisciplinary coursework, an intensive summer institute, and a project focusing on students with significant educational support needs. The LID
Program has the longest-standing program in Texas that provides advanced training on the instructional needs of students with low-incidence disabilities. Since 1998, the LID Program has made a significant impact by graduating 93 teachers who serve over 3,900 students with low-incidence disabilities in an estimated 40 districts.

Table 14  The North Carolina Deaf-Blind Project’s Teacher Support Program at East Carolina University

**Presenters:** Melissa Engleman, East Carolina University; Alana Zambone, East Carolina University

This poster will show the North Carolina Deaf-Blind Project’s combination of training efforts in the area of deaf-blindness: seminars on selected topics, a teacher assistant facilitator training program, and a graduate certificate program in deaf-blindness.

Table 15  Building Collaborative Relationships to Ensure Positive and Effective Field Experiences for Teacher Candidates

**Presenters:** Karen Colucci, University of South Florida; Patricia McHatton, University of South Florida

This session will provide information about building collaborative relationships with school districts to ensure positive and effective field experiences for teacher candidates. Insights into our success in building relationships with several school districts (one of which is the ninth largest in the United States) will be shared in addition to our fieldwork model. The collaboratively developed fieldwork model includes experiences for teacher candidates in high-need schools, in general education as well as special education classrooms, and with collaborative teaching models. The model features mentoring by master teachers trained through a graduate course in mentoring as well as reciprocal learning and benefits for all at both the university and the school district.

Table 16  Conducting Focus Groups for Enhanced Assessment of Adapted Physical Education (APE) Personnel Development Programs

**Presenters:** Garth Tymeson, University of Wisconsin-La Crosse; Patrick DiRocco, University of Wisconsin-La Crosse

Assessment of APE personnel development programs is necessary to demonstrate effectiveness. Assessment is needed for continual improvement and to demonstrate accountability to administrators and others such as associations, accreditation agencies, and funders. The purposes of our focus group were to (1) review roles and responsibilities of PreK–12 APE teachers, and (2) compare roles to coursework of the University of Wisconsin-La Crosse program. Although outcomes from the focus group confirmed our curriculum content, other needed knowledge, skills, and dispositions were revealed. Through focus groups and action steps, programs are better positioned to prepare teachers for PreK–12 adapted and general physical education.
Table 17  
Double Majors in Elementary and Special Education

**Presenters:** Elgen Hillman, University of Southern Mississippi; Hollie Filce, University of Southern Mississippi

The Southern Mississippi double major model offers a four-year program in which teacher candidates earn a degree and teaching license in special education, a degree and teaching license in elementary education, and State licensure in remedial reading. Selected methods courses and clinical experiences are co-taught by elementary and special education faculty who provide specific instruction in co-teaching and other collaborative strategies while modeling these strategies in coursework and clinical experiences. Faculty also provide technical assistance at clinical sites to develop mentor teachers' skills in co-teaching and collaboration. Finally, an electronic portfolio system is used to evaluate outcomes.

Table 18  
Recruiting Qualified Teachers for Children With Emotional/Behavioral Disorders: Collaborative and Effective Screening Processes

**Presenters:** Teresa Davis, California State University, Chico (CSU Chico); Laurel Hill-Ward, CSU Chico

This poster will present the Northeastern California Partnership for Special Education collaborative candidate screening and selection process, and will include a replicable protocol. This model is a collaboration between the local education agency partners and the CSU Chico internship program, and has been approved by the CSU Chico Education Specialist Advisory Board and regional special education local plan area directors. The success of this process has enabled the rural northeastern California region to select and retain skilled special education teachers, especially those who teach children with emotional/behavioral disorders.

Table 19  
Preparing Highly Qualified Teachers to Work in a Response to Intervention (RTI) Service Delivery Model in Inclusive Urban Public Schools with Diverse Student Populations

**Presenter:** Shinchieh Duh, San Francisco State University

Special education credential programs must prepare highly qualified teachers to work effectively in an RTI service delivery model in inclusive urban public school settings with diverse student populations. We describe an effective teacher preparation program that includes the following five components: (1) an efficient cohort-based, three-semester program including RTI training, English language authorization, and intense core content courses; (2) improved clinical experiences; (3) an online curriculum-based measurement system; (4) an online system for creating lesson plans that align with Individualized Education Program goals and content standards, which provides links to evidence-based instructional strategies; and (5) a dynamic online portfolio system.
Table 20  
Supporting Expertise and Leadership in Childhood Teachers (Project SELECT): Lessons Learned From Practicum Placements in Intensive Pediatric Clinical Settings

**Presenter: Sara Goldberg-Hamblin**, Clemson University

Preparing highly qualified personnel to deliver services to infants and toddlers with disabilities and their families remains a critical priority in the United States. Although early childhood special education personnel benefit from diverse experiences, access to the Neonatal Intensive Care Unit (NICU) and other intensive pediatric settings is often limited to brief observational visits. This poster session focuses on the clinical practicum experiences in Project SELECT, an OSEP-funded early childhood special education master’s degree program at Clemson University. Presenters will provide an overview of the program and “lessons learned” from the practicum experiences in the NICU and other intensive pediatric clinical settings.

Table 21  
Project RISE: Enhancing Teacher Education Through Curriculum Restructuring and Collaborative Planning

**Presenters: Herb Rieth**, The University of Texas at Austin; **Phyllis Robertson**, The University of Texas at Austin

This session will describe the process and products used by Project RISE during the first year of funding to accomplish project goals. Information related to the following activities will be shared: (1) the review of evidence-based literature and professional standards to identify teacher behaviors correlated with enhanced outcomes for students with high-incidence disabilities (including those who are culturally and linguistically diverse), (2) the gathering and compilation of data relative to field experiences and mentoring offered to students during their professional development sequence and the induction supports provided after graduation, (3) the mapping of this information to the Matrix of Preservice Special Education Teacher Knowledge and Skills, and (4) the establishment of alliances with faculty responsible for the preparation of general educators at the elementary and secondary levels to identify and expand upon opportunities for collaboration between special education and general education preservice teachers.

Table 22  
The Urban Professional Learning Schools Initiative (UPLSI): Restructuring Teacher Education in Urban Contexts

**Presenters: Kathleen McCoy**, Arizona State University; **Sarup Mathur**, Arizona State University

Findings of the first-year planning phase of the UPLSI, a restructured post-baccalaureate/master’s professional teacher education program, will be presented. Using a framework of knowledge, skills, and dispositions, the core curricula, themes, and experiences for the merged program will be displayed. Special attention will be directed toward project goals; collaborative planning between institutions of
higher education, districts, families, and communities; and accomplishments to date. Recruitment techniques for teacher candidates will be exhibited. Challenges and barriers to development and implementation will also be shared.

Table 23  Enhancing Content Delivery for Students With Disabilities: From Conceptualizing to Reflection

**Presenters:** Sheilah Paul, City University of New York; Lisa Fairweather, City University of New York

This multimedia presentation highlights the clinical practice experiences of preservice special education teachers in preparing and delivering content-rich instruction for students with disabilities in inclusive and specialized classrooms in urban schools. It takes one through the processes of lesson planning, implementation, assessment, and reflection, and supports the emphasis of ensuring that prospective teachers know, understand, and can teach critical academic content to students with diverse learning needs. The presentation focuses on accessing the general education curriculum’s learning goals, and includes samples of conceptualizing essays and lesson plans, videos of supervised classroom instructional delivery, samples of students’ work, and reflective essays based on feedback from clinical practice supervisors and cooperating teachers.

Table 24  Teacher Performance Assessment: A Key Feature in Restructuring a Collaborative Program in Special Education Preparation for High-Incidence Disabilities

**Presenters:** Jennifer Madigan, San Jose State University; Gil Guerin, San Jose State University

The Performance Assessment for California Teachers (PACT) has been field tested in general education and will be required for all general education programs in the fall of 2008. PACT is not currently required in special education but is included in State guides and rubrics. Special education faculty from this university have participated in a PACT orientation, helped create the State guide, and collaborated with elementary education in scoring PACT results for their students. Faculty collaboration, course alignment within and between departments, and consensus on expected student outcomes is in development. Guides, rubrics, and first year experiences will be available for review and discussion.

Table 25  Using Virtual Bug in Ear Technology (VBIE) to Transform Elementary Educators Into Highly Qualified Special Educators: Year 1 Outcomes

**Presenters:** Marcia Rock, The University of Alabama; Pamela Howard, The University of Alabama

Presenters will share findings from a yearlong study conducted with Transforming Elementary Educators into Advocates, Change Agents, and Highly Qualified Special Educators (Project TEEACH) scholars to investigate the efficacy of VBIE technology.
The VBIE technology was used to conduct over 350 virtual coaching sessions aimed at improving teachers' use of research-based classroom practices. Results revealed that real-time feedback delivered through VBIE technology was effective in increasing teachers' rates of praise statements and their use of proven effective instructional practices, and that these improvements were accompanied by increases in students' on-task behavior. Presenters will also demonstrate how the VBIE technology works and discuss the obstacles encountered when using it.

Table 26  
**Best Practices Utilized Among Special Education Teacher Preparation Programs**

**Presenter:** Tamar Riley, Florida Memorial University

This presentation describes practices found in special education teacher preparation programs used to improve the knowledge base, experience, and leadership skills of its candidates. Findings will be shared on the methods found across 62 high-incidence disability programs, including scientifically based strategies, support systems, site-based instruction, collaborative models, cultural-competency-based and standards-based competency, and professional development. Fifteen of these programs were surveyed to determine how effective their methods are in producing highly qualified teachers to meet the needs of today's diverse student learners. There will also be a discussion of the literature on the validity of these methods.

Table 27  
**Investing in Cross Training of General and Special Education Students for Inclusive Settings: Outcomes for Teachers in the San Francisco Bay Area**

**Presenter:** Pamela LePage, San Francisco State University (SFSU)

In this poster session, SFSU Mild to Moderate Special Education faculty will highlight a program at SFSU, funded by OSEP, in which elementary teachers and special education teachers were brought together to be taught to more effectively work with children with special needs in inclusive settings. This session will provide information on the design of the program, now starting its fourth year. The poster will also illuminate the outcomes achieved so far, including school placements and student satisfaction.

Table 28  
**Inspiring Teachers To Community Service as a Professional Development Tool**

**Presenters:** Denise Callwood-Brathwaite, Florida Memorial University

This presentation describes the use of community service as a professional development tool in a preparation program that brings teachers and parents together to improve the academic skills of children. The parents attended workshops presented by the teachers on instructional strategies to improve academic achievement. For this program, six workshops named the Parent Academy and Professional Development Schools (PDSs) were delivered at a local church. The presentation will describe candidates’ responses to the use of community service as a tool in preparation programs and strengths and barriers of the instructional delivery options used.
Table 29  Design Tools at Work

**Presenters:** Norma Jean Stodden, Center on Disability Studies; Jeanne Bauwens, Center on Disability Studies

Access to the general education curriculum requires that teachers revamp their thinking and remodel their practices and procedures using powerful instructional design tools that work. Upgrading teaching skills, using advanced curriculum design features with highly effective teaching practices, will facilitate the learning of all students. Access requires the use of three robust design tools: (1) Universal Design for Learning, (2) Understanding by Design, and (3) differentiated instruction. In combination, these “power” tools help teachers reach and teach all learners. Access isn’t about retrofitting or modifying curriculum; it’s about thinking smart from the start.

Table 30  Increasing the Number of Leaders in the Field of Blindness and Visual Impairment: The National Center for Leadership in Visual Impairment (NCLVI)

**Presenters:** Missy Garber, NCLVI; Kathleen M. Huebner, Salus University

NCLVI is a collaborative training program established in order to increase the number of leaders in the areas of blindness and visual impairment research, higher education teaching, and public policy. This poster will provide information on the activities of NCLVI to date. Topics to be featured include the structure of NCLVI (which includes a consortium of 14 universities), the content and delivery of its enrichment program, and the products and accomplishments of its doctoral fellows.

Table 31  Outcomes From a Collaborative Master’s Degree Preparation Program in Special Education/Autism at San Diego State University

**Presenter:** Laura J. Hall, San Diego State University

A summary of the outcomes for five years of implementation of a master’s degree program with a specialization in autism will be displayed. Examples of the multiple measures used to collect data on the performance of candidates and the learners with autism with whom they worked will be shown. Evidence of sustained cohorts of support by graduates and the development of strong communities of practice will also be included.

Table 32  Educating the Generation Y Teacher: A New Generation of Distance Education Technologies for Teacher Preparation in Severe Disabilities

**Presenters:** Marci Jerome, George Mason University; Michael Behrmann, George Mason University

This session discusses next-generation distance education technologies that can be incorporated into face-to-face, hybrid, and distance-only teacher preparation programs.
It reports impact data on a program that has been in place for seven years and describes
the evolution of using innovative technologies in practice. Presenters will demonstrate
the various technologies used, enabling the audience to understand the issues, see
the potential benefits and limitations, and apply the technologies to their individual
preparation programs. Requirements and issues for working in a multi-university
collaborative effort will also be discussed.

Table 33  Project WIN II: A Model Program’s Lessons Learned in Preparing Highly Qualified
Teachers for Inclusive Settings

Presenters: Catherine Roberts, Barry University; Judy Harris-Looby, Barry University

Project WIN II, now in its third year, has graduated its first cohort, and recruited,
retained, and continues to train the 15 Cohort II students, who will also graduate
with a master’s degree in special education and with an ESOL endorsement. Cohort
II graduates will also be highly qualified professionals trained to work in inclusive
settings, particularly with students with disabilities who are culturally and linguistically
diverse. Project co-directors will share the lessons learned to inform future personnel
preparation programs about effective recruitment, retention, and implementation
strategies and ways to successfully integrate and disseminate best practices to promote
culturally responsive teaching.

Table 34  Preparing Culturally Responsive Special Education Faculty for Rural Culturally and
Linguistically Diverse Populations

Presenter: Patricia Peterson, Northern Arizona University

This session describes why more bilingual culturally responsive special education
faculty are needed to meet the needs of the increasing number of culturally and
linguistically diverse students with disabilities in the United States. In addition, the
successes and challenges in the journey to prepare university faculty leaders in bilingual
multicultural special education are presented. The Northern Arizona University Faculty
for Inclusive Rural-Multicultural Special Educators Program, funded by OSEP, is a
bilingual/multicultural special education program that prepares doctoral students from
Latino and indigenous backgrounds to become highly qualified university faculty in the
areas of teaching, research, technology, and cultural/linguistic diversity.

Table 35  IRIS Online Materials: Providing Information and Research About Students With
Disabilities

Presenters: Naomi Tyler, IRIS Center for Training Enhancements; Deb Smith, IRIS
Center for Training Enhancements

The IRIS Center at Peabody College, Vanderbilt University, and Claremont Graduate
University, funded by OSEP, develops free, online training enhancement materials
to be used by faculty and professional development providers for the preparation of current and future school personnel. This session aims to familiarize our guests with the broad array of IRIS materials: modules, case studies, activities, and a host of useful and informative online tools and resources. IRIS materials can be adapted and used in a variety of ways in order to best serve the needs of individual school systems.

Table 36  Engaging Mentoring Teachers in Providing Effective Feedback to Student Teachers

**Presenter: Kim Paulsen**, Peabody College of Vanderbilt University

As part of a personnel development program improvement project, 20 mentoring teachers participated in a five-day workshop designed to assist them with providing effective feedback to their student teachers. This session will provide an overview of the activities used to meet the goals of the workshop: First, the mentoring and developmental stages student teachers go through were explained. Second, information on assessment, instruction, and behavior were provided, with emphasis placed on difficulties student teachers have in each of these areas and strategies for mentoring teachers to assist them. Finally, mentoring teachers were engaged in a discussion of revising feedback forms, assignments, and rubrics used during the student teaching experience.

Table 37  Pathways to Preparing Culturally Responsive Early Intervention/Early Childhood Special Educators

**Presenters: Leslie Munson**, Portland State University; **Julie Esparza Brown**, Portland State University

The goal of this poster is to inform participants about the personnel development grant to train early interventionists and early childhood special educators to gain competencies in working with young children with special needs and their families who are culturally and linguistically diverse. Educational assistants who are bilingual/bicultural or monolingual/monocultural are recruited to the program. Partnership agreements are established with local educational service districts to provide supervised teaching experiences. Pathways coursework infuses competencies related to diversity throughout the curriculum. Attendees will have the opportunity to review syllabi that are used in the program as well as discuss the program with the co-directors.

Table 38  The Impact of Preparing Diverse Special Educators Using Alternative Course Delivery Modes and Mentoring

**Presenters: Rebecca Hines**, University of Central Florida; **Nancy Aguinaga**, University of Central Florida

This project has increased the knowledge and skills of over 30 out-of-field exceptional education teachers in diverse settings by using innovative strategies in course delivery.
and mentoring of participants. Fully web-based courses, mixed-mode courses, and week-long courses have all been offered to provide maximum access for participants. Evaluation of participants who have completed the program will be shared as well as a detailed description of innovative attributes of the program.

Table 39  Harnessing Technology to Integrate Technology for Children With Severe Disabilities Into a Personnel Preparation Program (Project HI-TECH): Preparing Teachers in Severe Disabilities for Technology Implementation

**Presenter:** Ginevra Courtade, West Virginia University

Project HI-TECH is a distance education program that offers online courses and local area practicum experiences leading to teaching certification and/or a graduate degree in severe/multiple disabilities for individuals living or working in the central Appalachian region. The content of the program not only addresses evidence-based practices for students with significant cognitive disabilities but also incorporates strategies for using instructional and assistive technologies to support their access to and achievement in the general curriculum education. The poster will display the program of study, describe the distance delivery system, and document achievements after 3 years of operation.

Table 40  Project STARS: Preparing Special Educators as Specialists in Autism Spectrum Disorders

**Presenters:** Eric Landers, West Virginia University; Barbara Ludlow, West Virginia University

Project STARS is an online teacher education program that provides options leading to initial certification or additional endorsement in Autism for prospective and practicing teachers throughout the State of West Virginia. Courses and practicums are designed to prepare specialists who can use specialized instructional methods and apply behavior support systems that have been established as evidence-based practice for these students. The poster will outline the sequence of program requirements, describe the synchronous and asynchronous formats used for online delivery of instruction and supervision, and present recruitment, enrollment, and completion data for the project’s first year.

Table 41  University of Washington Renewal Project: Voices From the Field

**Presenters:** Roxanne Hudson, University of Washington; Beth West, University of Washington; Carol Davis, University of Washington

As a part of the teacher education program renewal process, we have sought to understand the needs and opinions of the various stakeholder groups in our area. Specifically, we surveyed and interviewed district administrators, principals, and parents of children with disabilities to determine their opinions of critical needs in special education and what makes an excellent special educator. In addition, we asked
graduates of our program whether they felt well prepared for their roles when they graduated. We were especially interested in teachers completing their first year, and conducted a series of focus groups to learn about their experiences and what they might find helpful in an induction program. This poster will describe our processes and findings from these two sets of investigations.

Table 42  National Center to Inform Policy and Practice in Special Education Professional Development (Project NCIPP)

Presenters: Erica McCray, University of Florida; Margaret Kamman, University of Florida

Project NCIPP is a collaborative project intended to (a) inform special education teacher preparation and practice leading to greater retention and improved teacher quality, and (b) recommend implementation strategies for policies and practices for beginning teachers to effectively support students with disabilities across educational settings. The Project is approaching this work along three trajectories: (1) synthesizing research on induction and mentoring, preservice preparation, collaborative teaching/contexts, and policy; (2) developing models of best practices; and (3) validating models and providing technical assistance at the institution of higher education, State education agency, and local education agency levels.

Table 43  University-Directed Physical Education Program at the School for Children With Autism

Presenter: Hester Henderson, University of Utah

The faculty and students in the Adapted Physical Education Program at the University of Utah developed a physical education program at the Carmen Pingree School for Children with Autism. The goals of the program are to improve motor skills, increase levels of fitness, and improve social skills. This program has seen a great deal of success by the students, the teachers, the administrators, and the parents. It also provides an excellent practicum experience for students in the Physical Education Teacher Education Program at the University of Utah.

Table 44  Preservice Learning Communities: Training in Transdisciplinary Collaboration

Presenters: Valerie Cook-Morales, San Diego State University; Vera Gutierrez-Clellen, San Diego State University

How can we move from intermittent multidisciplinary communication to transdisciplinary collaboration for inclusive education if we aren’t preparing preservice professionals to do so? This poster will illustrate a model for responsibility learning in the context of preservice learning communities that has been applied successfully in five different OSEP-funded projects in the last 15 years. Examples will be provided from
two current grants for transdisciplinary collaboration in services to students (1) with autism spectrum disorders and (2) who are at-risk English learners. Both grants feature collaboration between school psychologists and speech-language pathologists with general and special education teachers in collaborating schools.

**Table 45** Preparing Highly Qualified Special Educators Through an Alternative Preparation Program

**Presenter:** Amy Childre, Georgia College & State University

The Meeting Rural Georgia Special Education Needs program is an initial certification master’s program designed to train special education teachers hired on non-regular certification. The program is a collaborative effort between Georgia College & State University and Oconee Regional Educational Service Agency to meet the rural-area shortage of special education teachers serving students in general education curriculum. Unique aspects of the program include evidence-based practice training through field-based assessments and content training through courses collaboratively taught by special education and regular education faculty. The presentation will include an overview of the program conceptual framework, program assessments, content training, and preliminary data regarding teacher outcomes.

**Table 46** Related-Services Assistants: Low-Technology Solutions in Rural Areas

**Presenter:** Katherine Ratliffe, University of Hawaii

Over 200 related services assistants (RSAs) have been trained in Micronesia to serve the needs of children with low-incidence disabilities. RSAs gain skills in motor, communication, adaptive, and academic skills. Because of a lack of resources, they use locally available materials to make assistive devices such as toys, positioning and mobility equipment, and adaptive equipment such as commodes to help children be included in home, school, and village life. This program has not only assisted individual children to function more fully in society, but has increased the general community’s acceptance of disability.

**Table 47** Communities Honoring Individuals of Cultural and Linguistic Diversity With Disabilities (Project CHILDD)

**Presenters:** Vicki Stayton, Western Kentucky University; Sylvia Dietrich, Western Kentucky University

Project CHILDD prepares graduate students to provide family-centered services to children birth through age five with disabilities who are culturally and linguistically diverse. The modified project curriculum, including field experiences and program evaluation measures, will be emphasized. The role of the project’s family advocate, the parent of two young children with disabilities, in arranging field experiences with families and in identifying family members to present to classes will be described.
Table 48  
Statewide E-Mentoring Network (STEM): Toward a Statewide E-Mentoring Network for Special Educators

**Presenters:** Deborah Griswold, University of Kansas; Jen Newton, University of Kansas

The presenters and colleagues at the University of Kansas are currently developing the STEM model. This new network will be two-fold, blending in-the-flesh mentoring on site with online, virtual e-mentoring. Participants in this presentation will gain an understanding of how STEM incorporates a design to enhance best practices while minimizing limitations. For example, many models feature text-based support via email almost exclusively; our model minimizes the use of text by enhancing resource transmission through the use of interactive videoconferencing (Dal Bello, Knowlton, & Chaffin, 2007), graphics, podcasting, and a variety of other alternatives. Participants will also learn about resources related to both the technical and the logistical issues associated with beginning a STEM program. The purpose of this presentation is to share information about the benefits of creating a successful Statewide mentoring program for new teachers.

Table 49  
Project ParaEd: Applying Adult Learning and Role Theories to Educate Paraeducators at The Catholic University of America

**Presenters:** Satwant Kaur, The Catholic University of America; Shavaun Wall, The Catholic University of America

In this poster session, we will examine how adult learning theory and role theory are applied to prepare paraeducators through a college program conducted through a partnership of The Catholic University of America, The Lt. Joseph P. Kennedy Institute (a disability services provider) and Washington, D.C. Public Schools. The associate certificate program focuses on the knowledge and skills that urban paraeducators need to support children with low-incidence disabilities in classrooms, and provides Federally funded scholarships and extensive academic supports. We will present how our delivery of the program utilizes adult learning theory and role theory, providing examples of the field-based assignments and university-school contacts that help paraeducators differentiate and fulfill their roles. We will illustrate the impact of the program through paraeducators’ writings and the findings of interviews and surveys.

Table 50  
A Dual University to Prepare Professors in Emotional and Behavioral Disorders (EBD)

**Presenters:** Carl Liaupsin, University of Arizona; Naomi A. Schoenfeld, Arizona State University

This session will describe the success of the Dual University EBD Leadership program, as measured by the accomplishments of participating doctoral students. It will feature grant-related products such as the research, awards, publications, and dissertation focus of each student. It will also describe the program from the students’ perspective,
including national exposure to the EBD field; a variety of scholarship opportunities; opportunities to assist in journal editing and review processes; service at the local, State, and national level; involvement in teacher education; collaborative mentorship between the two universities; and the support system that emerged among the students as a result of these opportunities.

Table 51  
**Special Education/English as a Second Language (ESL) Culturally Responsive Program at Brigham Young University (BYU)**

**Presenters:** Carol Solomon, BYU; Mary Anne Prater, BYU

The BYU Special Education/ESL Culturally Responsive special education preparation program will be highlighted. The poster will include demographic data on teacher candidates enrolled in and completing the program, as well as professional development for and modifications in instructional practice by special education university faculty. We will also present data collected related to recruitment efforts and a unique professional development activity in which faculty interviewed ethnically and/or linguistically diverse teacher candidates in their homes. Future steps will also be addressed.

Table 52  
**Preparing Highly Qualified Personnel to Serve Students With Severe/Profound Disabilities (Project SPD)**

**Presenter:** Cynthia Pearl, University of Central Florida

Project SPD funds graduate-level special educator preparation at the University of Central Florida. The poster provides an overview of the university’s new Graduate Certificate in Severe or Profound Disabilities, specifically designed to meet requirements for State endorsement in Severe or Profound Disabilities. Practicum projects submitted by the first cohort of Project SPD graduates are highlighted. These action research projects represent a high level of scholarship as well as the demonstration of research-based best practice in classrooms for students with SPD. Examples of the action research projects will be available for review as well as project guidelines and rubrics.

Table 53  
**Special Educator Preparation in Autism Spectrum Disorders (Project ASD)**

**Presenter:** Wilfred Wienke, University of Central Florida

Project ASD personnel faced a number of important decisions in designing an effective personnel preparation program in ASD. Particular challenges included the need to address the immediate needs of local school districts, and the wide variability and diversity of approaches in the field of autism. According to the National Research Council (2001), fundamental questions include the following: (1) Who should receive special instruction? (2) Who should provide special instruction? (3) What should the content of the program be? (4) Where should this instruction take place? These four questions will be addressed in this poster presentation.
Table 54  Building Roads to Inclusive Dialogue Between General Education and Special Educators (BRIDGES)

Presenter: Patricia Turnipseed, University of South Alabama

BRIDGES helps educators address the barriers to implementing a truly inclusive program, one in which two teachers work together to serve the needs of all students. Through identification of the collaborative behaviors, concerns, and interpersonal needs and wants of inclusive teachers, the project made the “5 Cs” a reality, training teachers to coexist, cooperate, communicate, collaborate, and finally, co-teach. Activities included workshops, visits, and Internet support. In addition, the newly developed Inclusion Q-Sort helped to determine if there is a significant difference in how special education and regular education teachers regard their inclusive settings as the “ideal” and the “real.”

Table 55  Evidence-Based Strategies in Every Lesson Plan: The Lesson Plan Creator

Presenters: Kaz Okada, San Francisco State University (SFSU); Susan Courey, SFSU

To address the requirement that teacher candidates utilize research-based strategies and interventions in their coursework and practice, we are developing a tool to encourage student teachers to use current peer-reviewed journals as they develop effective lesson plans. In collaboration with our Computer Science Department at SFSU, we are developing a “Lesson Plan Creator” that enables our teacher candidates to align Individualized Education Program goals with State content standards, and instantly initiate a search of peer-reviewed journals in our library to find research-based teaching strategies and interventions. This poster presentation will share our model of the “Lesson Plan Creator.”

Table 56  Collaboration, Reflection, and Excellence: Accountable Teacher Education (Project CREATE)—Strengths, Challenges, and Lessons From the First Year

Presenters: Stephanie Kurtts, University of North Carolina at Greensboro; Brooke Blanks, University of North Carolina at Greensboro; Sam Miller, University of North Carolina at Greensboro

We will share the progress thus far of the model teacher preparation program at the University of North Carolina at Greensboro. With this project we ask how we can promote inclusive practice through preparing teacher candidates to become highly qualified in both general and special education classrooms, as well as improve diversity within the special education teacher candidate pool.
Table 57  Implications for Highly Qualified Teachers of Students With High-Incidence Disabilities: Personnel Preparation Programs and State Professional Standards

**Presenter: Sandra Warren**, University of North Carolina at Greensboro

This poster will share program improvement activities from two North Carolina teacher education programs in special education and general curriculum. The programs are meeting the challenge of ensuring that highly qualified special education teachers graduate from programs that emphasize newly established professional teaching standards for teaching students with high-incidence disabilities.

Table 58  Improved Training of Physical Therapists in Early Intervention Settings (IMPRINTS): Advantages and Challenges of a Post-Professional Distance Education Program in Early Intervention

**Presenters: Dana Wild**, University of Texas Medical Branch; **Christine Baker**, University of Texas Medical Branch

Early intervention programs report a challenge in finding adequately trained therapists to provide services to infants and toddlers with disabilities and their families. IMPRINTS, an innovative training program funded by the U.S. Department of Education, has transformed into a distance education format, increasing the availability of the program to practicing physical and occupational therapists across the nation. This poster will outline the components of the traditional program and its transition to a distance education format. A summary of the advantages and challenges of online delivery will be provided.

Table 59  Preparing Interdisciplinary Personnel to Promote Inclusion for Young Children With Special Needs (Project PIPPIN): Preparing Early Childhood Personnel for Inclusive Preschool Programs

**Presenter: Cathy Galyon Keramidas**, West Virginia University

Project PIPPIN is a graduate certification and degree program that uses innovative online technologies to train personnel who either currently work or plan to work with young children with special needs in inclusive preschool settings in a rural State. The project is also designed to prepare them to implement inclusive early education practices to support development and socialization in natural environments at home and in preschool. This poster will outline the following components: online formats for real-time and on-demand learning activities, course content and sequence, clinical experiences, and program outcomes to date of this project.
Table 60  
**Mountain-Prairie Professional Upgrade Partnership in Early Childhood and Deaf Education (MPUP-EC): A Tri-State, Distance Education Program**

**Presenters:** Christine Marvin, University of Nebraska-Lincoln; Malinda Eccarius, University of Nebraska-Lincoln

The design and highlights of a four-year, distance OSEP program for early childhood special education and deaf education master’s degree students will be presented. Competencies for project participants will be outlined and sample course technologies and collaborative student projects, seminar activities, and practicums will be demonstrated and explained. This project focuses on interdisciplinary, family-centered skills to serve infants and preschool-age children in homes and community-based programs. Education provides students exposure to children who are aided and unaided, with and without cochlear implants, and encourages advancement of children’s communication skills via appropriate early intervention and modes of communication in their home community.

Table 61  
**A Model Interdisciplinary Personnel Development Initiative**

**Presenters:** Harriet Boone, University of North Carolina at Chapel Hill; Elizabeth Crais, University of North Carolina at Chapel Hill

This session will highlight two collaborative, interdisciplinary personnel development projects at the master’s and doctoral levels. Early childhood special education and speech and language pathology students were involved in joint coursework focused on families, personnel development, evidence-based practices, and inclusion. Students also participated in interdisciplinary research and internship activities. Evaluation data based on the above components will be outlined as well as lessons learned from faculty and students who have participated in both programs. The information shared should assist other faculty, personnel trainers, and program directors in designing meaningful professional development focused on interdisciplinary collaboration within an evidence-based practice framework.

Table 62  
**Convert To Hybrid: A Faculty Assistance Website**

**Presenters:** Nancy Glomb, Utah State University; Lee Mason, Utah State University

The need to make special education teacher training programs more accessible to all qualified applicants, particularly those from underrepresented cultural minorities, is pertinent in light of the critical shortages of special education teachers. Hybrid learning formats increase accessibility to the content knowledge included in teacher training courses via asynchronous online formats while maintaining face-to-face sessions for modeling and shaping important teacher behaviors. This poster session will describe and demonstrate a website that assists faculty in converting face-to-face courses to hybrid formats.
Table 63  Can Special Education Teacher Preparation Be Effectively Streamlined? A Policy Study

**Presenters:** Paul Sindelar, University of Florida; Nancy Corbett, University of Florida

As part of a study of teacher preparation cost effectiveness, graduates of special education alternative routes were surveyed about work experience, sense of preparedness, current employment with schools, and professional intentions. We compared completers of fast-track and longer, more substantive programs to assess the feasibility of streamlining preparation in special education, a discipline in which pedagogy is critical. On most measures, fast-track graduates felt less prepared than their counterparts; they also were more likely to express intent to leave special education teaching—many for positions in general education. These findings are discussed in light of structures in the No Child Left Behind Act to streamline training and minimize pedagogical training.

Table 64  Leading the Way: Using Community-Based Personnel Campaigns to Increase the Quality and Quantity of Diverse Special Educators in Your State

**Presenters:** Phoebe Gillespie, Personnel Center at the National Association of Directors of Special Education; Susan Davis, North Carolina Department of Public Instruction; Eve Proffitt, Georgetown College

Traditional approaches to personnel recruitment, preparation, and retention have not resulted in States and local school districts meeting the challenge of supply and demand in our nation’s classrooms. In particular, diverse special education personnel are still in high demand in almost every State in the country and, most critically, in small rural districts. Community-based recruitment campaigns, funded by the National Center for Special Education Personnel, in 15 communities across five States, are making a positive impact, not only on the need for diverse special educators but also on the interest in and commitment to students with disabilities by members of their own community.

Table 65  Effective Collaborations to Train Speech-Language Pathologists to Assess and Maximize Oral Communication in Students With Autism in the Public Schools

**Presenters:** Mary Andrianopoulos, University of Massachusetts; Shelley Velleman, University of Massachusetts; Elena Zaretzky, University of Massachusetts; Mary Lynn Boscardin, University of Massachusetts

This session will present evidence-based functional outcome data regarding the effectiveness and efficacy of our training grant. To date, 15 among a total of 28 speech-language pathology graduate students have been successfully trained to work in public school classrooms as specialists in the assessment and remediation of oral communication deficits in children with autism. Outcome assessments, teacher/clinician impact data, trainee evaluations, formative/summative evaluations, and student outcome data are presented to validate this specially tailored graduate program. The program involves faculty and curricula in communication disorders and special education, and involves collaboration with public school programs for children with autism.
Table 66  
The Ohio Longitudinal Transition Study: Results from the First Four Years  

Presenters: Robert Baer, Kent State University; Robert Flexer, Kent State University  

This poster will describe the results of a post-school follow-up study in the State of Ohio. Findings will be detailed by disability category and post-school goals.

Table 67  
Phonics-Based Tutoring for Kindergarteners at Risk for Reading Disabilities  

Presenters: Sueanne Sluis, Washington Research Institute; Patricia Vadasy, Washington Research Institute  

Three cohorts of kindergarten students in high-needs urban schools were screened in the fall to identify students in the lowest 30th percentile in alphabetic and phonological awareness skills. Students randomly assigned to treatment received 18 weeks of 1:1 or dyad tutoring by trained paraeducators. Across cohorts, tutored students made significantly greater gains than controls in word attack, word identification, spelling, and fluency. Intervention features will be described. Outcomes for a subgroup of English language learners will be reported.

Table 68  
Linking Transition and Child Outcomes: A Conceptual Framework and Emerging Findings From a National Study  

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

The National Early Childhood Transition Center (NECTC) was funded to extend the current research base related to successful practices in transition for children with disabilities between birth and age five and their families. As part of this work, a conceptual framework was developed to guide research and practice, as well as to delineate key child and family outcomes to help State and local programs choose and implement high-quality practices. This poster will provide information on key findings across a series of studies that were developed and organized using the conceptual framework and outcomes model. Four major research study areas will be outlined: research-based practice identification, multi-State longitudinal study, State policy study, and national validation study of transition practices.

Table 69  
Reading, Writing, Math, and Science for Students With Significant Cognitive Disabilities  

Presenter: Katherine Trela, University of North Carolina at Charlotte  

Findings from four years of research in designing and implementing instruction directly aligned with secondary general education language arts, math, and science curricula will be presented. Results from the grant’s single subject and randomized group studies suggested that task-analytic instruction, use of assistive technology, and collaboration
between general and special education teachers supported student progress toward alternate achievement standards. In addition to the findings, samples of adapted middle school novels, story-based math problems with supporting graphic organizers and math manipulatives, and inquiry-based science lesson materials will be shared with session participants.

Table 70  General Outcome Measures in Reading for Students With Significant Cognitive Disabilities

**Presenters:** Teri Wallace, University of Minnesota; Renata Tiche, University of Minnesota

The results of a year-long study examining the technical characteristics of general outcome measures (GOM) in reading for students with significant cognitive disabilities will be presented. The best measures will be described and their use demonstrated. The participants in this study were 31 students with significant cognitive disabilities. Students with “significant cognitive disabilities” were defined for the purposes of this study as “students who participate in alternate assessment with alternate achievement standards linked to State grade-level content standards” (NCLB, 2005). There were two main research questions addressed by this study: (1) Do the newly developed GOMs produce reliable and valid data when used with students with significant cognitive disabilities? And (2) are the measures sensitive to progress in reading over time when used with these students? Data collection for this study is in its final stage. The data will be analyzed using descriptive statistics, Pearson correlations, and repeated-measures analysis of variance. Provided all or some of the newly developed GOMs demonstrate good technical characteristics when used with students with significant cognitive disabilities, they will be a significant asset to special educators when monitoring and evaluating student progress in reading and reading readiness skills.

Table 71  Further Validation of the Systematic Screening for Behavior Disorders (SSBD) in Middle and Junior High School

**Presenters:** Paul Caldarella, Brigham Young University; Ellie Young, Brigham Young University

The SSBD, a screening system used to identify elementary students at risk for emotional and behavioral disorders, was evaluated for use in middle and junior high schools. Teacher, parent, and self-rating forms of common assessment measures were compared to teacher ratings on the SSBD. Office discipline referrals and grade point averages for identified students were compared to school means. Significant differences were found between office discipline referrals and grade point averages of identified students and their respective school means. Significant correlations were found between SSBD scores of teacher-identified students and other measures, including parent and student self-ratings.
Table 72  ICARE Schools: A Study of Meaningful Parent Involvement in the Individualized Education Program (IEP) Process

**Presenters:** Anna McTigue, Education Development Center, Inc.; Cynthia Mata Aguilar, Education Development Center, Inc.; Nancy Brigham, Nancy Brigham Associates

How do schools create environments where all parents feel welcome in the IEP process and beyond? This poster session introduces the conceptual framework and preliminary findings from a four-year study that focused on how middle schools and typically marginalized families engage in meaningful conversations to support their children with disabilities. The study asked this question: How do middle schools develop relationships that involve families of students with disabilities in meaningful and consequential ways? ICARE researchers will use case studies of the schools and families to illustrate the framework in action and include strategies and resources from the ICARE tool kit.

Table 73  Using Dialogue Journals to Strengthen the Student-Teacher Relationship: A Comparative Case Study

**Presenter:** Darlene Anderson, Brigham Young University

This presentation highlights a comparative case study examining the effects of dialogue journaling on the behavior of two middle school students identified as being at risk for emotional disturbance. The researchers systematically observed the students' behavior to determine whether their positive interactions with their life skills teacher would increase and their disruptive behaviors decrease as they engaged in a written dialogue with the teacher. Findings indicated that the positive effects of the dialogue journaling on the student's behavior were lessened when the student perceived his or her relationship with the teacher to be weak.

Table 74  Reach For Reading: The Development and Implementation of a Schoolwide Intervention for the Lowest Quarter of Adolescent Readers

**Presenter:** Andrea Kotula, Education Development Center, Inc.

This poster session will present the findings of a four-year study to develop, implement, and test a schoolwide intervention to improve the reading skills of the lowest quarter of middle school readers. The research team's goal was to create a model to strengthen foundation reading skills without removing students from other essential instruction. The session will explain the components of the Reach for Reading model, its accomplishments, including the results of the data analysis, the challenges of implementing a schoolwide intervention at the secondary level, and the implications for practice and future research.
Table 75  
Schoolwide Positive Behavior Support: Effects on Middle School Teachers’ Perceptions of School Quality  

**Presenter: Richard Young**, Brigham Young University  
Teacher perceptions of school quality at a Utah middle school were examined across four years, during which a schoolwide positive behavior support program was initiated. The Indicators of School Quality survey was used as the dependent measure. Teacher perceptions of overall school quality significantly increased across the four years. Significant linear trends indicating improvement in teacher perceptions were also found in four of the seven sub-domains of school quality. Relative to normative categorical data, increases were found in three of the sub-domains. Similar significant improvements in teacher perceptions were not found at neighboring comparison schools.

Table 76  
Project TASK: Transition for Children With Autism to School From Kindergarten  

**Presenter: Diane Sainato**, The Ohio State University  
The purpose of Project TASK, a Federally funded model demonstration project, is to develop, implement, and evaluate a program for kindergarten children with autism that is effective and addresses the transition from an inclusive kindergarten to a school-age program. The outcomes of the TASK model in the first three years of the study will be presented.

Table 77  
Project COMPETE: The Effect of Transition Services on Student and Adult Success  

**Presenter: Brian Flannery**, Corvallis School District  
Project COMPETE was a four-year project designed to expand and improve the existing Corvallis School District 509J alternative high school educational system in the face of Oregon State budget shortfalls by developing a competitive employment placement and support program to serve at-risk youth. Utilizing a research-based approach of one-on-one case management by transition specialists coupled with workplace social skills instruction through the W.A.G.E.S. curriculum, the program prepared students for work, linked them to community social services, and offered supported employment and internships.

Table 78  
Whole-School Social Dynamics in Early Elementary School Classrooms  

** Presenter: Kimberly Dadisman**, University of North Carolina at Chapel Hill  
Baseline data were collected from kindergarten and first- and second-grade students (N = 554) and teachers in four elementary schools in spring 2006; follow-up data were collected during the next two school years. A second cohort of kindergarten students was added in the spring of 2007 (total N = 967). Intervention activities
began with professional development training prior to the beginning of the school year. Intervention activities continued in the form of monthly consultation meetings, ongoing email correspondence, and classroom observations conducted by our intervention specialist. In addition, teachers completed the Brief Assessment of Social Supports five times across the school year.

Table 79 Using Measurement of Intervention Fidelity and Child Communication Outcomes to Increase Early Educators’ Use of Strategies to Promote Communication of Infants and Toddlers

Presenter: Dale Walker, University of Kansas

The objective of this poster is to report findings from a longitudinal, experimental-control group study of the use of communication-promoting strategies by child care educators to promote the communication of infants and toddlers in inclusive child care. Research findings on the use of communication strategies based on a combination of prelinguistic milieu, milieu, and responsive teaching strategies will be presented, with an emphasis on the measurement of intervention fidelity to document intervention delivery and as a means of providing feedback to early educators about their use of the communication-promoting strategies.

Table 80 Validating the Child Outcomes Summary Form for Use in Accountability Systems for Programs Serving Young Children With Disabilities

Presenter: Kathleen Hebbeler, Early Childhood Outcomes Center

The Child Outcomes Summary Form (COSF) is in widespread use in State accountability systems for young children with disabilities, but has not been fully validated. The COSF was developed as an approach for teams to synthesize multiple sources of information (including assessment data) on child functioning across settings into a seven-point rating. We describe propositions that support a scientific argument for validity of the COSF and describe data in preliminary support of each of these claims. Discussion will focus on the validity propositions put forth, the strength of evidence provided, and future data needed to support the COSF’s validity.

Table 81 Developing and Testing a Model for the Use of Progress Monitoring Measures for Infants and Toddlers

Presenter: Charles Greenwood, University of Kansas

This poster will present findings from a model development project to develop, test, and improve a model for accessing, learning, implementing, and technically supporting the use of progress monitoring measures for infants and toddlers at risk for and with developmental delays and disabilities. Individual Growth and Development Indicators (IGDIs) for communication, movement, social skills, problem solving, and
parent-infant interaction will be presented along with information about professional
development formats, assessment materials, website development, and user support.
Findings regarding the adoption of the IGDIs by two State programs and differences
found in model adoption will be discussed.

Table 82  
**Electronic Performance Support System Tools (EPSS) to Enhance Success in School for Students With Mild Disabilities: Implementation and Outcomes**

**Presenters:** Thitinun Boonseng, University of Missouri; Gail Fitzgerald, University of Missouri

The purpose of this session is to describe and demonstrate two components of an EPSS designed to increase independence of students with high-incidence disabilities in inclusive environments. The software and web support environment will be showcased along with student outcome results gathered from a randomized, delayed intervention study in special and general education classrooms. Teacher recommendations will be discussed based on interview results from teachers and students.

Table 83  
**A Web-Based Tool to Facilitate Data-Based Decision Making About Infant and Toddler Language**

**Presenter:** Jay Buzhardt, University of Kansas

This poster will describe an online tool designed to guide data-based decision making for infants and toddlers performing below benchmark on the Early Communication Indicator, a norm-referenced language assessment for children 6 to 42 months of age. Based within a Response to Intervention framework, this tool helps early childhood service providers (1) quickly identify infants and toddlers who may need a language intervention, (2) identify potential causes, (3) identify developmentally appropriate language intervention strategies, (4) monitor implementation of the strategies, and (5) determine the effectiveness of the strategies. A randomized trial of this tool's effectiveness will also be discussed, including potential limitations and future directions.

Table 84  
**Multimedia for Literacy in English Language Learners With Disabilities**

**Presenters:** Peter W. Dowrick, Center on Disability Studies; Caryl Hitchcock, Center on Disability Studies

Teen Actual Community Empowerment (TeenACE) is a program that uses innovative technology, images, writing teams, and community coaches to promote literacy in Pacific Islanders who are English language learners with disabilities. Students working in pairs at computers spend an hour three times a week for eight weeks. They write stories based on picture sets, and record themselves reading their stories, with multiple revisions and editing, eventually producing illustrated stories on paper and CD. Following written protocols, they write four to six stories, each with increasing
demands, to help them meet State standards. Seventy-nine ninth graders have participated in the program, with overall writing skills improving three grade levels.

Table 85  
**Ten Tips to Get Your Message Heard**

**Presenter: Heidi Silver-Pacuilla**, National Center for Technology Innovation

As the developer of empowering research, your work has the power to improve the lives of people with disabilities. But how do you ensure that your message is getting heard? Come get tips on how to (1) be driven by a specific goal or action, (2) define the audience for your communication, (3) let the website tell your story, (4) draw visitors to your door, (5) make your site worth the visit, (6) draw visitors deeper, (7) create a path to action, (8) make your site accessible, (9) exude credibility for your cause, and (10) measure for success.

Table 86  
**Lessons Learned in Software Development: Enhancing Math Software Based on One Study’s Findings**

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

This interactive poster session will allow visitors to play with a math learning game that incorporates many universal design features. Some of these features include captions, video descriptions, text-to-speech functionality, and animated help tools. The presenters will discuss how the software has evolved based on studying the use of the software in classrooms of students with diverse learning needs and challenges. The study’s findings will be presented along with lessons learned from the pilot of the software.

Table 87  
**Equal Access in the Classroom**

**Presenter: Bill Stark**, National Association of the Deaf

Every student deserves equal access to learning opportunities. The Described and Captioned Media Program focuses on those classrooms having students with broad differences in their ability to see and hear. Description and captioning make educational media accessible to them. Learn about a free-use library (DVD and Internet streaming) of accessible media, guidelines for adding description and captioning to your educational media, and more!
Table 88  Experimental Analysis of a Curricular Intervention on Student Achievement and Transition Outcomes

**Presenters:** Margo Izzo, The Ohio State Nisonger Center; Kelly Dillon, The Ohio State Nisonger Center

Through an experimental design involving 45 inclusive, career technology, and resource classrooms across Ohio, the effects of an online curriculum on students’ achievement and transition plans are analyzed. Presenters discuss quantitative and qualitative results on information technology and transition skills, as well as academic achievement outcomes.

Table 89  Technology-Supported Math Instruction for All Learners

**Presenter:** Mary Thorngren, National Center for Technology Innovation

This session will feature the TechMatrix, a dynamic and searchable database of research-supported assistive and learning technology products that aid in mathematics, reading, and writing instruction for all students, including those with disabilities. The TechMatrix organizes and categorizes products by content area, features, and strategies. Attendees will learn to create custom matrices of technology products that meet students’ diverse leaning needs. Products included in the TechMatrix are reviewed on research-based features and accompanied by supporting literature. The presentation will focus on mathematics-related technology tools and research, and will demonstrate how the TechMatrix can be used to facilitate technology-supported math instruction.

Table 90  Narrative Television Network

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

Narrative Television Network 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. Narrative Television Network was founded in 1988 and is run by people who are blind or have visual impairments and who have personally experienced the void left by not having the educational, informational, and socialization benefits that television and video programming provide in our society today. The majority of classrooms in the United States utilize television and video programming as a part of the curriculum. Making this programming accessible is a vital link in leaving no child behind.
The need to improve workforce diversity in deaf education has been a national concern over the last decade. The ethnic, racial, cultural, and linguistic backgrounds of the teaching force have remained relatively unchanged, with white and hearing educators dominating the profession. In sharp contrast, the K-12 student population has become increasingly diverse. Results of three manuscripts providing empirical demographic data of national studies will be provided. Additionally, diversity outcomes of three U.S. Department of Education personnel development grants will be reviewed. A model for effective recruitment and retention of deaf, minority, and minority-deaf preservice teachers will be included.

The purpose of this presentation is to share some preliminary results of the use of digital stories with closed captioning and video description to engage one second grade student with deaf-blindness, in Puerto Rico, in dialogues with her teacher to enhance vocabulary and to expose her to the syntax of written Spanish. Technical assistance was designed to assist the student's teachers with her reading challenges. Five stories from a supplementary reading series for second grade were digitized by Closed Caption Latina. Closed captioning and descriptions (video) were added. Preliminary results tend to support the assumption that the digital story with closed captioning and video description fostered communication interactions between the student and her teachers.

This poster will provide an overview of NSTTAC, funded by OSEP. NSTTAC's goals are to (1) assist States with collecting, reporting, and using Indicator 13 data to improve transition services; (2) generate knowledge of evidence-based secondary transition practices that provide a foundation for States to improve transition services that enhance post-school outcomes; (3) build State capacity to implement evidence-based secondary transition practices that improve post-school outcomes; and (4) disseminate information regarding evidence-based secondary transition practices that improve post-school outcomes to State personnel, practitioners, researchers, parents, and students.
Table 94  
**Student Progress Monitoring: Useful Tools for Practitioners at the State, District, and Local Levels**

**Presenters:** Whitney Donaldson, National Center on Student Progress Monitoring (NCSPM); Jacki Bootel, NCSPM

This poster will highlight the array of resources available through the NCSPM website. NCSPM has articles, PowerPoint presentations, webinars, and more on a variety of research-based topics, including curriculum-based measurement, data-based decisionmaking, and Response to Intervention. NCSPM’s website has been reorganized to be more user-friendly and applicable to users’ student progress monitoring efforts. It is searchable by topic, includes online trainings, and has a new section on professional development. Through the poster, participants will learn what is on the NCSPM website, how to find resources, and how to stay current with new progress monitoring information.

Table 95  
**K-8 Educator Professional Development Modules on Access to the General Education Curriculum and Technical Assistance Lessons Learned**

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

This poster will highlight an array of special education resources available through the Access Center, a technical assistance (TA) 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 “train the trainer” modules increased the 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 highlight Center modules, explain connections between our comprehensive resource list and website, and disseminate copies of a resource CD. We will also share lessons learned from our various TA activities, including recommendations for other TA centers (e.g., strategies for leaving a Center legacy).

Table 96  
**National Dropout Prevention Center for Students With Disabilities (NDPC-SD)**

**Presenters:** Matthew Klare, NDPC-SD; Sandra Smith, NDPC-SD

The NDPC-SD has been working intensively in Georgia, Maryland, and Miami-Dade County, Florida on the development of model sites for dropout prevention initiatives at the local level. This poster session will showcase some of the ongoing progress made at those sites. It will also introduce some of the technical-assistance tools and materials developed by NDPC-SD to assist States and local education agencies in support of their school completion efforts.
Table 97  The Activities and Resources of the National Center on Response to Intervention (NCRTI)

**Presenters:** Stacia Rush, NCRTI; Kathryn Drummond, NCRTI

This poster session will provide an overview of the NCRTI. Resources available via the NCRTI website will be highlighted and categorized according to target audiences and content areas, and the technical assistance model and activities of the NCRTI will be described.

Table 98  Technical Assistance Center on Social Emotional Intervention for Young Children

**Presenter:** Lise Fox, University of South Florida

This Center provides a national resource on the implementation of interventions to promote young children's social skill development and address challenging behavior. Activities of the Center include the dissemination of information on evidence-based approaches to program leaders, practitioners, and families, and a systematic plan for the development and scaling up of models for effective social emotional interventions within targeted States.

Table 99  Providing Preservice Educators With Tools for Instruction on Student Progress Monitoring, Differentiated Instruction, and Response to Intervention (RTI)

**Presenters:** Rebecca Holland-Coviello, American Institutes for Research; Muna Shami, American Institutes for Research

This poster will orient teacher educators to resources that can be used to prepare preservice teachers to be effective members of response to intervention teams. The National Center on Student Progress Monitoring, the Access Center, and the National Center on Response to Intervention (NCRTI) have websites that house resource banks of materials appropriate for training pre-service teachers in several elements of an RTI model, including student progress monitoring, instructional decision making, and differentiated instruction. The Centers would like to gather feedback on ways in which they can focus their work to further address the needs of teacher educators.

Table 100  Models of Collaboration: Elementary, Middle, and High School

**Presenter:** Theresa Farmer, Alabama Department of Education

“Models of Collaboration” demonstrate co-teaching in elementary, middle, and high schools. Collaborative teams deliver instruction through five co-teaching models. Teachers and administrators address the challenges and rewards of co-teaching through clips depicting co-planning, conversations among teams, and the Seamless Collaboration Continuum. A separate CD contains instructional resources for facilitators and general audiences.
Table 101 Using Data to Support Dropout Prevention for Students With Disabilities

**Presenters:** Jessica Heppen, The National High School Center; Mindee O’Cummings, The National High School Center

This presentation will highlight strategies to identify likely dropouts so that educators can intervene with support. The session will outline the initial step toward an effective dropout prevention policy: tracking and analyzing basic data to identify students who show early warning signs of dropping out. Key indicators include poor grades in core subjects; low attendance; insufficient credit accumulation; and disengagement in the classroom, including behavioral problems. This presentation will also address a variety of best practices used to combat the dropout problem (e.g., behavior and attendance monitoring, response to intervention, tutoring, community engagement, and programs designed to ease high school transitions).

Table 102 Getting Off on the Right Foot: Beginning Activities to Foster Effective, Efficient Technical Assistance Efforts

**Presenter:** Selina Merrell, University of Southern Mississippi

This poster session will highlight strategies used by REACH-MS to ensure school improvement efforts start on a positive, effective, and efficient note. These strategies have been used with Mississippi districts to initiate schoolwide change efforts in literacy, positive behavior support, and family involvement. Districts report that these strategies engaged their teams and enabled them to move quickly into change activities.

Table 103 After We Know Who the Students Are Who May Qualify to Participate in Alternate Assessment Based on Modified Achievement Standards (AA-MAS): What’s Next?

**Presenters:** Sheryl Lazarus, National Center on Educational Outcomes (NCEO); Christopher Rogers, NCEO

States are grappling with how to develop valid and technically sound assessment options for students who may qualify to participate in an AA-MAS. NCEO and States in the Multi-State General Supervision Education Grant Toward a Defensible AA-MAS are committed to ensuring high expectations for instruction and assessment. This poster will explore how to improve Statewide testing processes so that individualized education program teams will have clear choices and confidence in the validity of various assessment options, provide practical strategies for thinking about alignment, and consider how to develop a framework that can be used to guide decision making.
Table 104  Advancing Parent-Professional Leadership in Education

**Presenters**: Richard Robison, Federation for Children with Special Needs; Barbara K. Popper, Federation for Children with Special Needs

The Federation for Children with Special Needs and the Institute for Community Inclusion collaborated on this project (1) to conduct a three-day training for school district special education programs and parents and (2) to evaluate the efficacy of the training in terms of increasing parent leadership skills to become better advocates for children with special needs at the school district level. Twenty-five school district teams have participated. Preliminary findings of the evaluation of their participation over time are being presented. Ultimately, the project intends to make a measurable impact on parent-professional collaboration in special education planning.

Table 105  The Effects of Praise Notes on Students Displaying Externalizing and Internalizing Behaviors

**Presenter**: Julie A. Peterson Nelson, Brigham Young University Positive Behavior Support Initiative

Externalizing and internalizing behaviors are being widely recognized by special educators as serious problems in need of effective intervention strategies. Two separate studies demonstrate the use of “praise notes” as an effective intervention to assist students displaying such behaviors. In Study 1, peer praise notes were utilized as a secondary school intervention designed to help withdrawn students improve positive peer interactions. In Study 2, teacher-written praise was one component of a schoolwide positive behavioral support intervention intended to decrease externalizing behavior problems, measured by students’ rates of office discipline referrals. Results showed praise to be effective in both studies.
Addendum to Poster Session

Lincoln Hall

MONDAY, JULY 21, 2008       6:00 – 8:00 P.M.

Additional Posters

Table 106  Preservice Teacher Collaboration as a Tool to Enhance Inclusive Practices: How One University Prepares Special Educators

**Presenters:** Amy Staples, University of Northern Iowa; Frank Kohler, University of Northern Iowa; Lora Hickman, University of Northern Iowa

Research suggests that collaboration ensures high quality services for children with disabilities, yet many professionals lack the training and expertise to collaborate effectively within schools. Therefore, collaboration is receiving increased attention by many teacher preparation programs. This poster will detail the methods employed by University of Northern Iowa faculty to build collaborative skills among preservice teachers, share data that illustrate the impact of our practices, and offer recommendations to teacher educators who wish to foster collaboration skills in their program candidates.

Table 107  Team Leadership and Collaboration (TLC) for Children with Low-Incidence Disabilities and their Families

**Presenters:** Rebecca K. Lytle, California State University, Chico; Teri Todd, California State University, Chico

The TLC project provides collaborative training in low-incidence disabilities for preservice adapted physical education specialists, including training in a Spanish Immersion Program and related competence in cultural and linguistic diversity. Students participate in collaborative training with special education and related disciplines in planned coursework and internships. To date a total of 81 candidates have been recruited, selected, advised, and enrolled in this project.
**Table 108**

The Benefits Go Beyond Words AudioAccess from RFB&D

**Presenters:** Pam Johnson, Library Services; Cindy Cortina, Product Marketing & Promotions

AudioAccess is a new product from Recording for the Blind & Dyslexic that will launch in early August 2008. It is one of several technological advances from RFB&D that make audio textbooks even more accessible for all students with learning and print disabilities. AudioAccess allows members to download audiobooks from the Internet, with digital rights management protection, directly to a personal computer. No specialized equipment is required. AudioAccess books can also be synced to portable media players so students with learning and print disabilities can take audio files from school to home or wherever they need to go.

**Presenter Change**

**Table 72**

Title ICARE Schools: A Study of Meaningful Parent Involvement in the Individualized Education Program (IEP) Process

**Original Presenters:** Anna McTigue, Education Development Center, Inc.; Cynthia Mata Aguilar, Education Development Center, Inc.; Nancy Brigham, Nancy Brigham Associates

**New Presenters:** Anna McTigue, Education Development Center, Inc.; Nancy Brigham, Nancy Brigham Associates

How do schools create environments where all parents feel welcome in the IEP process and beyond? This poster session introduces the conceptual framework and preliminary findings from a four-year study that focused on how middle schools and typically marginalized families engage in meaningful conversations to support their children with disabilities. The study asked this question: How do middle schools develop relationships that involve families of students with disabilities in meaningful and consequential ways? ICARE researchers will use case studies of the schools and families to illustrate the framework in action and include strategies and resources from the ICARE tool kit.
Reach For Reading: The Development and Implementation of a Schoolwide Intervention for the Lowest Quarter of Adolescent Readers

Original Presenter: Andrea Kotula, Education Development Center, Inc.

New Presenter: Cynthia Mata Aguilar, Education Development Center, Inc.

This poster session will present the findings of a four-year study to develop, implement, and test a schoolwide intervention to improve the reading skills of the lowest quarter of middle school readers. The research team’s goal was to create a model to strengthen foundation reading skills without removing students from other essential instruction. The session will explain the components of the Reach for Reading model, its accomplishments, including the results of the data analysis, the challenges of implementing a schoolwide intervention at the secondary level, and the implications for practice and future research.