

TED's 42nd Annual Conference
Unmask Your Potential



New Orleans, Louisiana
Astor Crowne Plaza
November 5-8, 2019

President's Message

Dear TED 2019 Attendees,

Welcome to the Big Easy!

We are thrilled you are joining us in New Orleans for TED's 42nd Annual Conference.

- *Did you know* New Orleans was a part of the Louisiana Purchase in 1803? The U.S. acquired about 827,000 square miles of land west of the Mississippi River from France for \$15 million.
- *Did you know* New Orleans boasts the highest number of historic districts in the U.S.? Take time to visit at least one: <https://www.nola.gov/hdlc/map/>.
- *Did you know* jazz was born in New Orleans? Get out to hear one of the many musicians all around the city. Grab breakfast at Musical Legends Park on Bourbon Street, just down the road from the hotel.
- *Did you know* the first opera house in the U.S. was in New Orleans?
- *Did you know* New Orleans is a gastronomic paradise? Try jambalaya, gumbo, beignets, or King Cake!
- *Praline: Prah-leen or pray-leen?* In Savannah we said pray-leen, but around New Orleans we probably want to go with prah-leen.

The theme of this year's conference is *Unmask Your Potential*, so take time to attend the many sessions offered to unmask *your* potential. Come to the opening session, where Larry Wexler from OSEP will share information about the discretionary grant programs designed to help infants, toddlers, children, and youth with disabilities achieve improved educational results and functional outcomes. Plan on attending our keynote panel featuring Grant Hayes, Virginia McLaughlin, Jerry Liss, Patty Alvarez McHatton, Chriss Walther-Thomas as they discuss how institutions align institutional processes to assure advocacy for strength-based approaches to developing faculty and faculty leaders. As always, we look forward to hearing Jane West update us on what's happening in Washington (never a dull moment!).

We have a number of award winners this year, so come to the President's Reception on Wednesday, November 6 at 5:00 PM in the Grand Gallery. Help us honor Marcia Rock (TED Distinguished Service Award), Sarah Nagro (Early Career Publication Award), Jessica Hagaman and Kathryn Casey (2019 TED Publication Award), Laurie deBettencourt (*TESE* Editor Award), Andy Markelz (TED Dissertation Award), Ed Boe (Outstanding Scholarly Contributions Award), and Kym Meyer (Jane West SPARK Award).

I appreciate your support for TED 2019 and wish you the best of times in New Orleans. Use this time to see old friends and also make new connections.

Dee Berlinghoff
TED 2019 President

In Memoriam



Dr. Michelle Kamens

Dr. Michelle Kamens passed away on December 8, 2018. Dr. Kamens was instrumental in establishing the special education program at Rider University. She was an active member of the Teacher Education Division of the Council for Exceptional Children and was the 2008 recipient of the Small Special Education Programs Caucus Nasim Dil Award for Outstanding Service to teacher education. In 2011, Dr. Kamens was the recipient of Rider's prestigious Frank N. Elliott Award for Distinguished Service in recognition of all she had done for the University.

A Note from the Conference Chairpersons:

We would like to thank all of you for submitting proposals and taking time to attend TED 2019.

We would not have been able to pull this off without the support of many people, but we need to properly thank Ed Teall for his technological wizardry. Without him, we would have had many more glitches in the proposal submission and registration processes. If you see Ed, please be sure to thank him as well. He probably doesn't want us to mention this, but if you have technology issues on site, please look for him at the Registration Desk. He is truly the best in resolving issues.

We would also like to thank Cynthia Watkins and Georgia Kerns for proofreading and editing the final program. Many hours were put into this task, so be sure to thank them when you see them.

We extend thanks to Kathleen Boothe for organizing volunteers to serve at the registration desk and as hotel guides. We appreciate the effort Midge Simmons made in gathering reviewers for Kaleidoscope posters on Thursday afternoon. If you have not yet volunteered, please stop by the Registration Desk to sign up. We appreciate your help in mentoring our doctoral students.

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

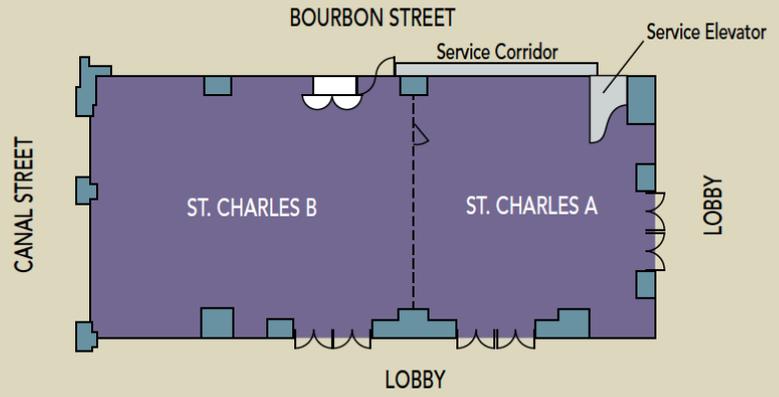
We hope you learn something new at TED 2019 and we hope you have a great time in New Orleans. If you need anything during the conference, please stop by to find us at the Registration desk.

Laissez les bon temps rouler!

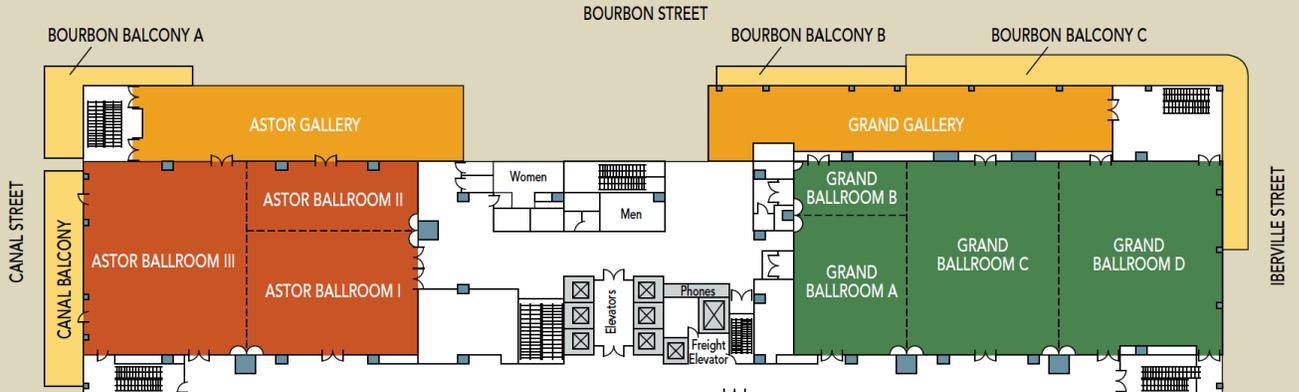
Frank and Dee

Astor Crowne Plaza Floorplan

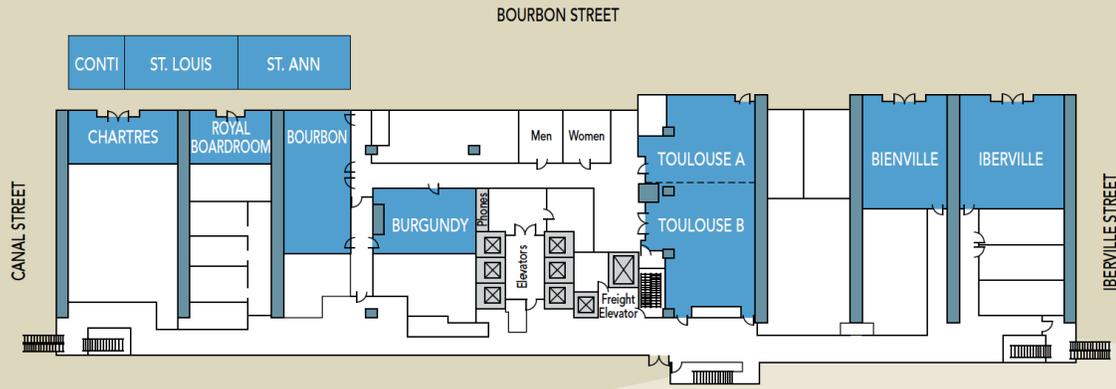
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Professional CFS Track Position in Special Education

Desired start date: August 31, 2020

Posting close date: December 1, 2019

Required Qualifications:

- Minimum: Master's degree in special education or related field by August 31, 2020
- K-12 special education school teaching experience as teacher of record
- Record of, or potential for, high quality university-based instruction
- Expert-level knowledge of the current literature, trends, and pedagogy in special education

Preferred Qualifications:

- Experience working and collaborating with general education teachers
- Experience working with students with low incidence disabilities
- Experience teaching college level courses and supervising pre-service teacher candidates
- **Candidates with a PhD are preferred**

Responsibilities:

- Teach and mentor undergraduate students
- Supervise student teachers, interns, and other student field work
- Provide university and professional service

Information required at the time of application –Please list the contact information for three recommenders on the faculty application. They may be contacted and required to submit their letters of reference electronically at some point during the selection process.

Document(s) required at the time of application -Please attach your updated Curriculum Vitae to the faculty application.

Inquiries may be directed to: Dr. Barbara Smith: Barbara_Smith@byu.edu

Equal Opportunity Employer: m/f/Vets/Disability. Brigham Young University is an equal opportunity employer. All faculty are required to abide by the university's Honor Code and Dress and Grooming Standards. Preference is given to qualified candidates who are members in good standing of the affiliated church, The Church of Jesus Christ of Latter-day Saints. Successful candidates are expected to support and contribute to the academic and religious missions of the university within the context of the principles and doctrine of the affiliated church.

POSITION ANNOUNCEMENT

ASSISTANT PROFESSOR OF SPECIAL EDUCATION Department of Special Education, College of Education University of Illinois at Urbana-Champaign

The Department of Special Education at the University of Illinois at Urbana-Champaign invites applications for a tenure-track faculty position with a focus on high incidence disabilities. This dynamic faculty member will contribute to a rich tradition of conducting influential research; securing external grant funding; teaching both undergraduate and graduate courses; mentoring and advising graduate students; and providing university, state, and professional service. Excellent opportunities for interdisciplinary collaboration exist with others in the College of Education as well as faculty in departments and programs outside the College.

The Department, ranked 10th among special education departments in the nation by *U.S. News and World Report* (2019), is committed to the production and dissemination of new knowledge in special education, through excellence in research, teaching, and service. Faculty and graduate students employ varied approaches to research, work in diverse educational and community settings, and prepare educational professionals at the undergraduate, masters, doctoral, and post-doctoral levels. The College of Education is known for its groundbreaking research, innovative approaches to teaching, commitment to diversity and inclusiveness, and service to the global community. See our website at <https://education.illinois.edu/sped>.

REQUIRED QUALIFICATIONS:

- A doctorate in special education or a related field, earned by date of hire
- Research and teaching experience focused on K-12 students with high incidence disabilities
- Demonstrated line of research in special education that has the potential to lead to a sustained record of scholarship and external funding
- Evidence of or potential for excellence in university teaching
- Excellent oral and written communication skills and demonstrated effectiveness in collaboration
- Minimum of two years of successful special education professional experience
- Strong interest in and commitment to both research and personnel preparation

PREFERRED QUALIFICATIONS:

- Experience with online teaching and learning
- Experience or demonstrated interest in interdisciplinary collaboration
- Experience with inclusive educational supports (i.e., interventions, modifications, accommodations and universal design for learning in elementary and/or secondary educational settings)

Salary and Starting Date: Salary is commensurate with rank and experience. Proposed start date is August 16, 2020.

APPLICATION PROCEDURES: To ensure full consideration, applications must be received by November 18, 2019. Please create a candidate profile at <https://jobs.illinois.edu> and upload one file that contains a cover letter, curriculum vitae, two sample publications, and the contact information for three references. All requested information must be submitted for your application to be considered. Review of applications will begin immediately and will continue until the position is filled. Invitations to interview may be extended before the closing date of November 18, 2019; however, no decision will be made before that date.

For further information regarding application procedures, you may contact the chair of the search committee, Dr. Jim Shriner at jshriner@illinois.edu or 217-333-0260.

The University of Illinois conducts criminal background checks on all job candidates upon acceptance of a contingent offer.

Illinois is an equal opportunity employer and all qualified applicants will receive consideration for employment without regard to race, religion, color, national origin, sex, sexual orientation, gender identity, age, status as a protected veteran, status as a qualified individual with a disability, or criminal conviction history. Illinois welcomes individuals with diverse backgrounds, experiences, and ideas who embrace and value diversity and inclusivity. (www.inclusiveillinois.illinois.edu).

Schedule-at-a-Glance: Tuesday, November 5

Day and Time	Event	Room Name
Tuesday, November 5		
11/5/2019, 8:00 AM - 10:50 AM	TED Executive Committee Meeting, Part 1	St. Ann
11/5/2019, 8:00 AM – 4:00 PM	CEC Reviewer Workshop	Toulouse A
11/5/2019, 8:00 AM – 4:00 PM	CEC Program Developer Workshop	Toulouse B
11/5/2019, 11:00 AM - 1:50 PM	TED Board Meeting	St. Ann
11/5/2019, 2:00 PM - 4:00 PM	TED Executive Committee, Part 2	St. Ann
11/5/2019, 2:00 PM - 4:00 PM	Registration Desk: Tuesday	Grand Ballroom Foyer
11/5/2019, 4:30 PM - 5:45 PM	Opening Session featuring Larry Wexler	Grand Ballroom D

11/5/19

8:00 AM – 4:00 PM

Toulouse A

CEC Program Reviewer Workshop

Participants will learn how to review reports on the preparation of special education professionals and how to prepare reports. Principles and examples of performance-based program review, strategies for efficiently reviewing reports, and examples and strategies for successfully writing the sections of the review will be presented and discussed. Participants will have the opportunity to interact with colleagues and the presenter. All participants completing the workshop will receive CEC program reviewer resources. All participants must be approved to attend this workshop. Participants will be expected to review CEC Program Recognition Reports during the spring 2020 cycle.

Joni Baldwin, University of Dayton

Toulouse B

CEC Program Developer Workshop

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

Christy Hooser, Eastern Illinois Universty

11/5/19

8:30 AM – 11:15 AM

St. Ann

TED Executive Committee Meeting, Part 1

Meeting of the TED Executive Committee (all elected members)

11:30 AM – 1:30 PM

St. Ann

TED Board Meeting

Meeting of the TED Board (all elected and non-elected members).

1:45 PM - 4:00 PM

St. Ann

TED Executive Committee, Part 2

Meeting of TED Executive Committee (all elected members).

4:30 PM - 5:45 PM

Grand Ballroom D

Opening Session: Larry Wexler

Information will be shared about the discretionary grant programs designed to help infants, toddlers, children, and youth with disabilities achieve improved educational results and functional outcomes. Research To Practice's goal is to positively influence the field of early intervention and special education policy and practice, and respond to the needs of state educational agencies and lead agencies, along with local districts, schools and programs, as they work to improve and deliver practices based on evidence for children and families.

Larry Wexler, OSEP

At a Glance – Wednesday

Day and Time	Event	Room Name
Wednesday, November 6		
11/6/2019, 7:30 AM - 5:00 PM	Registration Desk: Wednesday	Grand Ballroom Foyer
11/6/2019, 7:30 AM - 8:45 AM	Continental Breakfast: Wednesday	Grand Gallery
11/6/2019, 8:00 AM – 4:50 PM	Concurrent Sessions: Single Papers, Interactive Papers, Conversation Sessions, TED Talks, and Multiple Panels	
11/6/2019, 8:00 AM - 8:50 AM	Get Involved with TED!	Royal Board Room
11/6/2019, 8:00 AM - 8:50 AM	Professional Development Committee Meeting	Grand Ballroom A
11/6/2019, 8:00 AM - 8:50 AM	Diversity Caucus Executive Board Meeting	Astor 1
11/6/2019, 8:00 AM - 8:50 AM	TED Early Childhood Faculty SIG Meeting	Astor 2
11/6/2019, 9:00 AM - 9:50 AM	Keynote Panel Featuring: Grant Hayes, Virginia McLaughlin, Jerry Liss, Patty Alvarez McHatton, Chriss Walther-Thomas	Grand Ballroom D
11/6/2019, 10:00 AM - 10:50 AM	TED General Business Meeting	Grand Ballroom D
11/6/2019, 11:00 AM - 11:50 AM	Invited Session with Amanda Lannan: Preparing ADA Compliant Conference Handouts	Burgundy
11/6/2019, 11:00 AM - 11:50 AM	Professional Development Committee Special Session: How to Retire Well	Grand Ballroom A
11/6/2019, 11:00 AM - 11:50 AM	Early Career Faculty SIG Spotlight: Finding, Applying for, and Managing Grant Funding (Part 2)	St. Charles Ballroom A
11/6/2019, 11:00 AM - 11:50 AM	Early Childhood Faculty SIG Special Session: Supporting ECSE Teacher Candidates through Integrating DEC Recommended Practices in Teacher Prep	Astor 2
11/6/2019, 11:00 AM - 11:50 AM	SSEPC Past Chair's Meeting	Royal Board Room
11/6/2019, 11:00 AM - 11:50 AM	Getting published in <i>TESE</i>	Toulouse A

11/6/2019, 11:00 AM - 11:50 AM	Diversity Caucus General Business Meeting	Astor 1
11/6/2019, 11:00 AM - 11:50 AM	Kaleidoscope Board Meeting	St. Ann
11/6/2019, 12:00 PM - 12:50 PM	TED Past Presidents' Luncheon (by invitation to all TED Past Presidents)	Toulouse B
11/6/2019, 12:00 PM - 12:50 PM	SSEPC Executive Board	St. Ann
11/6/2019, 12:00 PM - 12:50 PM	TESE Editorial Board	Royal Board Room
11/6/2019, 1:00 PM - 1:50 PM	Invited Session with Catherine Flores: Preparing ADA Compliant Handouts and Materials for Classes	Burgundy
11/6/2019, 1:00 PM - 1:50 PM	Research Committee and Diversity Caucus Invited Panel Session: Articulating Theoretical and Conceptual Frameworks in Teacher Education Research (Part 1)	Grand Ballroom D
11/6/2019, 1:00 PM - 1:50 PM	SSEPC Shares and Symposium Part 1: Teaching Technology!	Grand Ballroom A
11/6/2019, 1:00 PM - 1:50 PM	TED Professional Development Committee Meeting	Astor 1
11/6/2019, 1:00 PM - 2:50 PM	TED/HECSE Panel	St. Charles Ballroom A
11/6/2019, 2:00 PM - 2:50 PM	SSEPC Shares and Symposium Part 2 - From a Distance: Innovations in Online and Hybrid Teaching	Grand Ballroom A
11/6/2019, 2:00 PM - 2:50 PM	Research Committee and Diversity Caucus Invited Panel Session: Articulating Theoretical and Conceptual Frameworks in Teacher Education Research (Part 2)	Grand Ballroom D
11/6/2019, 2:00 PM - 2:50 PM	TED State Subdivisions Meeting	Bourbon
11/6/2019, 2:00 PM - 2:50 PM	Publications & Communications Committee	Royal Board Room
11/6/2019, 2:00 PM - 2:50 PM	TED Early Childhood Faculty SIG: Syllabus Share	Astor 2
11/6/2019, 3:00 PM - 3:50 PM	Research Committee Invited Spotlight Session Featuring Laurie deBettencourt: Developing and Sustaining a Research Agenda by Carpooling	Grand Ballroom D
11/6/2019, 3:00 PM - 3:50 PM	Knowledge and Skills Committee Meeting	Royal Board Room

11/6/2019, 4:00 PM - 4:50 PM	Invited Session with Marcia Rock: TED research, practice, and policy briefs	St. Charles Ballroom B
11/6/2019, 4:00 PM - 4:50 PM	Membership Committee	Royal Board Room
11/6/2019, 5:00 PM - 6:30 PM	TED President's Reception	Grand Gallery

Wednesday, November 6

11/6/19
8:00 AM - 8:50 AM
Royal Board Room
Meeting

Get Involved with TED!

This meeting is for anyone interested in becoming more involved with TED. Do you want to learn more about Committees, Caucuses, or Special Interest Groups (SIGs)? Then this meeting you! Do you want to learn more about serving on the TED Board? Then this meeting is for you! Join us to get your questions answered.

Cynthia Watkins, Belmont University
Karen Voytecki, East Carolina University

Grand Ballroom A
Meeting

Professional Development Committee

This is the formal and required meeting of the TED Professional Development Committee. We welcome all TED members interested in participating in the important work of this committee.

Cathy Thomas, Texas State University

Astor 1
Meeting

Diversity Caucus Executive Board Meeting

This meeting is for all members of the Diversity Caucus Executive Board.

Mildred Boveda, Arizona State University

Astor 2
Meeting

TED Early Childhood Faculty SIG Meeting

This is the annual meeting of the TED Early Childhood Faculty SIG. We are a small, but enthusiastic group so come join us!

Marla Lohmann, Colorado Christian University
Kate Zimmer, Kennesaw State University

Wednesday, November 6

11/6/19

8:00 AM - 8:50 AM

St. Charles Ballroom A

Spotlight Session

Early Career Faculty SIG Spotlight Part 1: Making Research Work Where You Are

This interactive panel, sponsored by the Early Career Faculty SIG, will focus on locating and initiating researcher opportunities in a variety of institutional settings (e.g. research intensive, teaching). Two panelists will provide advice and answer questions about partnerships, researching with little to no external funding, and creating opportunities.

Kyena Cornelius, Minnesota State University-Mankato

Lawrence Maheady, Buffalo State College

Mary Catherine Scheeler, Penn State

Kathleen Randolph, University of Colorado

Toulouse A

Single Paper

Rethinking implementation fidelity in teacher education research.

Implementation fidelity is mostly used as an indicator of internal validity in teacher preparation intervention research. Measurement, conceptualization, and inclusion of implementation fidelity in evaluations of interventions is expanding. A clear understanding of issues related to validity and reliability of implementation fidelity measurement is needed to improve teacher preparation research.

Wilhelmina VanDijk, University of Florida

Holly Lane, University of Florida

Valentina Contesse, University of Florida

Wednesday, November 6

11/6/19

8:00-8:50 AM

Toulouse B

Single Paper

Integrating training on high leverage practices in an already full teacher preparation curriculum

The CEC has called for special educators to use high leverage practices in providing services for students with special needs. Training preservice teachers in these practices can prove difficult as most preparation programs already include a full curriculum. This session will discuss ways to integrate these practices in existing courses.

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

Bienville

TED Talks: This session features several presentations on the same topic.

Endorsement by exam: Policy and practice in rural special education

National- and state-level education policies are evolving to address teacher shortages that are pervasive across the United States and are particularly problematic in rural special education. We discuss that endorsement by exam is a potentially harmful quick fix that may in fact exacerbate teacher shortages in the long term.

Kim Floyd, West Virginia University
Colleen Wood-Fields, West Virginia University

Preparing school leaders for advocacy roles for students with disabilities

Participants will learn about a professional development opportunity that was created to teach school principals advocacy skills for students with disabilities. Content and the development of the module will be discussed along with impact on instructional leader learning.

Kristy Davis, Highpoint University

Wednesday, November 6

11/6/19

8:00-8:50 AM

Burgundy

Single Paper

What do we know about classroom observation research for students with disabilities?

Classroom observation research provides an important empirical context for policymakers, practitioners, and scholars to build on. This synthesis of classroom observation research focused on the observational methods used to document instruction for students with disabilities. Implications and future directions for classroom observation research will be discussed.

John Romig, University of Texas at Arlington
Wendy Rodgers, University of Nevada, Las Vegas
Hannah Mathews, Boston University
Elizabeth Bettini, Boston University

Iberville

Multiple Papers/Panel Presentation

Facilitator: Jeongae Kang

California teacher education programs prepare for inclusive practices: Opportunities and challenges!

California has redesigned preparation for general and special educators with the goal of creating “one system” for licensure and increasing effective inclusion. This results in changing roles and expectations for all educators. CEEDAR IHEs will discuss their plans to implement these new standards as well as possible resulting programmatic challenges.

Lynn Larsen, Brandman University
Victoria Graf, Loyola Marymount University
Nat Hansuvadha, California State University, Long Beach
Nicole Schneider, Brandman University
Charles Flores, Cal State, Los Angeles

Wednesday, November 6

11/6/19

8:00-8:50 AM

Grand Ballroom C

Single Paper

Making makerspaces work for students with disabilities: Preparing preservice and inservice teachers for STEM and literacy

During inquiry-based activities associated with makerspace settings, meaningful engagement can be difficult. This impacts students' day-to-day involvement/participation over time. University-school collaborations provide an avenue for "just in time" professional development of practicing/preservice teachers and faculty. This session focuses on directed consultation practices within these communities to promote successful learning outcomes.

Karen Rizzo, Pennsylvania State University, Behrend College

Susanne Boyle, Millersville University

Jonte Taylor, Pennsylvania State University

Chartres

Single Paper

Preparing teachers to implement culturally responsive SEL and PBIS

Future educators will be synthesizing multiple approaches in their work, not applying them in isolation. To promote equity and social justice in their work, we need to envision an integrated model of culturally responsive teaching (CRT), social-emotional learning (SEL), and positive behavioral interventions and supports (PBIS).

James Cressey, Framingham State University

Wednesday, November 6

11/6/19

8:00-8:50 AM

Bourbon

Multiple Papers/Panel Presentation

Facilitator: Karin Fisher

Preservice teachers and students with disabilities learning alongside one another in an integrated teacher preparation course

This study seeks to explain the experiences of students (traditional and those enrolled in a comprehensive transition program) who were enrolled in a required master's level, inclusive academic course. Findings from the qualitative study will be shared, as well as practical implications for institutes of higher education.

Lauren Bruno, University of Iowa

A collaborative supervision model for preservice, general education elementary teachers to work with students with disabilities

Research examining a collaborative supervision model for preservice, general education elementary teachers will be shared. Over a year long teacher preparation program, preservice teachers received collaborative supervision where a general education faculty member and special education faculty member supported fieldwork learning. This model was compared to a traditional supervision model.

Amber Moran, University of California, Santa Barbara

Emily Evanstein, University of California, Santa Barbara

Creating an accessible post-secondary learning environment for individuals with disabilities

An overview of several strategies for making higher education course materials accessible to all learners will be shared. Accessibility features in common software programs, learning management systems, and other avenues will be explored. A foundation in legal perspectives will also be discussed.

Theresa Garfield, Texas A&M University-San Antonio

Catherine Carreon, San Antonio Independent School District

Wednesday, November 6

11/6/19

8:00-8:50 AM

St. Ann

Single Paper

A review of state policies regulating special education alternative routes to licensure requirements

This presentation illustrates findings from a recent study examining differences in state policy requirements for special education teacher alternative licensure. This research aimed to provide perspective on states' notable desperation and subsequently, their extent to supply the current special education workforce with high quality professionals through alternative licensure.

LaRon Scott, Virginia Commonwealth University
Joseph Morgan, University of Nevada
Katherine Brendli, Virginia Commonwealth University

Conti

Single Paper

How to teach the language of math using student-driven approaches

Teachers are required to effectively teach math and the language of math to diverse students. Presenters share research-based strategies that are student driven and aimed at increasing math vocabulary understanding for students with diverse learning needs and linguistically diverse students. Participants will experience these strategies first hand through this presentation.

Geraldo Tobon, University of Illinois at Chicago
Courtney Barcus, University of Illinois at Chicago

Wednesday, November 6

8:00 AM - 8:50 AM
St. Louis

Single Paper

Adapted physical education in the introductory special education course

Even though physical education is a part of the Federal definition of special education (IDEA, 2004), it is often an overlooked or forgotten in the preparation of special education teachers and administrators. This session will address a free and innovative training module available to Special Education Teacher Education programs.

Suzanna Dillon, Texas Woman's University
Leah Goudy, University of North Texas

11/6/19
8:00-8:50 AM
Conversation Sessions

Astor III - Table 1

Online teaching in deaf education teacher preparation programs

Online learning continues to be a major trend in low-incidence teacher preparation programs. The purpose of this presentation is to have a facilitated discussion about the (a) types of online programs currently being used, (b) perceived benefits, (c) perceived challenges, (d) valuable resources, and (e) potential collaborations and research projects.

John Luckner, University of Northern Colorado

Astor III - Table 2

Teaching syntax with mnemonics

This presentation demonstrates the usage of nouns, verbs, adjectives, and adverbs through card symbols. Students benefit from direct, explicit instruction in syntax. Illustrations and patterns accelerate learning a variety of grammatical constructions. This program will highlight the flexibility of using parts of speech in several forms.

Susan B. Kahn, Sue's Strategies

Wednesday, November 6

11/6/19

8:00-8:50 AM

Conversation Sessions

Astor III - Table 3

Co-teaching and collaboration at the post-secondary level: Successes and barriers

Post-secondary co-teaching and collaboration models are important but limited. The current session examines the processes and outcomes of two studies that were co-taught in the field of general education and special education. Discussions will include administrative and attitudinal issues that impact effective implementation of co-teaching and recommendations at post-secondary level.

Talya Drescher, California State University, Channel Islands

Astor III - Table 4

Personnel preparation serving culturally/linguistically diverse students with disabilities in rural border schools

Session describes components for successful personnel preparation programs (Bachelors, Masters, Doctoral) to meet the needs of culturally linguistically diverse students with disabilities in rural schools on the border with Mexico. Programs focus on developing culturally competent special educators and faculty knowledgeable about challenges and solutions serving diverse rural border populations.

Patricia Peterson, Northern Arizona University

Astor III - Table 5

Fostering collaborative partnerships

This session will highlight the ongoing collaboration and partnerships that exist between a higher education institution and area schools. Emphasis will be placed upon the opportunities for students with special needs, teacher candidates, and the families and teachers working to create and maintain these unique and critical experiences.

Felicity Post, Peru State College

Helene Folske-Starlin, Peru State College

Wednesday, November 6

11/6/19

8:00-8:50 AM

Conversation Sessions

Astor III - Table 6

Lending a hand to beginning teachers

High teacher attrition rates are accompanied by a number of concerns including inexperienced teachers, low student achievement and high economic costs. Implementing a mentorship program for newly graduate teachers has the potential of improving the quality of teaching, increasing teacher retention and keeping talented teachers on the job.

Rasha Elhage, Chicago State University

Astor III - Table 7

Provoking difficult dialogue on diversity-related issues in predominantly white institutions

Cultural diversity must be recognized and addressed in teacher education. However, many students of PWIs lack exposure to diversity-related issues and express discomfort around these topics. This conversation, facilitated by professors from a PWI, invites others to discuss and share strategies that encourage dialogue in PWI settings.

Brandi Ansley, Central Michigan University

Dawn Decker, Central Michigan University

Astor III - Table 8

Preservice teachers teaching self-advocacy skills to post secondary students with developmental disabilities

Teacher educators need to provide hands on experience with developing and implementing targeted interventions so that preservice teachers are prepared to meet the individualized needs of students. This study looks at having preservice implement a literacy based behavioral intervention (LBBI) to teach a self-advocacy skill to students with developmental disabilities.

Kalynn Hall Pistorio, Columbus State University

Kelly Kearney, Florida Atlantic University

Shannon Eshman, Columbus State University

Wednesday, November 6

11/6/19

8:00-8:50 AM

Conversation Sessions

Astor III - Table 9

Preparing highly qualified teachers and related service providers to serve children and youth with autism

Highly qualified educators and service providers are needed to work with children/youth with autism. This preparation program is an effort to meet needs through online instruction based upon CEC specialty standards for developmental disabilities and autism and the National Professional Development Center on Autism Spectrum Disorder (NPDC) Evidence based practices.

Deborah Griswold, University of Kansas
Glennnda Kashner McKeithan, University of Kansas

Astor III - Table 10

Interdisciplinary preparation in low-incidence disabilities: Five years of lessons learned

The session describes an interdisciplinary model for preparing graduate students in special education alongside those with whom they should collaborate (e.g., general educators, counselors, administrators) to serve students with extensive and pervasive support needs. Needs assessment data, model components, implementation efforts, and project evaluation activities will be shared.

Phyllis Robertson, Texas A&M University-Corpus Christi

8:00-8:50 AM

Interactive Papers

Astor III - Board 1

How environmental classroom factors impact special education candidate edTPA scores

This study evaluated classroom demographic factors (e.g., number of students taught, disability type, etc) and their relationships to edtpa scores for a cohort of undergraduate special education teacher candidates. Discussions concerning how these results can shape future internship placements and suggestions for future research will be provided.

Bethany McKissick, East Carolina University
Stacy Weiss, East Carolina University

Wednesday, November 6

11/6/19

8:00-8:50 AM

Interactive Papers

Astor III - Board 2

Applied behavior analysis and teacher preparation: Examining best practices for serving students with autism spectrum disorder

Schools are nearing a crisis with the rising numbers of students with Autism Spectrum Disorders (ASD). Applied Behavior Analysis is the primary evidence-based intervention for such students. We discuss how behavior analysts and school personnel can collaborate to meet the needs of students with ASD and implications for teacher preparation.

Juliet Hart Barnett, Arizona State University
Corie Moore, University of Nevada-Las Vegas

Astor III - Board 3

Incorporating self-regulated strategy development to develop teacher candidates' pedagogical skills

This presentation shares work that has been occurring within teacher preparation courses using Self-Regulated Strategy Development (SRSD). Using mnemonics and strategic coaching, teacher candidates learned to develop, organize, select and apply their knowledge and skills of interventions as they worked at their placements in the field.

Alice Cahill, University of Nebraska in Kearney

Astor III - Board 4

Making assignments transparent for special education teacher candidates: A review of the TILT literature

This interactive paper will focus on how a transparently designed assignment can foster increased student learning and engagement, leading to improved student outcomes (Winkelmess et al., 2015). This poster explores the assignment design process, Transparent in Learning and Teaching (TILT) in undergraduate Special Education Introductory Courses.

Katherine Green, University of West Georgia
Rod McRae, University of West Georgia

Wednesday, November 6

11/6/19

8:00-8:50 AM

Interactive Papers

Astor III - Board 5

Assistive technology devices and academic outcomes for students with learning and attention issues

This presentation builds on limited research on the use of technology in to improve academic instruction for students with disabilities. We reviewed research from 1990 to 2019 to determine the relation between assistive technology devices and academic outcomes for students with learning and attention issues in prekindergarten to grade 12.

Yen Pham, University of New Mexico
Ahmed Alatawi, University of New Mexico

Astor III - Board 6

A literature review investigating elements of professional development in studies on comprehension for students with moderate and severe intellectual disability

Researchers present findings from a literature review investigating elements of professional development in studies on comprehension instruction for students with moderate and severe intellectual disability. Attendees will learn the results of literature review and discuss elements of professional development present in the current knowledge base for this population.

Aftynne Cheek, Appalachian State University
Whitney Idol, Radford University

Astor III - Board 7

Teacher preparation-PBIS: Supporting all preservice teachers to reach their potential

To “unmask the potential” of preservice teachers in our program, we will implement a multi-tiered level of support system much like PBIS practiced in public schools. Data gathered from our program, field-based and professional disposition assessments will be used to monitor and support our students with appropriate interventions if necessary.

Melissa Fogarty, Texas A&M University
Mary Rose Salles, Texas A&M University

Wednesday, November 6

11/6/19

8:00-8:50 AM

Interactive Papers

Astor III - Board 9

Research to practice: teaching writing to students on the autism spectrum

Learners with autism often require specialized support in the area of writing, and teachers may lack access to related research. Writing interventions emerging from a conducted research synthesis will be shared, with features of interventions teaching writing to students with autism recommended through a focus on bridging research to practice.

Amy Accardo, Rowan University

Astor III - Board 10

Preservice teachers self-efficacy on behavior management

The purpose of this study is to examine the influence of a behavior management course for preservice education teachers in general and special education on the self-efficacy of behavior management. This research study preliminary evaluation showed an increase in their self-efficacy in the area of behavior management and strategies used.

Chad Rose, University of Missouri

Stephanie Hopkins, University of Missouri

11/6/19

9:00 AM - 9:50 AM

Grand Ballroom D

Keynote Panel:

This session explores how institutions align institutional processes to assure advocacy for strength-based approaches to developing faculty and faculty leaders. From just-in-time learning and coaching techniques to differentiated workloads and revised tenure and promotion processes, this session unpacks how leaders may grow faculty into their roles and into leaders.

Grant Hayes, East Carolina University

Virginia McLaughlin, William & Mary

Jerry Liss, Emporia State University

Patricia Alvarez McHatton, University of Texas-Rio Grande Valley

Chriss Walther-Thomas, Virginia Commonwealth University

Wednesday, November 6

11/6/19
10:00-10:50 AM

Grand Ballroom D

TED General Business Meeting

Please join us at the General Business meeting to discuss important issues facing our organization.

11/6/19
11:00-11:50 AM

Royal Board Room

Meeting

Small Special Education Programs Caucus - Past Chairs Meeting

This meeting is for SSEPC Past Chairs.

Toulouse A

Meeting

Getting published in *TESE*

During this meeting, we will share the process for getting published in *TESE*.

Astor 1

Meeting

Diversity Caucus General Business Meeting

This meeting is for all members of the Diversity Caucus and others wishing to learn more about the Caucus or get more involved.

St. Ann

Meeting

Kaleidoscope Board Meeting

This meeting is for members of the Kaleidoscope Board.

Wednesday, November 6

11/6/19

11:00-11:50 AM

Burgundy

Invited Session

Invited Session: Preparing ADA compliant conference handouts

This session will present ways in which TED conference attendees may ensure their session handouts are accessible to ALL participants. Considerations for Section 508 compliance will be discussed.

Amanda Lannan, University of Central Florida

Grand Ballroom A

Panel Presentation

How to retire well

This session presented by the TED Professional Development Committee invites TED members who have advanced standing and are approaching and/or in the process of retirement planning and decision-making to attend a panel discussion presented by TED members who are either retired or in the process of retiring.

Cathy Thomas, Texas State University
Rebecca McCathren, University of Missouri
Nancy Mamlin, North Carolina Central University
Georgia Kerns, University of New Hampshire

Wednesday, November 6

11/6/19

11:00-11:50 AM

St. Charles Ballroom A

Spotlight Session

Early Career Faculty SIG Spotlight Part 2: Finding, applying for, and managing grant funding

This interactive panel, sponsored by the Early Career Faculty Special Interest Group, will focus on strategies for locating, applying for, and managing grant funding. Spotlight panelists will provide advice and answer questions about using resources and university structure for locating, applying for, and managing grant funding.

Kathleen Randolph, University of Colorado- Colorado Springs
Mary Brownell, University of Florida
Brittany Hott, University of Oklahoma
Michael Kennedy, University of Virginia
Kyena Cornelius, Minnesota State University- Mankato

Astor 2

Special Session

Supporting ECSE teacher candidates through integrating DEC recommended practices in teacher prep

In this session, the Early Childhood Personnel Center and the TED Early Childhood SIG present a crosswalk of preparation standards and DEC Recommended Practices. Participants will identify the rationale and process for development of crosswalks, examine crosswalks and exemplars, and brainstorm additional uses and resource needs.

Kate Zimmer, Kennesaw State University
Marla Lohmann, Colorado Christian University
Vicki Stayton, Early Childhood Personnel Center
Eva Horn, University of Kansas
Peggy Kemp, University of Kansas

Wednesday, November 6

11/6/19
11:00-11:50 AM
Bienville

Single Paper

Teacher candidates' video analysis self-evaluation accuracy during student teaching

A deductive sequential mixed design was employed to determine if using self-evaluation recommended practices resulted in teacher candidates who evaluated their instructional performance during video analysis accurately. Findings and implications of the complexities of video technology in teacher preparation and the risks of relying on perceived ability will be discussed.

Sarah Nagro, George Mason University
Sara Hooks, Towson University

Toulouse B

Single Paper

Interdisciplinary preparation for the realities of RTI implementation

Effective implementation of RTI has implications for the ways educators should work together, yet preservice teachers often have limited opportunities for interdisciplinary collaboration. This session describes the implementation and impact of a reading clinic where preservice general and special educators collaborated to serve elementary students in need of reading support.

Phyllis Robertson, Texas A&M University-Corpus Christi

Chartres

Single Paper

Supporting and evaluating acquisition of explicit instruction techniques

Explicit instruction (EI) has been highlighted as a HLP. Thus, it is important teacher-educators create meaningful opportunities for preservice teachers to practice designing EI lessons.

Teacher-educators must also use reliable, valid assessments to evaluate EI mastery. The current session will highlight methods for supporting and evaluating mastery of EI techniques.

Lauren Foxworth, The College of New Jersey
Courtney Dexter, Lycoming College

Wednesday, November 6

11/6/19

11:00-11:50 AM

Conti

Single Paper

Professional dispositions of teacher candidates: Measuring dispositions at a large teacher preparation university to meet national standards

This presentation reviews how one of the largest teacher preparation institutions in the Western U.S.A. assesses teacher candidates' professional dispositions throughout their teacher preparation programs by gathering data from teacher candidates, mentor teachers, and university supervisors. Implications for the use of this survey for accreditation purposes are discussed.

Corey Pierce, University of Northern Colorado

Grand Ballroom C

Single Paper

Don't forget about inservice teachers! Professional development in high leverage practices

To build teacher capacity in HLPs and effectively delivering specially designed instruction effective professional development (PD) is key. Based on yearlong state- and districtwide HLP PD projects, lessons learned and recommendations are shared.

Dia Jackson, American Institutes for Research

Iberville

Multiple Papers/Panel Presentation

Lessons learned from simulator-based training for preservice and inservice professional development

Many students with disabilities face significant challenges with behavior problems. Pre- and inservice teachers are often ill-prepared to handle these issues. Presenters will present recent findings and lessons learned from a series of projects using mixed-reality simulation as an innovative tool to improve strategies to address classroom management and behavior problems.

Facilitator: Marla Lohman

Kristine Larson, Notre Dame of Maryland University

Shanna E. Hirsch, Clemson University

Lysandra Cook, Curry School of Education, University of Virginia

Wednesday, November 6

11/6/19

11:00-11:50 AM

Bourbon

Multiple Papers/Panel Presentation

Facilitator: Cynthia Watkins

Proactive school emergency planning for students with disabilities

Children with disabilities are highly vulnerable in emergency situations, yet their needs often are inadequately addressed. Presenters will discuss school emergency preparation for students with disabilities and share a school emergency planning form to determine the unique needs of students with disabilities in various emergency situations.

Anne Papalia, Shippensburg University
Jacquelyn Chovanes, Shippensburg University
Jean Papalia, Safe Communities Madison

An examination of 'care': Preservice teachers' understandings of caring for families

While family-centered practices are considered a cornerstone of practice for early childhood special education, caring for families has become more of a cliché rather than a professional posture. Findings from a qualitative study of preservice teachers' understandings of 'care' will be presented and linked to practice for faculty.

Sara Luke, Mercer University

Legal trajectory of IDEA and 504 cases involving law enforcement officers in schools

Given the disproportionate rates of negative post-school outcomes for youth with disabilities who experience exclusionary discipline, it is important to consider the involvement of law enforcement officers in the discipline of students with disabilities in public schools. Policy and practice implications regarding involving officers in school-based discipline issues are discussed.

Angela Prince, Iowa State University

St. Louis

"This effort was beneficial to my practice": Preparing teachers to lead

In this session, we share results from a constructivist grounded theory study that examined the extent that a master's preparation program with formal leadership training had on the teachers and their schools. Preliminary analysis suggests that leadership training developed scholars' confidence, which helped them to successfully initiate and lead projects.

Pamela Williamson, University of North Carolina - Greensboro
Hanna Moore, University of North Carolina - Greensboro
Grace Vaughan, University of North Carolina- Greensboro
Logan Slate, University of North Carolina at Greensboro

Wednesday, November 6

11/6/19

11:00-11:50 AM

Conversation Sessions

Astor III - Table 1

Book writing 101

Publishing textbooks is valued in higher education and is a goal of many professors of special education. In this session the presentors, the authors of over 20 textbooks, will share their experiences in publishing textbooks from submission of a successful textbook proposal to writing the textbook and ancillary materials.

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

Astor III - Table 2

Increasing student engagement through the use of STUDI and TALCK notes

As faculty, one of the issues we struggle with is student engagement, namely preparation and in-class engagement. STUDI and TALCK notes are mechanisms for increasing students' preparation and engagement for class activities and discussions. This conversation session will present an overview of these processes, how they are used, and templates.

Sharon Darling, Florida Atlantic University

Astor III - Table 3

Fostering awareness of intersectionality in SPED teacher preparation

This session demonstrates a classroom assignment that deals with intersectionality and presents a model you could use in your own environment. By exploring first their own and then other's intersecting identities, SPED teacher candidates have a new tool for dealing with diversity in their lives and in their classrooms.

Bryan Cichy-Parker, Pacific University

Wednesday, November 6

11/6/19

11:00-11:50 AM

Conversation Sessions

Astor III - Table 4

Resilience and fragility: Preparing candidates for trauma in the classroom

Special Education requires opening our hearts and minds to students, sometimes, this can lead to vicarious trauma, or experiencing another person's trauma, which can have long lasting negative effects. Teacher preparation programs can help candidates develop skills to improve their resiliency to overcome the negative effects of trauma.

Frank Thornton, SUNY- Oneonta

Astor III - Table 5

Academic music: Engaging all students in a diverse math class

Academic Music is a program utilizing musical instruction designed on a Universal Design for Learning (UDL) platform to teach early numeracy skills through fractions. Students with and without disabilities learn to read musical notes and perform rhythmic patterns through clapping and drumming. Participants learn to implement this novel program.

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

Astor III - Table 6

Feedback in Special Education Teacher Preparation: Can we come to consensus?

Feedback is a common academic word used in standards, high leverage practices, teacher preparation, and teacher evaluation. Yet, there is little consensus on what feedback should look like and sound like in context. This session will engage in consensus building on "What is feedback and how do we teach it?".

Susanne James, Southern Illinois University- Edwardsville
Heather Haynes Smith, Trinity University
Martha Elford, University of Kansas

Wednesday, November 6

11/6/19

11:00-11:50 AM

Conversation Session

Astor III - Table 7

Building collective knowledge of assistive technology among all teachers

This session will focus on exploring ideas for faculty to support preservice teachers' understanding of assistive technology (AT). Strategies and recommendations for increasing collective knowledge of AT will be provided. Course projects, guiding questions, and free resources to support the integration of AT across age groups will be presented.

Lance Neeper, Keene State College

Nancy Peck, Keene State College

Astor III - Table 8

Motivation to succeed: Factors influencing international and CLD domestic doctoral students' persistence

Doctoral education is hindered by attrition. In some academic disciplines, the number can be upwards of 40-50%. In order to understand this phenomenon, it is important to understand the intrinsic and extrinsic factors that affect these students' motivation toward degree completion. We have to understand this to improve it.

Monique Matute-Chavarria, University of Nevada-Las Vegas

June Dennis, University of Nevada-Las Vegas

Eunhye Choi, University of Nevada-Las Vegas

Hazim Aal Ismail, University of Nevada-Las Vegas

Astor III - Table 9

Supercharging your teaching with virtual environments: A how-to session

The College of Education (COE) in a large southeastern university is proud to house Alabama's first Virtual Avatar Laboratory (VAL). The VAL provides opportunities to learn new skills in a safe simulated environment. The goal of this presentation is to encourage participants to start and/or sustain a live simulation laboratory.

Kate Simmons, Auburn University -Montgomery

Sara Bicard, Auburn University- Montgomery

Rhonda Morton, Auburn University- Montgomery

Wednesday, November 6

11/6/19

11:00-11:50 AM

Conversation Sessions

Astor III - Table 10

Teachers in the Inclusive Science Classroom: What the Literature Shows and Implications for Practice

We will discuss findings from a systematic literature review investigating the practices and perceptions of general and special education teachers who work in inclusive science classrooms. Implications will be discussed.

Victoria VanUitert, University of Virginia

11/6/19

11:00-11:50 AM

Interactive Papers

Astor III - Board 1

Testing the question, “How do you like to write?”

The basic 5-step writing process is taught in elementary grades. Investigation and incorporation of student preferred methods of written composition is key. Pilot study results of a grades K-5 questionnaire will be shared and examples of classroom applications to fostering confidence and growth with the writing process across grade levels.

Lindsey Massengale, Saint Patrick Catholic School

Astor III - Board 2

Using language to alter the special education experience of parents and families

The IEP process utilizes collaboration to support each child in meeting their full potential. Too often, our language shifts collaboration away from a strengths-based approach and builds barriers to successful partnerships. This session will discuss the impact language has on IEP collaborators and provide concrete strategies for process shifts.

Jason Davis, Millersville University

Wednesday, November 6

11/6/19
11:00-11:50 AM
Interactive Papers

Astor III - Board 3

Preparing preservice teachers to teach self-determination

Self-determination is essential for transition. This session will provide participants with resources and strategies for teaching self-determination to all levels of students.

Gwendolyn Carey, Florida Atlantic University
Kelly Kearney, Florida Atlantic University
Brianna Joseph, Florida Atlantic University

Astor III - Board 4

Teaching online: What can be learned

Research shows there are benefits and pitfalls of online education. It's imperative that as teacher preparation educators involved in online education that we do everything in our power to create and deliver instruction that prepares students to become effective teachers. This session will address best practices in online education.

Kathleen Dowell, Grand Canyon University
June Robinson, Robinson Consulting

Astor III - Board 5

Unmasking the mystery of essential dispositions for special educators: An examination of national standards and guiding principles

Dispositions for educators are recommended by numerous professional organizations. Assessing dispositions remains problematic due to the different ways dispositions are operationalized in research and organizational standards and principles. Presenters will explore data collected and analyzed from national organizations on essential dispositions for special education teacher candidates. Implications will be discussed.

Joanne Van Boxtel, California Polytechnic State University-Pomona
Megan Chaney, Fresno Pacific

Wednesday, November 6

11/6/19
11:00-11:50 AM
Interactive Papers

Astor III - Board 6

Collaborating with community agencies to develop capstone internship experiences

Session will review the process through which the two-course Master Educator Experience (MEE) evolved as the capstone internship project for students' master's degree programs. The MEE was developed as an alternative to the traditional thesis to create meaningful partnerships with community agencies through a student's development of authentic, requested deliverables.

Susan Bashinski, Missouri Western State University
Elizabeth Potts, Missouri Western State University

Astor III - Board 8

See me. know me. be me!! - An immersion experience

This session is designed for teacher educators for their students to engage in a highly motivating immersion experience to understand the nature of specific learning disabilities. "See Me. Know Me. BE ME!! - An Immersion Experience" layers evidence-based strategies with High-Leverage Practices to support students with SLD.

Stefanie Cassels, Special Education Field Service Agent-ESC 11 Texas

11/6/19
11:00-11:50 AM
Interactive Papers

Astor III - Board 9

Gaming and the online classroom: Engaging inclusive leaders in virtual spaces

Gee's (2007) learning principles in video games inform an online inclusive leadership graduate course. Participants collaborated in a virtual school district—tackling complex issues related to inclusive leadership, systems change, and the intersection of race/ability. The pedagogical power of gaming is evaluated as a means toward stronger inclusive leadership practices.

Cynthia Mruczek, University of Kansas

Wednesday, November 6

Kate McElligott, University of Kansas
Kelly Ballard, Bryn Athyn College

Astor III - Board 10

Co-teaching: Results from evidence-based practice implementation in high school algebra

While co-teaching is encouraged as a promising practice, its effect on student outcomes is not evident in the research. Algebra I, a prerequisite to higher level math, has proven difficult for many students with disabilities. This presentation describes the implementation and results from effective co-teaching practices in high school.

Mary Runnells, Gloucester County Public Schools
Kristen Heaney, Gloucester County Public Schools
Crystal Thompson, Gloucester County Public Schools

11/6/19
12:00-12:50

Toulouse B

Meeting

TED Past Presidents' Luncheon

All TED Past Presidents are invited to this luncheon.

11/6/19
12:00-12:50

St. Ann

Meeting

Small Special Education Programs Caucus Executive Board

This meeting is for the SSEPC Executive Committee.

Royal Board Room

Wednesday, November 6

Meeting

TESE Editorial Board

This meeting is for members of the TESE Editorial Board.

11/6/19

1:00-2:50 PM

St. Charles Ballroom A

Panel Presentation

TED/HECSE Panel

This session will include a panel discussion of important issues in teacher education and special education.

Lisa Monda-Amaya, University of Illinois
Dee Berlinghoff, Mount Saint Mary College
Jane West, Jane West DC Consultant

Wednesday, November 6

11/6/19
1:00 PM - 1:50 PM

Astor 1

Special Session

TED Professional Development Committee: Tech-style meet up

This session will provide TED CEC members opportunities to network exchange research and teaching interests with other TED members.

Jeongae Kang, Illinois State University
Kathryn Haughney, Georgia Southern University
Victoria VanUitert, University of Virginia
Gwitaek Park, University of North Carolina at Charlotte

Astor 2

Special Session

Early Childhood Standards: Be sure your voice is heard!

DEC in collaboration with CEC and the Early Childhood Personnel Center (ECPC) is developing EI/ECSE Personnel Standards (Birth - 8 years). Rationale for standards development, activities to date, and next steps will be provided. The majority of will be allotted to obtaining your input on draft standards and related resources.

Vicki Stayton, Western Kentucky University

Burgundy

Invited Session

Preparing ADA compliant handouts and materials for classes

This session will focus on strategies for ensuring all handouts and course materials are ADA compliant.

Catherine Flores, Central Piedmont Community College

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Grand Ballroom A

Symposium

Small Special Education Programs Caucus Shares and Symposium Part 1: Teaching technology!

Professors in small special education programs-- Let's meet and collaborate to improve the courses we teach by sharing websites, apps, and other technology tools for online, hybrid, and face-to-face classes. Colleagues with similar teaching loads and formats will convey what works! Let's share!

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

Grand Ballroom C

Single Paper

Developing mutually beneficial clinical partnerships to promote inclusive teaching

In this presentation, we describe the importance of developing mutually beneficial partnerships that provide a clear vision for effective teaching, and promote effective practice-based learning opportunities for teacher candidates and inservice teachers working in inclusive environments. We highlight how two Universities affiliated with the CEEDAR Center promoted such partnerships.

Mary Brownell, University of Florida
Amy Lingo, University of Louisville
Kera Ackerman, University of Kentucky
Todd Whitney, University of Louisville

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Grand Ballroom D

Invited Session

Diversity Caucus and Research Committee Invited Panel Session: Articulating theoretical and conceptual frameworks in teacher education research (Part 1)

Researchers discuss uses of conceptual/theoretical frameworks: Linda Blanton, Elizabeth Kozleski, Erica McCray, and Kristin Murphy. Panelist will share how they construct or select frameworks to employ in their inquiry. They will highlight how theoretical perspectives guide their work and connect it to more diverse research communities.

Mildred Boveda, Arizona State University
Hannah Mathews, Boston University

Bienville

Single Paper

Building preservice teachers' facility with high-leverage practices through field-based action research projects

This presentation will highlight the evolution of how faculty focused on high quality, evidence-based classroom instruction. A particular emphasis was placed on connecting courses to field-based action research projects that apply high-leverage practices. Project examples, recommendations, and stakeholder perspectives will be shared.

Karen Smith, University of Maine -Farmington
Lance Neeper Keene State College
Dominique Tetzlaff, University of Maine -Farmington
Kevin Good, University of Maine -Farmington

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Conti

Single Paper

Establishing collaborative partnerships between speech language pathologists and general education teachers

In this talk, we will review how to establish a collaborative partnership between speech language pathologists and general education teachers. We will explain the core features of an effective collaborative relationship, acknowledge the barriers in collaboration, and review strategies general education teachers can use to improve child language.

Jason Chow, Virginia Commonwealth University

Erin Stehle, Virginia Commonwealth University

Bourbon

Single Paper

A focus on collaboration: Implementation of HLPs for preservice teachers

High-leverage practices identify the critical practices for special educators to best support students with disabilities. Preparing preservice teachers to utilize HLPs in classrooms is essential. This session focuses on the Collaboration HLP with specific examples for implementation of practices, activities used with preservice teachers, and data to inform practice .

Robin Drogan, Bloomsburg University of Pennsylvania

Brooke Lylo, Bloomsburg University of Pennsylvania

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Chartres

Single Paper

To so or not to do: Paraeducator simulations and extensions in a preservice special education program

Special education teacher candidates experience many challenges as they enter the classroom. One frequently overlooked challenge in teacher preparation is training and supervising paraeducators. This presentation provides practices aimed at preparing preservice teachers to work with paraeducators through the use of simulations, case studies, and extension lessons.

Katrine Gosselin, University of Northern Colorado
Aimee Massafra, University of Northern Colorado
Jason Robinson, University of Northern Colorado
Laura Trapp, University of Northern Colorado

Toulouse A

Single Paper

Self-regulated learners: Strategies that promote engagement and persistence in online courses

The purpose of this presentation is to discuss the importance of self-regulation in online courses. Further, the purpose is to highlight a framework and self-regulation strategies to aid learners in persisting, engaging, and successfully completing coursework delivered through online environments.

Stephanie DeSpain, Northern Illinois University
Lisa Liberty, Northern Illinois University

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

St. Ann

Single Paper

Knowledge and perspective of STEAM education among infant and toddler teachers:
Implications for early childhood special education professionals

This session will highlight the results of an exploratory qualitative study that investigated the knowledge and perspective of STEAM education among infant and toddler classroom teachers.

The presentation will include a discussion of the themes uncovered and their implications for educators who support young children with or at-risk of disabilities.

Sylvia Collazo, Florida Atlantic University
Rangasamy Ramasamy, Florida Atlantic University
Yoonhee Lee, Florida Atlantic University

St. Louis

Single Paper

Special education (im)Mursion: Piloting a virtual simulation program in an online inclusion course

In this presentation, the author will: (a) describe the planning and logistics required to embed Mursion (a virtual reality-based supplemental instructional tool) into an online special education course for general education students, (b) highlight the feedback and coaching provided to students during the experience, and (c) present Mursion evaluation feedback.

Jamie Pearson, North Carolina State University

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Royal Board Room

Single Paper

Leveraging a state performance assessment tool to increase collaboration between special education and general education school-based and university-based teacher educators

Increasing collaboration between school and university-based special and general education teacher educators is critical in ensuring clinical experiences are effective and teacher candidates are prepared to meet diverse student needs. This session will show how a performance assessment increased collaboration through structured trainings, co-supervision, and calibration of teacher candidate proficiency.

Rebekah Louis, Boston University

Iberville

Multiple Papers/Panel Presentation

Collaboration and resources: High-leverage practices for powerful instruction

Collaborative efforts between five Institutes of Higher Education and the Arizona Department of Education developed consistent expectations for core instructional practices, a common lexicon for instruction, and a guidebook for field experiences to show how High Leverage Practices can be woven into core instruction in the general education setting.

Facilitator: Dawn Hamlin, SUNY Oneonta
Kathleen Puckett, Arizona State University
Jennifer, Huber, Northern Arizona University
Julie Blair, Grand Canyon University
Elizabeth Hoffman, Rio Salado College
Sandra Figueroa, Arizona Department of Education

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Conversation Sessions

Astor III - Table 1

Self-efficacy and advocacy of future teachers

This paper explores a study that found preservice general and special education teachers increased their efficacy for providing services for students with disabilities while decreasing their attitudes toward inclusive education over the course of their teacher preparation program.

Katherine Gilligan, Aurora University

Astor III - Table 2

School leadership preparation: Unlocking the potential of school leaders to serve all students

This study sought to understand the complexity of leading a school in today's increasingly diverse world and better understand the leadership role through the eyes of school-embedded leaders. Focus group findings highlighted pathways, preparation, and potential competencies needed for effective urban special education school leadership. Thematic results are presented.

Suzanne Martin, University of Central Florida

Dena Slanda, University of Central Florida

Katie Miller, Florida Atlantic University

Joyce Little, Key2Ed Inc.

Astor III - Table 5

Learning the process of implementing culturally adapted behavioral strategies in the classroom for educators

Despite literature on culturally responsive practices in the classroom, progress toward establishing an evidence base of effective strategies to promote educators' use of culturally responsive practices has been slow. Culturally responsive behavioral interventions that are implemented correctly can be effective in managing classroom disruptions and increasing student engagement.

Christerralyn Brown, University of Illinois- Chicago

Wednesday, November 6

1:00 PM - 1:50 PM
Conversation Sessions

Astor III - Table 7

Challenges of online teaching: UDL, personas and pedagogical transfer

Shifting to online teaching is increasingly an expectation for university faculty. It is not as simple as moving what one does in a F2F environment into the electronic format. This proposal examines issues, including UDL, personas and offers a means of effectively recasting rich learning experiences into the online environment.

Beverly Barkon, Carlow University

Astor III - Table 9

How might school administrators most effectively assess the performance of new special education teachers?

Historically, special educators have been evaluated using tools designed to assess general educators' performance. This session will explore a tool based on CEC's Initial Preparation standards, discussing differences between observation and evaluation and how one tool could effectively evaluate special educators, including those who push in, pull out, and co-teach.

Susan Bashinski, Missouri Western State University
Elizabeth Potts, Missouri Western State University

Astor III - Table 10

Maintaining program integrity: A dialogue with fellow department chairs and program coordinators

This session orchestrates a conversation with other chairs and program coordinators of special education programs as to effective means of dealing with current challenges surrounding our programs. Discussions will focus on dealing with limited budgets, full-time and adjunct faculty needs, and surviving low enrollment trends in our programs.

John Ponder, University of West Georgia
Katy Green, University of West Georgia

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Interactive Papers

Astor III - Board 1

CLD teaching and learning in action: Planning, implementing and reflecting

Several conceptual frameworks and models suggest teaching practices that meet the needs of culturally and linguistically diverse students with significant cognitive disabilities-- this presentation will review practical applications in the literature across planning, instruction, and reflection. Discussion includes a review of recommended practices and reflections on their development and impact.

Kathryn Haughney, Georgia Southern University
Kelly Clark, Yang Tan Institute, Cornell University
Robai Werunga, University of Massachusetts- Amherst

Astor III - Board 2

Neurodiversity: Preservice teacher's perceptions/attitudes toward neurodiversity in their IHE general education "methods" classrooms

This session will present 2019 statistical results concerning the construction and distribution of a survey instrument which examined the specific perceptions/attitudes of preservice teachers toward neurodiversity in their IHE general education "methods" classrooms.

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

Astor III - Board 3

Informal interactions: An extreme qualitative case study of students with emotional and behavioral disorders

Post-school outcomes for students with EBD often run counter to the stated purpose of IDEIA 2004. This study employs extreme case study methods to examine informal schooling experiences. Analysis sought to demonstrate ways in which informal interactions demonstrate and resist the behavioral norms that are the goals of educational practices.

Katelyn Zirkus, Northern Arizona University

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Interactive Papers

Astor III - Board 4

Improving teaching through a triad video review

In order to aid graduate students who are practicing general education teachers learn more about special education, apply what they learn to their teaching, and gain feedback, a video reflection/assessment approach is used to improve their teaching of students with disabilities, and presented in this interactive paper.

Wanda Routier, Concordia University Wisconsin

Astor III - Board 5

Behind the fence: Disrupting narratives of teacher learning in high poverty preschool

Children with disabilities and those from cultural and/or linguistic minority groups face significant challenges in accessing high-quality preschool programs. These programs face chronic scarcity of resources, and most are characterized by low-quality indicators. This presentation explores a positive deviance study of one high-poverty, under-resourced, but high-performing community preschool.

Kristi Cheyney-Collante, University of Florida

Astor III - Board 6

The AAC explorations project: Developing special educators' competencies in using and designing augmentative and alternative communication systems

Special educators are expected to be able to utilize augmentative and alternative communication (AAC) systems to support the development of students with limited natural speech. This presentation explores the efficacy of a pilot project-based learning approach to develop competencies in defining, using, and designing AAC systems for preservice special educators.

Susannah Boyle, Millersville University

Wednesday, November 6

11/6/19

1:00 PM - 1:50 PM

Interactive Papers

Astor III - Board 7

Using supported reflection to explore graduate students' perceptions of youth with EBD

Opportunities to critically reflect provide openings for students to make critical connections to their learning whereby they process content while deconstructing their assumptions, thoughts, and perspectives. This presentation highlights an exploratory study investigating graduate students' reflections about children with EBD and how to serve them during a graduate-level introductory course.

Maria Sciuchetti, Ball State University

Astor III - Board 8

Can you spot the difference?: An analysis of general educators ability to identify students with ASD

Many students, particularly those deriving from CLD backgrounds, rely on educators as the primary source of disability identification. This study analyzed the training provided to general educators in ASD characteristics and symptomatology. With research suggesting educators lack of confidence in their ability to identify students, survey results may demonstrate why.

Brittany Desnoyer, California State University-Stanislaus

Astor III - Board 9

Implementing universal design for learning: Lessons learned and tips for teachers

Implementing the Universal Design for Learning (UDL) Framework into classroom instruction can be challenging. This presentation features a study that examined district-wide implementation efforts of the UDL framework. This interactive session features the nuts and bolts of teacher development featuring techniques that fostered UDL classroom integration.

Sean Smith, University of Kansas
Stephanie Craig, University of Kansas
Adam Carreon, University of Kansas
Amber Rowland, University of Kansas

Wednesday, November 6

11/6/19
1:00 PM - 1:50 PM
Interactive Papers

Astor III - Board 10

A de-Siloed approach to supporting students with language based learning disabilities

In light of the “collective awakening about literacy instruction,” participants will explore issues related to the preparation of teacher candidates pursuing dual certification in elementary/special education to support the needs of students with language-based learning differences, including dyslexia, and to cultivate an advocacy stance prior to entering the field.

Cara McDermott-Fasy, Rhode Island College

11/6/19
2:00-2:50

Bourbon

Meeting

TED State Subdivisions Meeting

This meeting of TED State Subdivisions leaders provides a forum to learn about ways to sustain and invigorate your organization. This session will highlight key TED and CEC resources related to member engagement, offer a platform to share your own successful state-level practices, and will present new strategies to expand the reach and impact of state subdivision. Come ready to learn and share!

Andrew Hashey, SUNY-Buffalo

Royal Board Room

Meeting

Publications and Communications Committee

Andy Markelz, Ball State University

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Astor 2

Spotlight Session

TED Early Childhood Faculty SIG Spotlight Session: Syllabus Share

This session is a syllabi share. Early childhood special education teacher educators have the opportunity to share ideas for preparing ECSE teachers through sharing syllabi, resources, and ideas.

Marla Lohmann, Colorado Christian University
Kate Zimmer, Kennesaw State University

Grand Ballroom A

Symposium

Small Special Education Programs Caucus Shares and Symposium Part 2: From a distance: Innovations in online and hybrid teaching

Teacher educators in small special education programs (SSEPC) are increasingly called on to use online and hybrid methods to teach, supervise, and advise their students. This session will present a practical approach to how SSEPC faculty innovate through UDL implementation, program reform, and integration of specific technology tools.

Elizabeth Hartmann, Lasell College
Adam Moore, Roger Williams University
Jennifer McKenzie, Southern Utah University
Janet Josephson, Millersville University
Kate Simmons, Auburn University-Montgomery
Rhonda Morton, Auburn University-Montgomery
Sara Bicard, Auburn University-Montgomery
Tricia Strickland, Hood College
Jennifer Walker, University of Mary Washington
Victoria Russell, University of Mary Washington
Ruby Owiny, Trinity International University
Kathleen Boothe, Southeastern Oklahoma University
Karin Fisher, Georgia Southern University
Carol Willard, SUNY- Oswego
Amanda Fenlon, SUNY- Oswego
Deborah Howard, SUNY- Oswego
Colleen Wilkinson, Medaille College
Katie Parrish, Indiana Tech University

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Grand Ballroom D

Spotlight Session

Articulating theoretical and conceptual frameworks in teacher education research(Part 2)

In a joint collaboration with the Research Committee, the Diversity Caucus this session will occur immediately after part 1 of the "Articulating Theoretical and Conceptual Frameworks in Teacher Education Research" to workshop the ideas presented in the Research Spotlight Panel.

Mildred Boveda, Arizona State University

Hanna Matthews, Boston University

Burgundy

Single Paper

eCoaching for specialized reading instruction

In this study, coaches used eCoaching with bug-in-ear technology with teachers who had completed initial training in specialized reading programs. Following the training, teachers needed implementation support to achieve fidelity. Coaches used technology to expand their reach and coaching presence. Results indicate improved fidelity and teacher satisfaction.

Margaret Weiss, George Mason University

Kelley Regan, George Mason University

Toulouse A

Single Paper

Value of personal reflection on teaching practices in special education practicum course

This presentation delivers the results of a research study conducted in multiple sections of master's level practicum courses in both high and low incidence disabilities. Students' reflection assignments for their teaching videos were analyzed for frequency of connecting research to evidence-based practice and depth of reflection based on a rubric.

Martha D. Elford, University of Kansas

Kristin Joannou Lyon, University of Kansas

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Astor 1

Single Paper

Flipping out over IRIS OERs: Innovative applications for teacher educators

A recent survey of over 1,000 IRIS open educational resource (OER) users revealed a number of innovative applications for teacher preparation. Different models of instruction that combine various IRIS OERs (e.g., cases, modules, activities) while employing dynamic instructional formats such as flipped instruction, role-playing, and retrieval will be presented.

Kristin Sayeski, University of Georgia
Bethany Hamilton-Jones, University of Georgia

St. Louis

Single Paper

Around the state from your couch: Using telepresence robotics to facilitate field-based internships in teacher preparation

This presentation will highlight how faculty revamped a course by leveraging telepresence robotics to facilitate field-based internships in a rural community. A particular emphasis was placed on connecting course assignments to field-based interactions that apply high-leverage practices. Project examples, recommendations, and stakeholder perspectives will be shared.

Kevin Good, University of Maine- Farmington
Hillary Goldthwait-Fowles, Maine Regional School Unit 21

St. Charles Ballroom B

Single Paper

Unmasking transition potential: Problems and partnerships

The myriad of problems during the transition process can mask the potential for productive partnerships between schools and community agencies. This session will present a discussion tool and supporting research to increase student self-determination, engagement, and application to appropriate post high school community providers.

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

11/6/19
2:00 PM - 2:50 PM
Chartres

Single Paper

Research to practice: Year-long inclusive writing instruction through self-regulated strategy development

Writing is an important skill that teachers need support to develop. This session presents a year-long sequence of professional development on writing instruction for inclusive elementary classrooms using Self-Regulated Strategy Development for informative, opinion, and narrative writing. Differentiation and scaffolding for students with disabilities and language learners are included.

Caroline Torres, Kapi'olani Community College

Bienville

Single Paper

Empowerment through partnership: Promoting collaboration for preservice special educators

Coursework for preservice special education teachers often centers on collaboration among teachers, rather than partnership with families to provide a unifying vision and promote specific collaboration skills. An approach to converting partnership into coursework and surveys will demonstrate an integrated approach to preparing special education teachers.

Joshua Tolbert, Indiana University East
Jamie Buffington-Adams, Indiana University East

Wednesday, November 6

11/6/19
2:00 PM - 2:50 PM

Iberville

Single Paper

Exploring elementary preservice teachers' perceptions and abilities to notice mathematical thinking of students with special needs

Presenters will share preliminary results from an embedded-units single case study. We discuss how elementary preservice teachers' perceptions and understanding of teaching mathematics for students with special needs, including students who are gifted and talented, emerge in an inclusive setting after conducting clinical interviews with elementary students with special needs.

Ai Kamei, Monmouth University
Vecihi Zambak, Monmouth University

11/6/19
2:00 PM - 2:50 PM
Conversation Sessions

Astor III - Table 1

From preservice preparation to inservice support: Unmasking the potential of novice special educators

The presenters designed and implemented a year-long induction program for beginning special education teachers working in small school districts. During the session, the presenters share information regarding the challenges faced by novice special education teachers and how these challenges can be used to inform current practices in teacher preparation programs.

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

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Conversation Sessions

Astor III - Table 3

Supporting students with learning disabilities' mathematical understanding and discourse through visual representations

Students with LD generally need multiple and different experiences to achieve conceptual understanding in mathematics. Effective mathematical practices include students' academic discussions supported by relevant visual representations. The purpose of this presentation is to discuss how teachers could use visual representations to support the academic needs of students with LD.

Gloria Carcoba Falomir, University of Nevada- Las Vegas

Astor III - Table 4

Preparing today's special educator for tomorrow's classroom

Education programs struggle preparing teachers with strong pedagogy and individualized content instruction that are successful in multiple classroom settings. Criteria produced by CEC for Special Teacher education delineate that preservice special education teachers need extensive hands-on time in a classroom with students to supplement a strong evidence-based practice program.

Helane Folske-Starlin, Peru State College
Felicity Balluch Post, Peru State College

Astor III - Table 5

Show me your books!! A theoretical perspective of motivation, family involvement, diversity, and technology in literacy for children with disabilities.

Theoretical approaches to literacy are often grounded in intrinsic/extrinsic motivational theory and socio-cognitive theory, however, these approaches alone do not result in long-term engagement in literacy development for children with disabilities. Strategies such as families as active partners, the provision of diverse literature, and technology, facilitate comprehensive literacy development.

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

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Conversation Sessions

Astor III - Table 6

Solving special education teacher shortages by preparing paraprofessionals

This presentation will discuss how to increase the number of qualified special educators. Training paraprofessionals has been suggested as a successful way for school districts to fill the empty special education positions and to assist with the retention of new special educators. We will discuss such a program.

Laurie deBettencourt, Johns Hopkins University

Astor III - Table 7

Council for Exceptional Children's high leverage practices: Sample syllabi, assignments, activities, and evaluation

This session will provide opportunities to develop background information about the Council for Exceptional Children's High-Leverage Practices, and time to explore roundtables that share example syllabi, assignments, and evaluations from curriculum centered around each of the four HLP categories, along with opportunities for discussion and to share needs.

Michelle Marchant-Wood, University of Minnesota

Maryann Dudzinski, Valparaiso University

David Hoppey, University of North Florida

Victoria Van Ultert, University of Virginia

Astor III - Table 8

Evaluating readiness to teach: Exploring the strengths and limitations of edTPA

Teacher education programs across the US have embraced the edTPA assessments. In this presentation, data on 53 teacher candidates who completed special education edTPA Task 2 is shared. Strengths and limitations of using edTPA to evaluate teaching readiness is explored.

Sekhar Pindiprolu, The University of Toledo

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Interactive Papers

Astor III - Board 1

Teaching high leverage content and instructional practices in literacy: Practice-based clinical experiences in special education teacher preparation

Preparing excellent special educators requires educator preparation programs (EPPs) to provide robust distributed opportunities for candidates to apply High Leverage Instructional Practices. We present how one EPP designed practice-based opportunities where candidates apply high leverage instructional practices in literacy through collaborative/reflective teaching cycles. Community partnerships and edTPA preparation are discussed.

Ashley Oldham, University of Saint Joseph
Sharon Ware, University of Saint Joseph

Astor III - Board 2

Developing rural educators to serve students with disabilities

A university is addressing the problem of special education teacher shortages through a creative degree program for all education majors that prepares them to work with students with disabilities. They also are implementing a regional teacher corps and "Grow Your Own" program to build a diverse work force.

Kimberly Griffith, University of West Alabama
Jodie Winship, University of West Alabama
Rachel Dunbar, University of West Alabama
Erica King, University of West Alabama

Astor III - Board 3

Building quality measures and best practices into your online course design

The purpose of this session is to provide participants with information on how to prepare graduates seeking initial license in online settings. These students are required to complete the edTPA portfolio. The assessment is difficult enough for traditional residential students, completing this process online while living can add additional challenges.

Charmion Rush, Western Carolina University

Wednesday, November 6

11/6/19

2:00 PM - 2:50 PM

Interactive Papers

Astor III - Board 4

Unmasking the potential of service learning in preparation of special and general education teachers

In this presentation, we outline principles identified for an effective service learning course, describe how we have integrated community service; academic skills and content; and reflection on the experience; and designed a service learning partnership that includes the voice of the community partner.

Donna Ploessl, University of Montevallo

Hollie Cost , University of Montevallo

Astor III - Board 5

A multi-case study of participants enrolled in an online graduate certificate in dyslexia

Despite the prevalence of learning disabilities in reading, many educators are ill-equipped to provide evidence-based intervention for students with dyslexia. This session will report on a case study designed to better understand the experiences and contexts of graduate students enrolled in an online graduate certificate program in dyslexia.

Kristi Cheyney-Collante, University of Florida

Vivian Gonsalves, University of Florida

Astor III - Board 6

Unmasking the potential for adolescent transition through evidence-based academic skills

This presentation will share evidence-based practices to teach academics to secondary students with disabilities, as well as why academic skills are key for transition to life after high school. Practitioners will learn how to access resources to implement practices in their classrooms to enhance students' academic achievement and transition skills.

Luann Ley Davis, University of Memphis

Kelly Clark, Cornell University

Wednesday, November 6

11/6/19
2:00 PM - 2:50 PM
Interactive Papers

Astor III - Board 7

Impact of engagement in international clinical experiences on special and early educators cultural awareness and ability to meet the needs of diverse populations

The purpose of this presentation is to discuss the impact of participation in travel abroad clinical experiences on preservice educators' development of cultural awareness and ability to meet the needs of children with special needs and/or from cultural and linguistically diverse backgrounds.

Stephanie DeSpain, Northern Illinois University

Astor III - Board 8

Free course content at your fingertips: New resources from the national center on intensive intervention

Come learn about resources from the National Center on Intensive Intervention to help you design pre- and/or inservice courses on intensive intervention across reading, mathematics, and behavior. All content was expertly reviewed and piloted with special education teachers to ensure successful outcomes for the candidates and inservice educators you serve.

Jill Pentimonti, American Institutes for Research

Astor III - Board 9

Autonomy supportive teaching for students with or without disabilities

Autonomy-supportive teacher behaviors are correlated to positive student outcomes such as increased academic achievement, a higher level of student engagement, and motivation. In this session, a background of literature, suggestions for practitioners and researchers on procedural, organizational and cognitive autonomy supportive teaching strategies will be discussed.

Fatmana Deniz, University of Nevada -Las Vegas

Astor III - Board 10

Deaf and hearing students outcomes in a deaf education master's program: Implications for using GRE scores in the program's admission

Most graduate programs use GRE and Undergraduate GPA as valid predictors of graduate performance (Kuncel, Hezlett & Ones' (2001). There is limited research on GRE and individuals with disabilities. The current study examined the validity of GRE scores of hearing and deaf students in a graduate program.

Millicent Musyoka, Lamar University

Wednesday, November 6

11/6/19

3:00-3:50 PM

St. Charles A

Single Paper

Innovating the classroom: Mixed reality supports

The rapid expansion of educational technology and innovation offer tools that teachers can integrate to redefine the instructional and learning experience. Mixed reality applications, including augmented and virtual reality, offer innovative and engaging solutions. This session will feature ways educators can easily access and apply innovations to today's classrooms.

Amber Rowland, University of Kansas
Adam Carreon, University of Kansas
Stephanie Craig, University of Kansas
Sean Smith, University of Kansas

Royal Board Room

Meeting

Knowledge and Skills Committee Meeting

This is the Knowledge and Skills Committee Meeting. All TED members are welcome to attend.

Stephanie Morano, University of Virginia

Grand Ballroom A

Single Paper

A new way of thinking about special educator recruitment

The shortage of special education teachers is not new and neither are the strategies used to address it. Unfortunately, those strategies clearly haven't been working. Instigated by a mini-grant from AERA and TED, this session will present some unique, out-of-the-box possibilities for recruiting new special educators.

Michele Murphy, Goucher College
Kyena Cornelius, Minnesota State University Mankato
Ruby Owiny, Trinity International University

Wednesday, November 6

11/6/19

3:00-3:50 PM

Grand Ballroom C

Single Paper

Preparing special education teachers through reading intervention practice-based clinical experiences

Practice-based clinical experiences can have a substantial impact on teacher candidates' literacy knowledge and practice. We highlight a special education teacher preparation program that has been successful preparing candidates to teach reading by building pedagogical knowledge of assessment and instructional practices in literacy through coursework and carefully designed clinical experiences.

Valentina Contesse, University of Florida

Holly Lane, University of Florida

Danielle Pico, University of Florida

Grand Ballroom D

Spotlight Session

Research Committee Invited Spotlight Session Featuring Laurie deBettencourt:
Developing and sustaining a research agenda by carpooling

Laurie deBettencourt, former Editor of TESE, will discuss her research agenda over the past three decades, offering guidance on building a research agenda across three different universities. She will share how she balanced a love of preparing special education teachers with a need to conduct and publish applied research.

Melinda Leko, University of Wisconsin-Madison

Laurie deBettencourt, Johns Hopkins University

Wednesday, November 6

11/6/19

3:00-3:50 PM

Astor 1

Single Paper

U.S. trends in special and general education teacher preparation and induction

This nationally-representative U.S. study identifies trends in early career special and general education induction over three time periods, spanning a decade. We present findings about their: (1) demographics, (2) preparation, and (3) induction and mentoring experiences. In addition, we outline implications for teacher education and for induction practice.

Bonnie Billingsley, Virginia Tech

Rebecca Raab, Virginia Tech

Astor 2

Single Paper

Five strategies new special education teachers need to partner with families and navigate conflict

In this session, we introduce five high impact strategies teacher educators can provide preservice teachers to develop and nurture family-professional partnerships and to effectively address conflict, as needed. Participants will walk away with example activities and practice scenarios available for use in both face-to-face and online courses.

Tracy Gershwin, University of Northern Colorado

Amy Kilpatrick, University of Northern Colorado

Robin O'Shea, University of Northern Colorado

Wednesday, November 6

11/6/19

3:00-3:50 PM

Bourbon

Single Paper

A collaborative approach, using cloud based technologies, to support online master's students through a year-long research-based capstone.

Mentorship is an avenue to increase student retention while facilitating learning and growth. Current technologies allow for virtual, quality mentorship and ongoing communication that supports students. Combining mentorship with virtual technologies has been successfully used to support master's students completing an independent, applied, multi-term research based capstone project.

Anne Spillane, Brandman University
Sue Yockelson, Brandman University
Lynn Larsen, Brandman University

Burgundy

Single Paper

Using annotated video-analysis to support student teaching

The critical nature of student teaching has challenged many teacher preparation programs to improve the quality of their field placements and ensure candidates receive opportunities to reflect on their work and obtain specific and timely feedback. This study examines the use of an annotated video-analysis tool to address these issues.

Jason Davis, Millersville University

Chartres

Single Paper

Speaking a common language: Using HLPs to strengthen clinical partnerships

Strong partnerships are critical in developing sustainable clinical models. One key in strengthening these partnerships is a common language and shared vision. High-leverage practices (HLPs) provide that foundation. This session explores how HLPs can be incorporated in the clinical model and how a common language/vision grows the clinical partnership.

Susan Keesey, Western Kentucky University
Christina Noel, Western Kentucky University

Wednesday, November 6

11/6/19
3:00-3:50 PM

Iberville

Multiple Papers/Panel Presentation

In their own voices: Unmasking the truth about international doctoral students' experiences

The US is the leading educational destination for globally mobile students. However, actionable information regarding the experiences that mitigate the key challenges international students face is rare. Oftentimes, these experiences are both unequal and uneven. It is important that we organize our analysis of their experiences around their own words.

Facilitator: Jessica Rueter

Monica Brown, University of Nevada-Las Vegas

Annette Cooper, University of Nevada-Las Vegas

Gloria Carcoba Falomir, University of Nevada-Las Vegas

Fatmana Deniz, University of Nevada-Las Vegas

Suheyla Sarisahin, University of Nevada-Las Vegas

St. Ann

Single Paper

A teacher education program's framework to advance equity and inclusion

This session discusses the framework a Special Education Teacher Preparation program utilized to promote personal and societal changes to advance equity and inclusion. We will share the framework and the content of identity focused seminars (e.g. race, dis/Ability, and gender/sexuality). as well as our successes, challenges, and resources.

Selma Powell, University of Washington

Carly Roberts, University of Washington

Wednesday, November 6

11/6/19

3:00-3:50 PM

St. Louis

Single Paper

Understanding year one implementation of restorative practices in a diverse elementary school

Restorative Practices (RP), is being implemented in many schools across the United States in an effort to reduce the use of punitive disciplinary practices. This presentation will highlight findings from a mixed methods case study that examined implementation of RP at one elementary school within a diverse urban school district.

Colby Kervick, University of Vermont

Toulouse A

Single Paper

Preparing educators to work with students with persistent and intensive behavior problems

Practitioners often feel unprepared to teach students with severe behavior problems, and, as a result these students often experience less success in school. To help combat this issue, our presentation provides an overview of coursework aimed at preparing teachers to implement and evaluate behavioral interventions along a continuum of intensity.

Sarah Wilkinson, University of Connecticut
Brittany Sterrett, Virginia Commonwealth University
Skip Kumm, University of Illinois -Chicago

Wednesday, November 6

11/6/19
3:00-3:50 PM

Toulouse B

Single Paper

Using technology to foster positive classroom environments

Teachers in special education classrooms often struggle with classroom management. In response, many educators are looking for technological solutions to assist in promoting positive classroom environments. Electronic behavior management programs (eBMPs) use strategies based in research that are shown to reduce challenging behavior and encourage positive behavior.

Benjamin Riden, University of Minnesota- Duluth
Andrew Markelz, Ball State University
Kathleen Randolph, University of Colorado- Colorado Springs

11/6/19
3:00-3:50 PM
Conversation Sessions

Astor III - Table 1

Providing authentic alternative field experiences to students

Many teacher preparation programs are not able to provide highly structured, supervised practicum experiences every semester. This session will discuss several alternative options which are embedded into existing coursework. Participants will be encouraged to engage in discussions around barriers and possible ideas for their own field experiences.

Audrey Bartholomew, University of New England
Krysten Gorrivan, University of New England

Wednesday, November 6

11/6/19

3:00-3:50 PM

Conversation Sessions

Astor III - Table 2

Developing partnerships with k-12 schools to benefit teachers, students, and faculty

Researchers will discuss the development of a partnership between a teacher preparation program and K-12 school district to provide the needed professional development and support for practicing teachers. Benefits and challenges will be explored, as well as research to support the partnership and collaboration models.

Melissa Martin, University of South Carolina -Aiken

Alison Puliatte, SUNY -Plattsburgh

Astor III - Table 3

Navigating tough conversations with preservice teachers

Doctoral students and early career faculty are often responsible for the teaching, supervision, and mentorship of preservice teachers within teacher preparation programs. In this session, participants will be encouraged to share their experiences navigating and engaging in difficult conversations with preservice teachers regarding ableism and intersectionality within the education system.

Shari Hopkins, Western Oregon University

Julia Snider, University of Illinois- Urbana-Champaign

Astor III - Table 4

Developing culturally competent effective special educators: Using the HLPs to increase candidates CRP knowledge and skills

Today's K-12 classrooms are more diverse than ever and the trend does not appear to be changing anytime soon. To ensure that all students have an equitable education future teachers need to be equipped with the pedagogical skills to necessary to engage students and increase their learning.

Toni Franklin, Columbus State University

Gregory Blalock, Columbus State University

Wednesday, November 6

11/6/19

3:00-3:50 PM

Conversation Sessions

Astor III - Table 5

Training preservice teachers to support early childhood play using assistive technology tools

Play is critical for development of children as it increases learning, supports social and communication skills, and leads to social awareness and empathy. For children with disabilities, accessing play and social interactions can prove challenging. Incorporating assistive technologies for communication, mobility, and independence can support children with disabilities in play.

Katrina Hovey, Western Oregon University
Marla Lohmann, Colorado Christian University

Astor III - Table 7

SWD & STEM: A look into STEM extracurricular activities, student participation, and credentials of club sponsors.

Explore with us - SWD and participation in STEM related clubs. Presenters will provide an overview of research.

Kelly Brooksher, Georgia Southern University
Karin Fisher, Georgia Southern University
Kania Greer, Georgia Southern University

Astor III - Table 8

CAEP Conversations

This session has been designed as a forum to discuss issues and concerns related to the CAEP/CEC accreditation processes. Participants will review expectations for both CEC and CAEP assessments and reports. Participants will be encouraged to share their experiences with each part of the accreditation process.

Carol Hoyle, Lander University

Wednesday, November 6

11/6/19

3:00-3:50 PM

Conversation Sessions

Astor III - Table 9

Advocacy for action to support education: Conversations about engaging our students in the process

This session aims to examine ways to increase participation and knowledge of political advocacy with special education undergraduate students. We will discuss our Advocacy for Action to Support Education conference and share results from a survey from attendees. We invite audience discussion regarding ways that IHEs can support advocacy.

Katie Miller, Florida Atlantic University
Lisa Finnegan, Florida Atlantic University
Sharon Darling, Florida Atlantic University

Astor III - Table 10

Effectiveness of interactive television: What does research say?

This presentation reports findings of a study that examined the effectiveness of Interactive Television as a method of instructional delivery for a teacher preparation course. Majority of the host and remote site candidates would prefer to have a traditional face-to-face class. Findings are discussed with implications for practice and research.

Delar Singh, Morehead State University

Wednesday, November 6

11/6/19

3:00-3:50 PM

Interactive Papers

Astor III - Board 1

Teaching practitioners to create and implement computer-assisted interventions within inclusive settings

This presentation will demonstrate how computer-assisted instruction programs can be implemented within inclusive settings to support vocabulary learning for students with Autism Spectrum Disorder (ASD) and intellectual disability (ID). Participants will examine components of the intervention packages and considerations for collaborative pre-teaching with input from general educators.

Bethany McKissick, East Carolina University

Astor III - Board 3

Examining active responding within multimedia-based instruction

We will discuss the results of a randomized controlled trial examining active responding within multimedia-based instruction about functional behavioral assessments with 94 preservice teachers. This is a conceptual replication and extension of a previous study. In addition to our findings, we will discuss the limitations, implications, and future directions.

Shanna Hirsch, Clemson University
Jason Chow, Virginia Commonwealth University

Astor III - Board 5

TCSEFP eMentoring: A virtual mentoring program for teachers in residence

A virtual mentoring program, the TCSEFP eMentoring program, will be presented. Presenters will share the eMentor handbook, eMentor online training curriculum, the eMentor learning management system website, the program evaluation instruments and data. They will share tips for coaching eMentors using virtual technologies. The presentation will conclude with a Q&A.

Marjorie Bock, Emporia State University
Mari Caballero, Emporia State University
Kelly O'Neal-Hixson, Emporia State University

Wednesday, November 6

11/6/19

3:00-3:50 PM

Interactive Papers

Astor III - Board 6

Strategies for improving certification test scores for preservice teachers

Recent changes in certification exams are one of the many factors that contribute to the nationwide teacher shortages. This presentation presents strategies to improve educator certification exam scores for preservice teachers including showcasing a gamified educator certification study app for mobile devices.

Rebecca Hines, University of Central Florida
Eileen Glavey, University of Central Florida
Sacha Cartagena, University of Central Florida

Astor III - Board 7

Beyond the classroom walls: Creating a community engagement project for multilingual society

This presentation discusses the how and why of structuring a community engagement lesson, and the benefits for the institution of higher education, parents of the K-12 students, and preservice special educators.

Carrie-Anna Courtad, Illinois State Univeristy
James Courtad, Bradley University

Astor III - Board 8

The influence of special education teachers' preservice experiences with students in postsecondary college programs on expectations, advocacy, and curriculum decisions.

Special education teachers, with preservice experience with individuals with intellectual disabilities in a postsecondary university program, were interviewed to explore how the experience affected their teaching performance. Data suggest specific preservice experiences with the postsecondary program provided a firm commitment to create opportunities for students to master independent living skills.

Kathleen Marshall, University of South Carolina
Anthony Plotner, University of South Carolina

Wednesday, November 6

11/6/19

3:00-3:50 PM

Interactive Papers

Astor III - Board 9

Characteristics of secondary age students who participate in school sponsored extracurricular activities: Implications for teacher preparation

This poster will describe findings from a recent study on the characteristics of secondary age students with intellectual disability who participate in school sponsored extracurricular activities. Implications for preparing teachers to help students with diverse support needs access a variety of inclusive extracurricular activities will be described.

Stacy Dymond, University of Illinois at Urbana-Champaign

Astor III - Board 10

Using technology to connect special education alternative licensure candidates across the state

In this paper the Assistant Director of a statewide alternative licensure program in Colorado will discuss the technology and structures that the program uses to better connect and support candidates throughout the state, many in rural settings. Types of technology, as well as how it is used, will be presented.

Jennifer Fox, University of Colorado- Denver

11/6/19

4:00 PM - 4:50 PM

Royal Board Room

Meeting

Membership Committee Meeting

This meeting is open to anyone wishing to get involved with important aspects of TED membership.

Andrew Hashey, Buffalo State College

Wednesday, November 6

11/6/19

4:00 PM - 4:50 PM

St. Charles Ballroom A

Single Paper

Improving preservice special educators' fraction knowledge through an online module

Presenters will discuss a small group, randomized intervention study designed to improve preservice special educators' knowledge of fraction arithmetic operations (i.e., content knowledge) and ability to visually represent fraction operations (i.e., pedagogical content knowledge). The intervention was delivered through an online module and used explicit instruction and video modeling.

Stephanie Morano, University of Virginia
Paul Riccomini, Penn State

St. Charles Ballroom B

Invited Session

Marcia Rock: TED research, practice, and policy briefs

This session is for anyone interested in learning about the TED research, practice, and policy briefs.

Marcia Rock, UNC Greensboro

Grand Ballroom A

Single Paper

When math is not a universal language: Supporting explicit vocabulary instruction in secondary mathematics

Students with disabilities who struggle with literacy skills including vocabulary often require support in content-area classes where a student's weak vocabulary knowledge can negatively affect learning outcomes. This study examined the effect of performance feedback on middle school mathematics teachers' use of explicit mathematics vocabulary instruction.

Kate Peeples, Illinois State University

11/6/19
4:00 PM - 4:50 PM

Grand Ballroom C
Single Paper

Why a career in special education? Ideas for recruitment and retention.

Special Education teacher shortages have been documented for decades. Recruiting and retaining special educators is a matter of great importance. Through interview and survey of future, current, and veteran special educators, we identified factors that influence teachers to choose special education (recruitment) and to stay in the field (retention).

Lisa Goran, University of Missouri
David Bateman, Shippensburg University

Astor 1

Single Paper

Self-coding: Empowering teacher candidate self-assessment in special education field placement

Self-assessment is critical to the development of special educators' teacher dispositions and readiness to meet the needs of diverse learners. The co-presenters are developing a method to teach preservice special educators to apply qualitative analysis to their field journals as a way to self-assess their developing dispositions and evolving practice.

Tina Valtierra, Colorado College

Astor 2

Single Paper

Practical strategies for creating an inclusive and universally designed course for preservice educators

Current teacher preparation programs are not designed to prepare general and special education teachers to collaborate and communicate effectively in a real world context, often leaving diverse students with/without special needs underserved. This presentation will provide low-effort, practical strategies for faculty to model inclusivity and universal design within education classes.

Suzanne O'Keeffe, Sonoma State University
Jennifer Mahdavi, Sonoma State University

11/6/19
4:00 PM - 4:50 PM

Bienville

Single Paper

Universal design for learning: The correlation of teacher implementation to student outcomes

The paper presents the correlation between teachers' implementation of Universal Design for Learning (UDL) in mathematics and English/language arts and students' performance on standardized tests. Correlational analyses showed that students of teachers with higher UDL implementation obtained higher tests scores than the students of teachers with lower UDL implementation.

Sean Smith, University of Kansas
Stephanie Craig, University of Kansas

Bourbon

Single Paper

Practicing active listening and repeating during parent-teacher conferences in a simulated environment

The TED conference theme of "Unmasking Your Potential" can be accomplished through current content and new technologies (live simulations). Effective parent-teacher relationships are key to being a successful teacher. The goal of this presentation is to discuss listening skills and the findings of practicing active listening skills in simulated environments.

Kate Simmons, Auburn University- Montgomery
Sara Bicard, Auburn University- Montgomery
Rhonda Morton, Auburn University-Montgomery

11/6/19
4:00 PM - 4:50 PM

Burgundy

Single Paper

Preparing preservice teachers to supervise paraeducators: Results and implications of a national survey

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

Emily Sobeck, Franciscan University
Ritu Chopra, University of Colorado- Denver

Chartres

Single Paper

Student perceptions of virtual synchronous, asynchronous, and face-to-face classrooms

Students enrolled in a virtual synchronous course were asked to complete a survey about the quality of audio and video, ability to participate in discussions, convenience of use, and level of satisfaction. Also, a comparison of virtual synchronous, asynchronous, and face-to-face was conducted.

Linda Flynn-Wilson, University of New Orleans

Conti

Single Paper

Knowing, growing, and showing care: Exploring beliefs and enactments of care among special education teachers in a high needs school

This session explores the beliefs and enactments of the Ethic of Care expressed by special education teachers at a high-poverty school. Presenters will share findings related to teachers' belief systems and instructional practices evidencing this care ethic. Implications for teacher education will also be discussed.

Tristan Glenn, Kennesaw State University
Michael Smith, The College Of New Jersey

11/6/19
4:00 PM - 4:50 PM

Iberville

Multiple Papers/Panel Presentation

The effects of note taking on preservice teacher's in-class quiz scores and participation

There are pros and cons when providing PPTs and Guided Notes to students prior to instruction. In a study conducted with special and early education candidates students were more on-task and engaged than their peers who did not take notes. Implications of findings will be discussed.

Natalie Andzik, Northern Illinois University
Stephanie DeSpain, Northern Illinois University

The effects of Kahoot! as an assessment among undergraduate preservice teachers

This study examined the effects of administering point earning quizzes through a game-based system, Kahoot!, versus privately on an electronic device. The quiz scores of 56 undergraduate students, enrolled in one of two special education courses, were evaluated.

Natalie Andzik, Northern Illinois University

St. Ann

Single Paper

Residency in teaching: A distance education model for graduate special education teacher preparation

A virtual Residency in Teaching program, the Teachers College Special Education Fellowship Program (TCSEFP), will be presented. Presenters will share the distance education technologies used to support the TCSEFP as well as program evaluations and the long term funding model developed to support the TCSEFP. The session includes a Q&A.

Marjorie Bock, Emporia State University
Mari Caballero, Emporia State University
Kelly O'Neal-Hixson, Emporia State University

11/6/19
4:00 PM - 4:50 PM

St. Louis

Single Paper

From top down: Critical role administrators play in empowering special education teachers

School administrators play a critical role in creating a school culture that values and empowers teachers to implement high-leverage instructional practices to reach a diverse population of learners. Their role is especially important as special education teachers working in inclusive settings have experienced significant changes in their roles and responsibilities.

Dena Slanda, University of Central Florida
Suzanne Martin, University of Central Florida

Toulouse B

Single Paper

Removing barriers and promoting equity: Building preservice teachers' competencies with assistive technology

This presentation reports on a university-based project to develop an assistive technology (AT) mobile lab to better prepare preservice teachers to effectively include and serve all students. Presenters will provide a description of the project's development, examples of incorporating AT across courses and disciplines, and lessons learned throughout the process.

Cynthia Baughan, Anderson University
Mark Butler, Anderson University
Joanna Stegall, Anderson University

11/6/19
4:00 PM - 4:50 PM
Conversation Sessions

Astor III - Table 1

Planning and conducting small group instruction in special education settings

Small group instruction (SGI) provides opportunities for teachers to optimize instructional time and gives students the chance to practice social skills with peers and acquire skills through observational learning. This session describes benefits and strategies for conducting SGI and actively involve participants in planning and executing SGI via case studies.

Erinn Whiteside, Texas A&M University
Alicia Davis, University of Georgia

Astor III - Table 2

Using simulations to teach preservice teachers behavior management skills

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

Roberta Gentry, Virginia State University

Astor III - Table 3

PedsAcademy: Broadening horizons for children with chronic illness

PedsAcademy is the world's first pediatric school to offer research-backed educational opportunities for children in hospitals with curriculum tailored to each individual student. UCF/Nemours Children's Hospital faculty and preservice teachers interact with children and their families to enrich students' lives through active learning activities utilizing STE(A)M curriculum and hands-on projects.

Matthew Taylor, The College of New Jersey
Megan Nickels, University of Central Florida

11/6/19
4:00 PM - 4:50 PM
Conversation Sessions

Astor III - Table 4

Let's get digital: Integrating technology tools into teacher instruction

Be it a blended learning environment or a 1-to-1 device initiative, technology is permeating today's classroom. Innovations alter what is possible in the instructional, behavioral, and social emotional lives of learners with disabilities. This session will feature strategies, tech tools, and tips teachers can apply to integrate into their instruction.

Amber Rowland, University of Kansas
Adam Carreon, University of Kansas
Stephanie Craig, University of Kansas
Sean Smith, University of Kansas

Astor III - Table 5

Mastering the skills for a successful academic job search

Many doctoral candidates, including those in special education, pursue careers in academia. However, the process can be overwhelming, particularly when combined with the pressures of dissertation work. A set of guidelines and strategies could alleviate some of the pressures and help the candidate secure desirable faculty positions in a timely fashion.

Robai Werunga, University of Massachusetts- Lowell
Reem Muharib, Texas State University
Colleen Robertson, Colorado College

Astor III- Table 6

Collaboration between educational and medical service providers supporting refugee families whose children have intensive support needs

This presentation will share findings from a community-based action research study which identified critical areas of need for supporting refugee families whose children have intensive support needs from the perspectives of educational and medical professionals. Recommendations include maximizing resources and increasing collaboration through culturally responsive coordination of services and interventions.

Colby Kervick, University of Vermont

11/6/19
4:00 PM - 4:50 PM
Interactive Papers

Astor III - Board 1

Unmasking preservice teachers' potential as collaborators in the pre-referral process

Collaboration is a key element in teaching diverse learners. Modeling this practice, faculty members collaborated to redesign a required assessment course. Using a case study approach, preservice teachers followed a mock student through the pre-referral process examining work samples, progress monitoring results, and other information to make data-driven instructional decisions.

Susannah Boyle, Millersville University
Jason Davis, Millersville University
Janet Josephson, Millersville University

Astor III - Board 2

The do's and don'ts of section 504 for teacher preparation practitioners

What do future teachers need to know about Section 504, and how do professors ensure delivery of the most relevant, timely and lawful practices for future teachers? Attendees will receive current guidelines for best practices of Section 504 and legal ramifications for practitioners in teacher preparation programs.

Midge Simmons, Wayne State College

Astor III - Board 4

Building empathy: Choosing the best strategy for preservice teachers

This study investigated two methods of building empathy in teacher candidates in two different Universities. One institution had teacher candidates read vignettes from different perspectives and the other institution had teacher candidates interact with avatars with diverse abilities using a mixed reality platform. A pre/post measure of empathy was utilized.

Gia Renaud, Bridgewater State University
Alice Graham, Salve Regina University
Martha Rose, Salve Regina University

11/6/19
4:00 PM - 4:50 PM
Interactive Papers

Astor III - Board 5

The experiences of student teachers with disabilities

Student teachers with disabilities may be uniquely positioned to support special education students. The purpose of this qualitative study was to explore the experiences of student teachers with disabilities. Authors discuss the results 15 interviews with student teachers with disabilities, and implications for training and supervising student teachers with disabilities.

Paula Chan, Cleveland State University

11/6/19
5:00 PM - 6:30 PM

Grand Gallery

Reception

President's Reception

This reception will recognize recipients of TED awards. Come help us honor Marcia Rock, Laurie deBettencourt, Sarah Nagro, Jessica Hagaman, Kathryn Casey, Ed Boe and Kym Meyer.

At a Glance - Thursday

Day and Time	Event	Room Name
Thursday, November 7		
11/7/2019, 7:30 AM - 5:00 PM	Registration Desk: Thursday	Grand Ballroom Foyer
11/7/2019, 7:30 AM - 8:45 AM	Continental Breakfast: Thursday	Grand Gallery
11/7/2019, 8:00 AM – 4:50 PM	Concurrent Sessions: Single Papers, Interactive Papers, Conversation Sessions, TED Talks, and Multiple Panels	
11/7/2019, 8:00 AM - 2:00 PM	SSEPC Silent Auction	Astor Foyer
11/7/2019, 8:00 AM - 8:50 AM	Invited Session with Ed Boe, Facilitated by Paul Sindelar: How Didst Thou Inspire? The Impact of Ed Boe and the Analysis of the Special Education Teacher Workforce	Grand Ballroom A
11/7/2019, 8:00 AM - 8:50 AM	Hosting a TED Conference 101	Royal Board Room
11/7/2019, 8:00 AM - 8:50 AM	VA State Subdivision of TED Meeting	Astor 1
11/7/2019, 9:00 AM - 9:50 AM	Keynote featuring Jane West	Grand Ballroom D
11/7/2019, 10:00 AM - 10:50 AM	Invited Session: AACTE Diversity, Equity, and Inclusion Initiatives	Grand Ballroom D
11/7/2019, 10:00 AM - 10:50 AM	Paraeducator SIG Meeting	Royal Board Room
11/7/2019, 10:00 AM - 11:50 AM	AERA Research Mini-Conference Work Group Meeting	St. Charles Ballroom A
11/7/2019, 11:00 AM - 11:50 AM	SSEPC Conversation Tables	Grand Ballroom A
11/7/2019, 11:00 AM - 11:50 AM	Government Relations: SELS Participants Share Experiences - Jacqueline, Rodriguez	Grand Ballroom D
11/7/2019, 11:00 AM - 11:50 AM	HECSE Leadership Meeting	Royal Board Room
11/7/2019, 11:00 AM - 11:50 AM	Early Career Faculty SIG Meeting	Astor 1
11/7/2019, 1:00 PM - 5:00 PM	Kaleidoscope Presentations	Astor 3

11/7/2019, 1:00 PM - 1:50 PM	Invited Session with Bryan Cook: Applying open science in teacher education	Grand Ballroom D
11/7/2019, 1:00 PM - 1:50 PM	Invited Session featuring Jessica Hageman and Kathryn Casey: 2019 TED Publication Award Winners	Astor 1
11/7/2019, 1:00 PM - 1:50 PM	CEC Standards Workgroup: Feedback Session 1	Astor 2
11/7/2019, 1:00 PM - 1:50 PM	TED Ad Hoc Advocacy Committee Meeting	St. Charles Ballroom A
11/7/2019, 1:00 PM - 2:50 PM	TED Diversity Caucus Showcase	Grand Ballroom C
11/7/2019, 2:00 PM - 2:50 PM	Invited Session with Frank Dykes, Brittany Hott, Willa VanDijk, and Tiffany Peltier: TED Strategic Plan Survey Results	Astor 2
11/7/2019, 2:00 PM – 2:50 PM	Invited Session featuring Sarah Nagro: Early Career Publication Award Winner	Astor 1
11/7/2019, 3:00 PM – 3:50 PM	Snack Break	Grand Gallery
11/7/2019, 4:00 PM – 4:50 PM	SSEPC General Business Meeting	Grand Ballroom A
11/7/2019, 5:00 PM – 6:50 PM	SSEPC Nasim Dil Reception	4 th Floor Concierge Lounge
11/7/2019, 5:00 PM – 8:00 PM	<u>DLD@Night Math Instruction: Use Me or Change is Gonna' to Come</u>	Bienville
11/7/2019, 5:00 PM – 8:00 PM	<u>DLD@Night Early Literacy Intervention: Tell It Like It Is</u>	Iberville
11/7/2019, 5:00 PM – 8:00 PM	<u>DLD@Night Written Expression: Ain't No Sunshine</u>	Toulouse A
11/7/2019, 5:00 PM – 8:00 PM	<u>DLD@Night: Teacher Preparation and Students with Specific Learning Disabilities: Stand By Me</u>	Toulouse B

Thursday, November 7

Thursday, November 7 Sessions

11/7/19

8:00 AM - 2:00 PM

Astor Foyer

Small Special Education Programs Caucus Silent Auction

This silent auction supports the work of SSEPC. Every year we have lots of unique and interesting items, so bid early and bid often!

11/7/19

8:00 PM-8:50 PM

St. Charles Ballroom A

Single Paper

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

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

Marilyn Friend, University of North Carolina- Greensboro

St. Charles Ballroom B

Single Paper

Training preservice special education teachers to teach reading to students with mild to moderate disabilities.

The results of a study examining the knowledge of preservice teachers (PSTs) before and after a special education reading course and the effect PST posttest knowledge had on norm-referenced reading skills of elementary students they tutored will be presented. Implications for special education and reading preparation programs will be shared.

Tiffany Peltier, University of Oklahoma

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

Grand Ballroom A

Invited Session

How didst thou inspire? The impact of Ed Boe and the analysis of the special education teacher workforce

As an homage to Dr. Boe's "Wither Didst Thou..." papers, this session honors the contributions of Ed Boe to our field.

Ed Boe, University of Pennsylvania
Paul Sindelar, University of Florida (Moderator)
Bonnie Billingsley, Virginia Tech
Michael Rosenberg, SUNY -New Paltz

Grand Ballroom C

Single Paper

Comparing the efficacy of different approaches to delivering performance-based feedback

We will present three approaches to delivering performance-based feedback to practitioners by summarizing two, alternating treatment single-case design studies. In these studies, we compared the efficacy of different feedback models on practitioners' use of evidence-based strategies that aligned with DEC Recommended Practices and children's communicative and social-emotional development.

Jennifer Ottley, Ohio University
Laura McCorkle, University of North Carolina

Royal Board Room

Hosting a TED Conference 101

Interested in learning about what it takes to chair or co-chair a TED conference? Want to become part of a team who plans for the next or future conferences? Questions about Conference Planning in general? This is the session for you!

Karen Voyetcki, East Carolina University
Georgia Kerns, University of New Hampshire
Cynthia Watkins, Belmont University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

Astor 1

Meeting

VA State Subdivision of TED

This meeting is for the VA state subdivision of TED to review subdivision business and make some plans for the upcoming academic year.

Kat Alves, Longwood University

Astor 2

Single Paper

When needs collide: Unmasking mutually beneficial collaborative opportunities

This presentation provides an overview of the unique collaborative process to provide internship opportunities, intensive intervention, professional development and research opportunities at an inclusive preschool campus. The discussion will address the processes used to develop the partnership as well as the benefits and outcomes of the collaboration.

Cori More, University of Nevada- Las Vegas

Aal Ismail Hazim, University of Nevada- Las Vegas

Claire Tredwell, University of Nevada -Las Vegas

Bienville

TED Talk: This session features several talks on related topics.

Service-learning: Integrating new experiences in special education teacher preparation

Have you considered service-learning in your program as a possible transformational, course-embedded, experiential learning opportunity? Special education teacher preparation programs have long engaged in many forms of effective, evidence-based, experiential learning such as field experience/practica and extended clinical practice/internship (Darling-Hammond & Oakes, 2019). Evidence is growing in support of service-learning.

Heather Haynes Smith, Trinity University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

TED Talk: This session features several talks on related topics (continued)

You will need to get on a 17- hour flight to get to school on Monday: Teacher candidates with student teaching experiences in New Zealand

Teacher candidates' themes of growth are shared, in context to social diversity with a New Zealand student teaching experience. Enhancing diverse experiences and promote a global society compared to the social dynamic of teacher candidates' life experiences.

Bethany McConnell, University of Pittsburgh- Johnstown

Truly inclusive college courses for students with intellectual disabilities

This presentation offers a synopsis of effective models of transition applied at Bridgewater State University and focused on integrating individuals with intellectual disabilities (ID). These include a college inclusion model where students with ID are fully assimilated into typical college courses. Relevant supporting research will be discussed.

Ashley Rodrigues, Bridgewater State University

Bourbon

Single Paper

Using site-based courses to enhance university student learning about emotional and behavioral disorders

Students with EBD typically face significant academic and behavioral challenges. Furthermore, school staff often feel ill-equipped to support these students' needs. In this session, presenters will describe a site-based experience embedded within two university doctoral courses to support students with challenging behaviors. Implications for research in teacher education are discussed.

Kristine Larson, Notre Dame of Maryland University
Amrita Chaturvedi, Saint Louis University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

Burgundy

Single Paper

Teacher shortages in special education: A national review of the data

In general, teaching is now perceived as a less prestigious and financially rewarding career than other professions. Additionally, the preparation and licensure process can become expensive and burdensome for potential candidates from low-income backgrounds. This new data analysis demonstrates what types of institutions and degrees special education candidates are pursuing.

Jacqueline King, American Association of Colleges for Teacher Education

Jacqueline Rodriguez, American Association of Colleges for Teacher Education

Chartres

Single Paper

To the brain and beyond: Creating a trauma resilient classroom certificate program

Nearly two out of three students experience trauma and it often affects their focus, behavior, and success in the classroom. Professionals in education must have knowledge on how to respond to trauma. This session will provide the process our university has followed to create a 15-hour Trauma Certificate program.

Jennie Long, Emporia State University

Melissa Gerleman, Emporia State University

Kelly O'Neal-Hixson, Emporia State University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

Conti

Single Paper

Using data analytics and teacher perceptions to improve teacher professional development

We provide teacher educators information on using teacher perceptions and data analytics to improve a hybrid professional development (PD). The PD included online evidence-based reading practices with face-to-face lesson study sessions. Specifically, we demonstrate how we used data to refine our PD and target activities to improve teacher learning.

Kelly Acosta, University of Florida
Hyojong Sohn, University of Florida
Amber Benedict, Arizona State University
Alexandria Sweers, Arizona State University

Iberville

Multiple Papers/Panel Presentation

Inclusive college programs for students labeled with intellectual disabilities in the U.S.:
Overview and examination of programmatic inclusion and access

The purpose of this presentation is to provide an overview of more than 250 reviewed college programs for students labeled with intellectual disabilities in the U.S. A qualitative comparison of the types of programs identified through the study and a case study of a fully inclusive program will be highlighted.

Facilitator: Georgia Kerns
Ashley Johnson, Miami University
Sarah Watt, Miami University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

St. Ann

Single Paper

A dynamic team: Connecting high leverage practices and literacy content to support teacher candidates and enhance learning outcomes for students with disabilities

Participants will observe how Special Education and Reading Specialist graduate program faculty collaborate to support preservice and inservice teacher candidates' implementation of high leverage practices, including cognitive and metacognitive strategies, scaffolded supports, and instructional technology to enhance literacy skills of students with disabilities.

Julie Reneau, Fairmont State University

Pam Pittman, Fairmont State University

St. Louis

Multiple Papers/Panel Presentation

Creation of a special educator evaluation tool based on CEC preparation standards

Recognizing that many teacher evaluation tools center around the skills and knowledge of general educators, we created an evaluation tool specific to what special educators need to know and do. This session presents the process taken, starting with the CEC Initial Preparation Standards and including pilot usage and feedback loops.

Facilitator: Carlos Flores

Elizabeth Potts, Missouri Western State University

Susan Bashinski, Missouri Western State University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

Toulouse A

Single Paper

People, passion and lessons learned: Expanding opportunities for students with sensory disabilities through a collaborative educator preparation program

This session describes how Ohio is responding to statewide shortages of special educators through the development of teacher preparation programs in the area of low incidence sensory disabilities. Participants will learn about the successes and lessons learned from the development and implementation of the three cycles of the licensure program.

Karen Koehler, Shawnee State University
Doug Sturgeon, University of Rio Grande
Margie Briley, Youngstown State University

Toulouse B

Single Paper

Please stay! A new way of looking at special educator retention

The attrition of special education teachers is not new and neither are the strategies used to address it. Unfortunately, those strategies clearly haven't been working. Instigated by a mini-grant from AERA and TED, this session will present some unique, out-of-the-box possibilities for retaining new special education teachers.

Jennifer King Sears, University of North Georgia
Kyena Cornelius, Minnesota State University-Mankato
Jennifer Walker, University of Mary Washington
Kathy Randolph, University of Colorado-Colorado Springs
Carlos Flores, Angelo State University

Thursday, November 7

11/7/19

8:00 PM - 8:50 PM

Conversation Sessions

Astor III - Table 1

Alternative licensure programs: Unmasking the villain or introducing the victor?

This session will provide an overview of alternative licensure programs examining: attrition, costs, characteristics, teacher performance, and effectiveness. The participants will learn about the successes of ALP as well as challenges. They will also learn how ALP are being used in teacher preparation programs to remedy special education teacher shortages.

Debra Lockwood, Marshall University College of Education and Professional Development

Jennifer McFarland-Whisman, Marshall University College of Education and Professional Development

Wendi Dunham, Marshall University College of Education and Professional Development

Astor III - Table 2

Improving parent satisfaction at IEP meetings: Findings from a mixed methods study

A nation-wide survey on parent perceptions of IEP team member dynamics reveals the majority of parents surveyed perceive some level of power imbalance. Follow-up qualitative interviews reveal the complexity of IEP team relationships and effects on parent perceptions of power. Suggestions to improve parent-school relationships will be shared with participants.

Belkis Choiseul-Praslin, University of Oklahoma

Malarie Deardorff, University of Oklahoma

Astor III - Table 4

General educator teacher candidate familiarity and observation experiences of evidence-based inclusive strategies in elementary education classrooms

As teacher candidates move from theory to instructional practice it is important that they know and understand effective inclusive strategies and to see them being implemented in the general education classroom. Observing effective implementation of inclusive practices is likely to increase understanding of the significance in implementing the practices themselves.

Lisa Finnegan, Florida Atlantic University

11/7/19

Thursday, November 7

8:00 PM - 8:50 PM
Conversation Sessions

Astor III - Table 5

Integrating technology throughout teacher preparation programs

During this session, we will share ways in which we have integrated technology into our coursework and field experiences. We will provide participants with resources that can be used to enhance instruction and increase student engagement.

Shawn Huisinga, Indiana State University
Robin Thomas, Indiana State University
Rebecca Hinshaw, Indiana State University

Astor III - Table 6

Teaching equitable assessment: How preservice candidates make meaning of disAbility

The identification of students with disabilities is reliant on valid and reliable assessment that is free of bias. How teachers are trained to design, select, administer, score, and interpret assessment data related to the identification of students with disabilities is vastly under-researched considering the significant implications of assessment practices.

Melissa Driver, Kennesaw State University

Astor III - Table 7

Large and small universities collaborating on an interdisciplinary personnel preparation project

Project SCISSORS, an OSEP-funded interdisciplinary preparation program between an HBCU and a large public university, supports scholars in earning an Education Specialist degree in special education with a focus on Intensive Interventions or a Masters in School Guidance Counseling. Conceptual frameworks, shared courses, and collaborative projects will be described.

Denise Callwood-Brathwaite, Florida Memorial University
Tamar Riley, Florida Memorial University
Annamaria Jerome-Raja, Florida Memorial University

11/7/19

Thursday, November 7

8:00 PM - 8:50 PM
Conversation Sessions

Astor III - Table 8

Preservice special and secondary math students collaborate to write differentiated lesson plans

Successfully implementing the practice of inclusion by differentiating instruction depends on both the general education and special education teacher working collaboratively. Learn how two university professors from different institutions collaborated to teach preservice special and secondary math teachers how to differentiate instruction for all students in a secondary math classroom.

Kristin Harty, Chatham University
Dawn Turkovich, St. Vincent College

Astor III - Table 9

Mental health supports for college students/future teachers

There continues to be an increasing number of college students experiencing anxiety, trauma, and other mental and social/emotional needs. Yet, we do not see a continued increase on the research or supports to better equip our future teachers and help them be successful as an undergraduate.

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

Astor III - Table 10

Preparing candidates for culturally competent caregiver/family interactions

Teacher educators have the task of preparing culturally responsive teacher candidates for working with families/caregivers. Creating authentic opportunities for candidates to learn from caregivers prior to student teaching is a challenge. This conversation session will allow teacher educators to learn and share ideas for creating opportunities for their teacher candidates.

Adam Moore, Roger Williams University
Catherine Semnoski, University of Rhode Island

11/7/19

Thursday, November 7

8:00 PM - 8:50 PM
Interactive Papers

Astor III - Board 1

Teacher perspectives of year-long professional development in inclusive elementary computer science

This poster presents findings from a qualitative study. Participants included 12 Grade 4 teachers from a large, highly diverse, urban district in the Southwest. Participants were individually interviewed about their experiences in learning to teach elementary computer science to students without, with, and at-risk for disabilities.

Cathy Thomas, Texas State University

Astor III - Board 2

Universal design for learning: Enhancing online learning through student choice

This presentation will share research which examined the impact of a UDL project. Data were analyzed to determine the impact of the project on student learning and perceptions of the project. Results indicate positive outcomes in the areas of the impact on student learning and overall perceptions of the project.

Kathleen Boothe, Southeastern Oklahoma State University
Ruby Owiny, Trinity International University

Astor III - Board 3

Preparation of exceptional education teachers and speech language pathologists in autism spectrum disorders

Project ASD is an OSEP funded grant developed to prepare Exceptional Education Teachers and Speech Language Pathologists in Autism Spectrum Disorders, with a unique multidisciplinary approach. This presentation is a review of the interdisciplinary events, activities, and lessons learned from Project ASD in the first year of operation.

Kelly Schaffer, University of Central Florida
Cynthia Pearl, University of Central Florida
Eleazar Vasquez, University of Central Florida

11/7/19

Thursday, November 7

8:00 PM - 8:50 PM
Interactive Papers

Astor III - Board 4

Exploring “giving back” initiatives in an online graduate special education course

Service-learning (SL) is a high impact instructional method for “giving back to the community” by providing adult learners with meaningful opportunities that meet local needs where they live. Also, SL provides students an opportunity to transfer skills learned in their higher education coursework to positively impact adult education.

Jessica Rueter, The University of Texas - Tyler
Priscilla Gilpin, The University of Texas - Tyler

Astor III - Board 5

Improving program delivery in special education: Data from a cohort based hybrid model master’s program

Hybrid program development for special education is a developing method in graduate programs. This poster will present data from a newly implemented hybrid master’s cohort program. Data of interest include program organization, demographics, feedback from faculty and students, and measures of content knowledge as indicators of student progress.

Amanda Kern, University of Nebraska - Omaha
Elizabeth Leader Janssen, University of Nebraska- Omaha
Kristine Swain, University of Nebraska- Omaha

Astor III - Board 6

Supporting English learners with learning disabilities

English learners (ELs) with learning disabilities (LD) need effective academic and linguistic strategies to strengthen their reading comprehension. Thus, it is critical for educators to implement strategies that also enhance students’ developing English proficiency. Strategies consist of interactive discussions and activities to support the reading of students will be shared.

Suheyla Sarisahin, University of Nevada-Las Vegas

11/7/19

Thursday, November 7

8:00 PM - 8:50 PM
Interactive Papers

Astor III - Board 7

Universal design for learning: Multiple means of representation in early childhood classrooms

To meet the needs of diverse and exceptional learners, teachers must utilize developmentally appropriate practices. Universal Design for Learning is a proactive approach to addressing the needs of exceptional learners by ensuring all students have access to the curriculum. This presentation provides evidence-based practices related to multiple means of representation.

Katrina Hovey, Western Oregon University

Astor III - Board 8

Examining special education licensure policies: A comparison across states

This presentation features an updated review of special education licensure policies, synthesizing data from state agencies and published policy documents. We present advantages and drawbacks of dual- and standalone licensure and their role in preparing preservice teachers to serve students with disabilities. Implications for research, policy, and practice are discussed.

Esther Lindström, Lehigh University

Astor III - Board 10

Development and perceptions of the ROAR postsecondary transition program

Development of a postsecondary transition program for young adults with ID/DD to improve educational, employment, and independent living outcomes. Perceptions of school, family, and community partners highlight successes, challenges, and future directions.

Rebecca Hopkins, University of North Alabama
Trudy Abel, University of North Alabama

11/7/19

Thursday, November 7

9:00 AM - 9:50 AM

Grand Ballroom D

Keynote

What's Happening in DC? Focusing on bringing the voice of expert education practitioners into the national policy dialogue, Dr. West will discuss engagement in the policy making process.

Jane West, Jane West DC Consulting

11/7/19

10:00 AM-11:50 AM

St. Charles Ballroom A

Invited Session

AERA Research Mini-Conference Work Group

The PI, Co-PIs, and AERA Research Mini-Conference Participants convene to advance the attainment of goals and ensure the timely production of deliverables. During this meeting, participants provide progress updates on deliverables and discuss any necessary modifications. Also, participants discuss and identify concrete steps for sustaining the work post-funding.

Marcia Rock, University of North Carolina- Greensboro
Bonnie Billingsley, Virginia Polytechnic Institute and State University
Lisa Dieker, University of Central Florida
Melinda Leko, University Wisconsin- Madison

Thursday, November 7

11/7/19

10:00-10:50 AM

St. Charles Ballroom B

Single Paper

Interagency collaboration: Paving the way for schools, families, and community partners to engage in authentic partnerships

While community-based interventions have been shifting from intervention to prevention to promoting healthy outcomes for all students, schools have had limited success in sustaining these efforts. Interagency collaborative models that have shown success in improving coordination among systems and with schools are presented and implications for teacher education are discussed.

Jeffrey Anderson, Indiana University

Royal Board Room

Meeting

Paraeducator SIG Meeting

This meeting of the Paraeducator Special Interest Group (SIG) is to promote the professional practices of all paraeducators serving individuals with exceptionalities and support appropriate training, supervision, and evaluation of performance relevant to their employment duties. This meeting is open to all TED members.

Grand Ballroom A

Single Paper

Preparing culturally responsive educators

To meet the needs of the all students, teacher candidates must be prepared to employ evidence-based practices and high leverage practices within a culturally responsive framework. Presenters will describe how culturally responsive practices can be integrated into teacher preparation using CEEDAR's Culturally Responsive Education Course Enhancement Module.

Dia Jackson, American Institutes for Research

Erica McCray, University of Florida

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Grand Ballroom C

Single Paper

Personalized professional development? Designing professional development tailored to teachers' perceptions and contexts

Research in professional development (PD) has demonstrated difficulty in changing teachers' practice, likely because PD efforts have not been responsive to teachers' contexts. In this study, we present an example of how needs assessments can be a tool in the development of high quality, responsive PD.

Alexandra Lauterbach, University of Massachusetts- Amherst
Amber Benedict, Arizona State University

Grand Ballroom D

Invited Session: AACTE diversity, equity, and inclusion initiatives

This Q&A session includes a brief description of four AACTE initiatives in diversity, equity, and inclusion. Each provides strategies and lessons related to diversifying the educator workforce, supporting inclusive practices, and leading for equity. Participants will be provided opportunities to ask questions regarding each initiative and engage with other participants.

Jacqueline Rodriguez, AACTE
Jane West, Jane West DC Consulting

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Astor 1

Single Paper

Can examining Pinterest assist in closing the research to practice gap?

We examined pins related to reading instruction for struggling students. Results indicate the vast majority of pins present accessible materials, provide steps for implementation and are presented as trustworthy based on the pin author's relevant experience as a practitioner rather than research.

Lysandra Cook, University of Virginia

Lydia Beahm, University of Virginia

Astor 2

Single Paper

Applying a cognitive apprenticeship model to inservice teacher professional development to increase inclusive practices

Researchers used a comprehensive support program adhering to the cognitive apprenticeship framework (i.e., modeling, coaching, and scaffolding) to facilitate professional development for inservice teachers teaching in inclusive classrooms. Participants were observed for the type, duration, and frequency of inclusive practices implemented in instruction after receiving professional development.

Randa Keeley, Texas Woman's University

John Romig, University of Texas-Arlington

Patricia Flint, Texas Woman's University

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Bienville

Single Paper

Identifying best practices in preservice preparation for high leverage practice:
Collaboration

This iterative study examined the impact of cross-disciplinary collaboration assignments on general education and special education preservice candidates' development of collaboration. Results suggest such activities are valuable to candidates but more work is needed to adequately prepare candidates to engage in cross-disciplinary collaborative work as they enter the field.

Lisa Simpson, San Jose State University
Andrea Golloher, San Jose State University
Matthew Love, San Jose State University

Bourbon

Single Paper

Opportunities to learn in special education teacher preparation: Distinctions between instructional and collaborative practice

To prepare special educators for complex roles, opportunities to learn (OTL) high leverage practices for instruction and collaboration are imperative. Using survey data, we highlight the extent of SETCs' OTL instructional and collaborative practices. Drawing on interview data, we highlight how the nature of OTL varies across instruction and collaboration.

Hannah Mathews, Boston University
Wendy Rodgers, University of Nevada- Las Vegas

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Burgundy

Single Paper

Creating and sustaining an online graduate program in special education

Online programming provides access to higher education. Responsible online programming requires attention to effective instructional design and delivery and support to faculty and learners. We will describe the creation of a program that serves and supports adult graduate learners around the globe to work with individuals with special needs.

Katie Hoffman, Penn State University

Laura Bray, Penn State University

Paul Riccomini, Penn State University

Kathleen McKinnon, Penn State University

Chartres

Single Paper

Designing writing instruction with and for teachers and students

We describe results from focus groups of writing experts, K-12 teachers, and students with diverse learning needs who helped to conceptualize the development of a series of instructional videos to teach persuasive writing. The process of curriculum development will be shared as well as a prototype of the video series.

Kelley Regan, George Mason University

Anya Evmenova, George Mason University

Conti

Single Paper

Paraprofessional-implemented function-based interventions: Results and implications

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

Reem Muharib, Texas State University

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Iberville

Single Paper

Designing with UDL: Preservice teachers experiences and outcomes

The application of the Universal Design for Learning (UDL) framework in preservice teaching experiences has had limited measurement. To address that gap, researchers designed a multi-faceted study examining the implementation of UDL with 245 preservice teachers across all content areas during their student teaching phase.

Alisa Lowrey, University of Southern Mississippi

St. Ann

Single Paper

Teacher acceptability of consultation via a telepresence robot

The presenters will discuss the results from qualitative study that assessed teacher perceptions, beliefs, opinions, and attitudes of the use of a telepresence robot to support consultation for meeting the needs of students with autism spectrum disorder.

Maria Sciuchetti, Ball State University

Andy Markelz, Ball State University

St. Louis

Single Paper

Integrating UDL principles and instructional design

This presentation addresses the complimentary roles of UDL and instructional design to ensuring all student needs are met while maintaining consistent learning outcomes. The roles of general education and special education teacher illustrate how a UDL framework fits within research-based design.

Ed Teall, Mt. St. Mary College

Dee Berlinghoff, Mt. St. Mary College

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Toulouse A

Single Paper

Teaching preservice special education teachers high leverage practices to improve student outcomes in inclusive P-12 settings

Special educators must employ highly effective practices in order to meet the needs of their students with complex academic and behavioral difficulties. This session highlights the efforts of two institutions to ensure preservice special educators learn high leverage practices for students with learning and behavior disorders in inclusive settings.

Todd Whitney, University of Louisville
Kera Ackerman, University of Kentucky

Toulouse B

Single Paper

Introducing high leverage practices to pre- and inservice teachers: A collaborative statewide approach

The purpose of this presentation is to describe a professional learning series with the support the state department of education and the CEEDAR Center. This series included an overview of high leverage practices for students with disabilities, strategies and resources promoting HLP implementation, collaboration between pre- and inservice stakeholders.

Melissa Driver, Kennesaw State University
Kate Zimmer, Kennesaw State University
Dashaunda Patterson, Georgia State University

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Conversation Sessions

Astor III - Table 1

Preparing teachers for trauma informed instruction

This presentation heightens awareness about the need to prepare special education teachers for trauma informed instruction. It reviews research on the impact of trauma on children. It also discusses evidence based strategies for trauma informed instruction and trauma sensitive classrooms.

Delar Singh, Morehead State University

Astor III - Table 2

Project WINS: What inclusion needs to succeed

Early childhood educators in inclusive programs are tasked with preparing children with disabilities for kindergarten, often without formal special education backgrounds. Participants will discuss strategies employed by educators from the nation's highest ranked pre-k program to fully include all children. Successes, challenges, and professional development needs will be highlighted.

Kimberly Hile, University of Alabama - Huntsville

Astor III - Table 3

Developing a collaborative bilingual teacher education program

This session will demonstrate how collaboration between a local school district, community members, university, and other stakeholders can lead to the development of a quality bilingual teacher education program. This bilingual extension will allow bilingual teachers to work with ELLs with and without disabilities in both monolingual and bilingual settings.

Gliset Colon, SUNY- Buffalo

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Conversation Sessions

Astor III - Table 4

Changing self injurious behavior into communication

It is estimated that 4%- 53% of young children engage in self injurious behavior (SIB) suggesting these behaviors exist but go unrecognized. For young children, SIB that begins in early childhood may persist and worsen over time through inadvertent reinforcement. Awareness and intervention is critical during the early childhood years.

Jennifer Buchter, Eastern Illinois University
Cori More, University of Nevada -Las Vegas

Astor III - Table 5

Coulds, shoulds, and purpose: A metacognitive support approach for teacher and student mental health

This session will provide metacognitive behavioral interventions for teachers who are concerned about mental health issues in themselves and their students. Using a framework of "Hear/Say", teachers will be able to identify warning signs of rigid, negative thinking and provide alternative phrases and thinking concepts.

Claire Hughes, College of Coastal Georgia

Astor III - Table 6

Using e-peer coaching to facilitate performance feedback in an early field-based introductory special education course

Promising practices in teacher preparation include coaching and video-facilitated feedback. Additionally, technology enables us to augment field experiences in innovative ways. An intervention utilizing these features is currently being used in an introductory special education course. Emerging research on this intervention and implementation considerations will be discussed in this session.

Jessica Gugino, SUNY-Fredonia
Sharon Raimondi, SUNY- Buffalo

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Conversation Sessions

Astor III - Table 7

Teachers in the inclusive science classroom: What the literature shows and implications for practice

This session will discuss findings from a systematic literature review investigating the practices and perceptions of general and special education teachers who work in inclusive science classrooms. Implications will be discussed.

Victoria VanUitert, University of Virginia

Astor III - Table 8

Addressing the disproportionality of racially/ethnically and linguistically diverse students in special education for practitioners

Despite special education policies that monitor racial disparities, students who are racially/ethnically and linguistically diverse are disproportionately represented in special education in K-12 schools. In this session, presenters will discuss evidence-based practices and policies to address disproportionality within a multiple-tiered system of support (MTSS) framework.

Melissa Cuba, Virginia Commonwealth University
Monique Matute, University of Nevada-Las Vegas
Josh Taylor, Virginia Commonwealth University

Astor III - Table 9

Tic disorders and odd behaviors

Tourette Syndrome (TS) is a childhood onset neuropsychiatric disorder characterized by motor and vocal tics. Teachers commonly misunderstand TS to be a behavioral/emotional condition, rather than neurological. This presentation will assist educators and support providers in recognizing the complex symptoms of TS and co-occurring conditions like ADHD and OCD.

Susan Courey, Touro College

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Conversation Sessions

Astor III - Table 10

Utilizing simulation technology to prepare early childhood educators for workplace realities: Working with families, special education and cultural considerations

Mixed reality simulation (MRS) provides realistic experiences outside clinical practice and in the classroom with instructor support. This study examines one Early Childhood Studies class' response to a MRS simulation in which they engaged in a preschool parent conference; the focal child has identified disabilities. Findings and implications are discussed.

Talya Drescher, California State University- Channel Islands

11/7/19

10:00 AM-10:50 AM

Interactive Papers

Astor III - Board 1

General and special education teacher collaboration: Perspectives and strategies

With a focus on inclusive education, teachers have responsibilities for positive outcomes for all students, including students with disabilities. This interactive paper will provide an overview of preservice teacher perspectives about general and special education collaboration and strategies to support successful partnerships to unmask the potential of effective educators.

Sally Barton-Arwood, Belmont University
Alexandra Da Fonte, Vanderbilt University
Kim Paulsen, Vanderbilt University

Astor III - Board 2

The relationship between teacher linguistic knowledge, spelling instructional practices, and student spelling performance for second and third grade struggling spellers

Relationships between teachers' linguistic knowledge, spelling instructional practices, and students' spelling gains were examined. Results indicated several areas of teacher knowledge and practice that were significant predictors of spelling gains for weaker spellers. Implications for preservice teacher education programs will be discussed.

Alison Puliatte, SUNY-Plattsburgh

Thursday, November 7

Melissa Martin, University of South Carolina- Aiken
11/7/19
10:00 AM-10:50 AM
Interactive Papers

Astor III - Board 3

Web-based observations for rural SPED teacher candidates

Rural schools are facing a critical shortage of qualified teachers and teacher preparation programs must find ways to address this need. Video observations may provide a solution. This poster presents the benefits and drawbacks of remote teacher candidate observation from the perspectives of both teacher candidates and university supervisors.

Marla Lohmann, Colorado Christian University

Astor III - Board 4

Meeting FACES and building partnerships: A community-based workshop to support underrepresented families of children with autism

In an effort to strengthen family agency, parent-professional partnerships, and minority families' access to services, Meeting FACES was held as a half-day workshop comprised of parent-provider meet and greets and informational sessions. Findings related to participants' knowledge of available services and satisfaction with Meeting FACES will be discussed.

Jamie Pearson, North Carolina State University

Astor III - Board 5

The effects of content acquisition podcasts on preservice teachers' use of behavior-specific praise

The session will describe the results of a study done with preservice teachers using content acquisition podcasts (Kennedy, Hart, & Kellems, 2011) plus coaching feedback to provide training in the use of behavior-specific praise statements. Implementation of the intervention and implications for practice will be discussed.

Rhonda Miller, Coastal Carolina University

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Interactive Papers

Astor III - Board 6

Special educator teacher candidate preparation in reading: A statewide examination

The purpose of this study was to examine special education teacher candidates' beliefs, feelings of self-efficacy, and knowledge surrounding reading. Researchers surveyed teacher candidates across several preservice special education preparation programs in a northeastern state. Findings suggest that teacher candidates believe they need additional training in reading.

Nicole Fenty, SUNY- Binghamton

Astor III - Board 7

Electronic self-monitoring for high school students

This study examined whether an electronic self-monitoring intervention was effective at improving academic engagement and respectful behavior for high school students who had an IEP for a high incidence disability and also displayed externalizing behavior in a general education classroom.

Skip Kumm, University of Alabama
Kristine Jolivet, University of Alabama

Astor III - Board 8

Development and evaluation of teacher rater and assessment instrument for teachers of students with significant disabilities (TRAIT-SD)

The purpose of this study was to develop and evaluate the TRAIT-SD. The TRAIT-SD is an evaluation instrument for teachers of students with significant disabilities based on best practices in the field of special education. This instrument is implemented through the use of direct observation, interviewing, and review of documents.

Karena Cooper-Duffy, Western Carolina University
Larry Fisher, Winthrop University

Thursday, November 7

11/7/19

10:00 AM-10:50 AM

Interactive Papers

Astor III - Board 9

Parent perception of power in IEPs

A nation-wide survey on parent perceptions of IEP team member dynamics reveals majority of parents surveyed perceive some level of power imbalance. While parent satisfaction with the IEP process seems to be relatively moderate, many indicated feeling coerced into educational decisions, and have low trust in decisions of teachers.

Belkis Choiseul-Praslin, University of Oklahoma

Astor III - Board 10

Preparing high-quality OSEP personnel preparation grants: Strategies and opportunities for success

This session will focus on strategies for developing successful Office of Special Education Program (OSEP) Personnel Preparation grants. Tips for designing innovative graduate level personnel preparation programs will be shared. Grant strategies for providing full student support and the development of programs based on high leverage practices will be described.

Harriet Able, University of North Carolina - Chapel Hill
Rebecca McCathren, University of Missouri

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Grand Ballroom A

Special Session

Small Special Education Programs Caucus Conversation Tables

Ruby Owiny, Trinity International University

Adam Moore, Roger Williams University

Grand Ballroom C

Multiple Papers/Panel Presentation

Facilitator: Jeongae Kang

Across the board: Comparing special education doctoral programs

The field of special education is at a crossroads, facing looming faculty retirements. It is critical that doctoral programs prepare scholars ready to assume roles that special education teacher education requires in this age of accountability. Are doctoral programs providing complete experiences that prepares future faculty for their new roles?

Shanon Taylor, University of Nevada- Reno

Tammy Abernathy, University of Nevada- Reno

Sharon Goldrup, University of Nevada- Reno

Too few resources? Rethinking how we can improve doctoral and teacher education programs simultaneously

For smaller special education programs growing robust teacher education, masters and doctoral programs may deplete faculty resources. This project evaluated how we redesigned and grew our doctoral program by rethinking human resources and talent. Devoting resources to our doctoral program resulted in positive outcomes for our undergraduate teacher education program.

Tammy Abernathy, University of Nevada

Shannon Taylo , University of Nevada

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Grand Ballroom C

Multiple Papers/Panel Presentation (Continued)

What was your question? Recurring themes in special educator's use of questioning techniques

In this presentation, we examine the extent to which the Framework for Teaching (FFT) is appropriate for use with special educators. Specifically, we analyze the pedagogical differences in use of questioning practices and student responses across special education lessons. We discuss implications for teacher accountability and development.

Daisy Pua, University of Florida
David Peyton, University of Florida

Grand Ballroom D

Meeting

Governmental Relations Committee

This meeting will include information on applying for Special Education Leadership Summit. Anyone interested in applying is encouraged to attend.

Jacqueline Rodriguez, AACTE

Royal Board Room

Meeting

HECSE Leadership Meeting

This meeting is for members of HECSE leadership.

Lisa Monda-Amaya, University of Illinois

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Astor 1

Meeting

Early Career Faculty SIG Meeting

The purpose of this meeting is to network and support early career faculty members of TED, elect a new co-chair, and discuss the concerns of the SIG. All early career faculty are welcome to attend.

Kyena Cornelius, Minnesota State University-Mankato
Kathleen Randolph, University of Colorado- Colorado Springs

Astor 2

Single Paper

Enhancing teacher candidates' behavior observation skills via a simulated classroom environment: A scaffolded process

Many educators enter classrooms feeling insecure/under-prepared to address challenging behaviors. To increase candidates' feelings of comfort and fluency identifying/monitoring challenging behaviors, we utilized a simulated classroom (TeachLive™) to practice operationally defining target behaviors, selecting appropriate data collection instruments, and utilizing inter-observer agreement protocols. Procedures and results will be shared.

Shannon Budin, SUNY- Buffalo
Mary Catherine Scheeler, The Pennsylvania State University

Bienville

Single Paper

Getting it right: Maximizing teacher effectiveness using errorless learning procedures

Errorless learning procedures are effective for teaching a variety of content to learners with ASD/ID. However, not much is known about how to best teach school staff to implement ELPs. We will review the literature in this area then model one strategy for teaching others to effectively implement ELPs.

Sara Snyder, James Madison University
Rachel Cagliani, University of Georgia

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Bourbon

Single Paper

Incorporating assessment HLPs into teacher preparation curriculum: From policy to assignment

High-leverage practices (HLPs) serve as a guide for special educator preparation programs. Teacher educators take on the practical role of translating the four HLP components into course content. This session focuses on effective assessment practices and specific examples of instructional methods and assignments used to prepare teacher candidates.

Brooke Lylo, Bloomsburg University of Pennsylvania
Robin Drogan, Bloomsburg University of Pennsylvania

Burgundy

Single Paper

Elementary teacher disrupting disproportionality

Disproportionate identification of students of color within IDEA requires that race and culture are addressed within discussions of discipline systems and teacher-student interactions; these are potential sites of change to reduce the discipline gap and disproportionality. Elementary teachers discussed their culturally responsive classroom management practices within a PBIS school.

Jeanne Connelly, Iowa State University
Soo Ahn, Iowa State University

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Chartres

Single Paper

Impact of UDL curriculum integration on teacher candidates' knowledge, perceptions, and attitudes

A quasi-experimental, static-group comparison design was used to explore impacts of cross-disciplinary teacher education curriculum reform on candidate learning and attitudes at a regional comprehensive university in the Southeast U.S. Reform efforts focused on systematic integration of Universal Design for Learning to prepare candidates to effectively teach students with disabilities.

Stacie Whinnery, University of West Florida
Jennifer Mesa, University of West Florida
Keri Fogle, University of West Florida
Keith Whinnery, University of West Florida

Conti

Single Paper

Closing the gap through strong EPP/school district partnerships

Two EPPs that have developed and implemented partnerships with several school districts will explain the process and outcomes of the partnership. The session will address: (1) individuals involved from both EPPs and districts; (2) specific prompts addressed; and (3) activities and materials used to implement the partnership will be shared.

Kim Paulsen, Vanderbilt University
Alexandra DaFonte, Vanderbilt University
Sally Barton-Arwood, Belmont University

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Iberville

Multiple Papers/Panel Presentation

Culturally-based service learning to promote culturally responsive and social justice minded special educators

Mixed methods investigated a culturally-based service-learning project, involving 86 preservice teachers providing literacy instruction to 64 justice-involved youth with emotional disturbance and learning disabilities. The project aligned with a special education course emphasizing culturally responsive teaching and social justice issues. Data suggest perspectives and practices shifted resulting from the experience.

Facilitator: Brian Cichy-Parker
Merry Staulters, West Chester University

St. Ann

Single Paper

Storybook reading in preschool: The impact of training pre-and inservice teachers to implement dialogic reading on early language and literacy skills

The purpose of this presentation is to discuss the importance of dialogic reading, which is one method of shared reading that can be used to encourage children to actively participate in the reading process by using open-ended questions to expand children's comments and ideas about the book being shared.

Stephanie DeSpain, Northern Illinois University

Thursday, November 7

St. Charles B

Multiple Papers/Panel Presentation

High Leverage Practices: The Foundation for Successful Evidence-Based Practices

High leverage practices (HLPs) are foundational for effectively implementing evidence-based practices (EPBs) with students with disabilities. In this presentation, we describe observation research involving teachers' current use of HLPs during writing and reading instruction; discuss the implications of this research for improving teacher education efforts; present new materials from the CEEDAR Center and Council for Exceptional Children designed to help teachers understand the intersection of evidence-based practices and high leverage practices; and provide an example of how teacher educators and state education department leaders in Arizona are helping teacher candidates understand how HLPs can be used to implement EPBs.

Presentation leader: Mary T. Brownell, Director CEEDAR
Stephen Ciullo, Texas State University
Michael Kennedy, University of Virginia
Beth Hoffman, Rio Salado College
James McLeskey, University of Florida, CEEDAR Center

St. Louis

Single Paper

Innovative and interdisciplinary teacher education

Effective collaboration between teachers and related service providers is necessary to achieve meaningful outcomes for students with disabilities (Kowalski, Lieberman, & Daggett, 2006). This presentation will share an innovative and interdisciplinary model currently being used to prepare preservice general and adapted physical educators and speech and language pathologists.

Suzanna Dillon, Texas Woman's University
Leah Goudy, University of North Texas

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Toulouse A

Special Session

What's new @ IRIS? All the latest resources and online tools

Join our OSEP-funded center for a fun and informative look at our latest resources, fundamental skill sheets, online tools, and more! Whether quick primers on discrete skills or a powerful alignment tool for high-leverage practices, our new resources are flexible, practical, and innovative. Let's explore!

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

Toulouse B

Single Paper

Preparing teachers to implement intensive interventions in high-needs schools

The implementation of MTSS frameworks varies across states, districts, and schools despite consensus on critical components. These variations impact the roles of special educators and have implications for preparation programs. This study followed 66 scholars who created, implemented, and evaluated school change efforts to enhance MTSS within their high-needs schools.

Mary Little, University of Central Florida
Cynthia Pearl, University of Central Florida
Dena Slanda, University of Central Florida

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Conversation Sessions

Astor III - Table 1

Strategies that increase self-determination skills for culturally and linguistically diverse students with disabilities

The connection between self-determination and transition planning is critical for students with disabilities particularly those from culturally and linguistically diverse (CLD) families. This presentation presents strategies for students with disabilities who are from CLD backgrounds in the areas of self-determination and motivation as related to autonomy, competence, and relatedness.

Lydia Gerzel-Short, Northern Illinois University
Katrina Hovey, Western Oregon University
Rhonda Miller, Coastal Carolina University
Jerae Kelly, University of Maryland-College Park
Yan Wei, Southern Connecticut State University

Astor III - Table 2

A meta-analysis of reading interventions for students with emotional/behavioral disorders: The role of between case effect sizes

The increased need for instructional practices supported by scientific evidence has resulted in increased emphasis of Evidence Based Practice (EBP) in Special Education. In order to identify EBPs, researchers largely rely on meta-analyses and systematic reviews. This meta-analysis evaluated reading interventions for students with EBD using Between Case Effect Sizes.

Argnue Chitiyo, Ball State University
Andy Markelz, Ball State University

Astor III - Table 3

Engaging stakeholders for program evaluation and improvement

Special education teacher preparation programs are accountable to their stakeholders and additionally need frequent, meaningful input from their stakeholders for program improvement. To make the most of stakeholder groups, who should be included and how can programs encourage engagement and meaningful feedback?

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

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Conversation Sessions

Astor III - Table 4

From the schoolhouse to the big house: Disciplinary exclusion and punitive policies versus inclusion and culturally responsive practices

This session will explore issues of intersectionality regarding the academic success of underserved populations. In particular, how multiple variables contribute to the perpetuation of the school-to-prison pipeline. One will share regional, state, and national disciplinary exclusion data and discuss what teachers can do to combat this issue.

Starr Keyes, Bowling Green State University

Astor III - Table 5

Virtually savvy!

Technology for internet-based observation is quickly becoming an alternative for teacher preparation programs providing supervision of preservice teachers. This "Conversation Session" will highlight recent research in the field of virtual supervision, discuss effectiveness and provide participants an opportunity to pose questions, share best practices and collaborate on strategic implementation.

Cheryl Sjostrom, Brandman University

Astor III - Table 6

Co-teaching methods courses to provide cohesive content

Presenters will lead discussion on providing a cohesive approach to teaching reading and math methods courses. This approach allows students to view a model of co teaching and collaboration that is often stressed to special education teachers, but not always seen in practice, while emphasizing High-Leverage Practices across content areas.

Kiersten Hensley, Minnesota State University- Mankato
Dana Wagner, Minnesota State University-Mankato

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Conversation Sessions

Astor III - Table 7

General and special educators collaborate to infuse HLPs into teacher preparation using a PDS model

Are you struggling to find ways to implement High-Leverage Practices (HLPs) into coursework and fieldwork in your already-packed program? Join in the discussion as I share information about how our small special education program is successfully infusing HLPs, getting general and special educators to collaborate in our Professional Development School.

Debi Gartland, Towson University

Astor III - Table 8

The effects of comprehension instruction on students with complex communication needs

Evidence has emerged to affirm cross-modal generalization between listening comprehension instruction and communicative turn-taking. This presentation will examine a study that investigated the effects of systematic, text-based listening comprehension instruction for students with moderate to severe disabilities, measuring both listening comprehension responses and communicative turn-taking using the same content.

Kathryn Haughney, Georgia Southern University
Stephanie Devine, Georgia Southern University

Astor III - Table 9

The clarification of special education referrals for English learners

The presentation will provide practitioners with information regarding evidence-based literacy practices, the connection between literacy and language acquisition, and guidelines for determining special education referrals for English Learners.

Jorge Preciado, Seattle Pacific University
Jennifer Norton, Seattle Pacific University

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Conversation Sessions

Astor III - Table 10

Unmasking teacher candidate potential for data discussions!

How often do preservice programs give candidates the chance to discuss data? Candidates show a lack of confidence in this area, well into their first critical years of teaching. One teacher prep program created an Education Specialist Symposium where students presented data findings to peers and guests...and it worked!

Heather Wizikowski, California State Polytechnic University
Joanne Van Boxtel, California State Polytechnic University

11/7/19

11:00 AM - 11:50 AM

Intereactive Papers

Astor III - Board 1

Examining preservice teacher self efficacy, teacher preparation programs, and teacher performance

Researchers examined the self-efficacy of preservice teachers (N = 40) using the Teacher Self-Efficacy Scale (TSES; Tschannen-Moran & Woolfolk, 2001) and compared the perceived self-efficacy to actual teacher performance (e.g., scores on the edTPA teacher certification exam) of participants to determine if programmatic changes are needed.

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

Astor III - Board 2

High leverage practices for supporting teacher candidates with anxiety

The examination of high leverage advising practices that address and alleviate anxiety in preservice teachers in order for them to have positive impact on students during field based experiences.

Julie Calzini, Endicott College
Kristen DiGiovanni, Endicott College

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Interactive Papers

Astor III - Board 3

Inclusive mathematics teachers' understanding and implementation of evidence-based practices

This study was designed to explore teachers' persistent lack of understanding and implementation of evidence-based practices (EBPs) as they participated in an online professional development program that included opportunities for teachers to resolve their ambiguities about, and advance plans to apply, EBPs in their mathematics teaching in inclusive elementary classrooms.

Cynthia Griffin, University of Florida
Lauren Wong, University of Florida

Astor III - Board 4

Learning about writing fluency intervention with practice-based professional development and remote coaching

When teachers have the opportunity to improve student writing fluency, they need to make this limited time matter. We present teacher- and student-level results from a completed study. Following practice-based professional development and remote coaching, four teachers improved the writing fluency of eight students with learning disabilities.

Shawn Datchuk, University of Iowa
Derek Rodgers, University of Nebraska - Lincoln

Astor III - Board 5

Don't break the bank: Free transition education tools

The University of Oklahoma's Zarrow Center houses numerous resources devoted to the promotion of successful transition outcomes for students with disabilities. This presentation showcases the available resources to promote transition education. Materials, including curriculum, lessons, activities, and transition assessments, are found on the site and are available free of charge.

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

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Interactive Papers

Astor III - Board 6

Followership in special education: Understanding the concepts and practices of followership to create special education leaders

This interactive presentation is designed to introduce the concept of followership and the roles that special education teachers play in the leadership-followership dynamic in schools. Further, this presentation will identify types of followers and provide support for how positive followership can develop leaders, increase collaboration, and improve overall school climate.

Jonte (JT) Taylor, Penn State University
Doris Hill, Auburn University
William Hunter, University of Memphis

Astor III - Board 7

Effective professional development in mathematics instruction for students with special needs

Effective professional development in mathematics instruction for students with learning disabilities (LD) and culturally/linguistically diverse learners (CLD) will be addressed. The main themes include evidence-based interventions, on-going assessments, and instructional modifications. Teachers will learn evidence-based strategies for students with LD and CLD and this will continue to encourage lifelong learning.

Soyoung Park, University of Texas at Austin

Astor III - Board 8

Immediate versus delayed feedback: Why we should be using both in special education teacher preparation

As a teacher educator have you considered your use of delayed feedback in preparing special education teachers? While immediate, corrective feedback is an instructional go-to in special education practice receiving much attention in teacher preparation, new research warrants attention to opportunities for use of delayed feedback with adult learners.

Heather Haynes Smith, Trinity University
Martha D.Elford, University of Kansas
Susanne James, Southern Illinois University – Edwardsville

Thursday, November 7

11/7/19

11:00 AM - 11:50 AM

Interactive Papers

Astor III - Board 9

Survey of special education teacher candidates view of their personal mental health

Presenters will share findings from a recent survey entitled: "Survey of Teacher Candidates View of Their Personal Mental Health". The survey explores the mental-health related experiences and needs of teacher candidates majoring in special education in the state of Illinois.

Erika Pinter, Northern Illinois University
Bev Johns, MacMurray College

Astor III - Board 10

Leveraging the cultural capital of CLD parents through training.

Schools and teachers could benefit from the cultural capital of immigrant parents/guardians of students with disabilities from culturally and linguistically diverse backgrounds. However, these parents are less likely to be actively involved in their children's school. This can be accomplished through intentional interactions that promote parental knowledge of school expectations.

Robai Werunga, University of Massachusetts-Lowell

11/7/19

1:00 PM - 1:50 PM

St. Charles Ballroom A

Meeting

TED Ad Hoc Advocacy Committee

Members of the TED Ad Hoc Advocacy Committee have been convening regularly for three years to advance TED's mission and strategic initiatives. During this meeting, committee members share progress updates and discuss future directions. Based, in part, on the updates and discussion, members also chart a course for next year's activities, including tasks and timelines.

Marcia Rock, University of North Carolina-Greensboro
Chriss Walther Thomas, Virginia Commonwealth University

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

St. Charles Ballroom B

Single Paper

Disability as blessing, burden or battle: Using movies to teach perspectives of disability

This session explores how movies demonstrate the relationship between ability and disability in three different constructs: Disability and ability as a zero-sum in which the disability must be “beaten”, ability that emerges from the struggle to live with a disability, and lastly, where the disability itself metamorphosizes into an ability.

Claire Hughes, College of Coastal Georgia

Grand Ballroom C

TED Diversity Caucus Showcase

The purpose of the Diversity Caucus Showcase is to elevate the expertise and experience of teacher educators in fostering diversity. As such, we will like to highlight initiatives in service, teaching, and/or scholarly outreach that supports B-20 learners with disabilities from diverse backgrounds and/or the educators who teach them.

Mildred Boveda, Arizona State University
Dia Jackson, American Institutes for Research

Grand Ballroom D

Invited Session

Invited Session featuring Bryan Cook and Bill Therrien: Applying open science in teacher education

In this presentation, we will describe, present examples of, and provide resources for specific open practices such as preregistration, Registered Reports, data and materials sharing, open review, preprints, and crowdsourcing. We conclude with a discussion of how open science might be applied in research in teacher education.

Bryan Cook, University of Virginia
William Therrien, University of Virginia

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

Astor 1

Invited Session

2019 TED Publication Award Winners featuring Jessica Hageman and Kathryn Casey

This session will feature the 2019 TED Publication Award winners for their TESE article, "Teacher attrition in special education: Perspectives from the field."

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

Astor 2

Meeting

CEC Standards Workgroup: Feedback Session 1

This session is your opportunity to give feedback on the new draft CEC Standards. The final submission is due to CAEP in July 2020, so we need your input now!

Dee Berlinghoff, Mount Saint Mary College
Virginia McLaughlin, William & Mary

Bienville

TED Talk: This session features short talks on similar topics.

Despite the barriers: A look into early career special educators' persistence

This presentation will highlight the findings of a mixed-method study that was developed to better understand the identity development of early career special education teachers, and what motivated their drive to persist in their careers despite challenges. Results provide a snapshot for retaining prospective early career special education teachers.

LaRon Scott, Virginia Commonwealth University
Katherine Brendli, Virginia Commonwealth University
Joshua Taylor, Virginia Commonwealth University
Weade Wallace, Virginia Commonwealth University

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

Continued: TED Talk: This session features short talks on similar topics.

Developing high-quality candidates into high-quality teachers

This presentation explores revisions of a special education and an APE program through the work of a 325K grant to support students with high-intensity needs in diverse settings. Faculty will share the success of embedding CEC HLPs into courses and recruitment and mentoring efforts. Year 2 data will be shared.

Heather Wizikowski, California State Polytechnic University-Pomona
JoanneVan Boxtel, California State Polytechnic University

“Let’s just do it”: Implementing co-teaching with paraprofessionals to provide students with special needs access to dual language

Learn how a special educator and two paraprofessionals collaborate to implement dual language for students with special needs through creative co-teaching. Classroom video data, focus group data, and field notes will be shared to examine how fostering the professional growth of paraprofessionals might be the key to student success.

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

Bourbon

Single Paper

High-quality individualized education programs: New online resources

A U.S. Supreme Court case, *Endrew F.* (2017), has clarified the substantive standard for determining whether a student's individualized education program confers sufficient educational benefit. Join our OSEP-funded center for an overview of two interactive learning modules on high-quality IEPs, one for educators and one for administrators.

Naomi Tyler, The IRIS Center, Vanderbilt University, Peabody College
David Bateman, Shippensburg University
Mitchell Yell, University of South Carolina

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

Burgundy

Single Paper

Developing effective mentors: Necessities for creating cohesive learning opportunities in teacher development.

This presentation describes the critical role effective mentors play in beginning teacher education and induction. Presenters describe the research underlying effective mentoring as well as evidence-based strategies that teacher education programs and school districts can use to improve the strategies of their mentor teachers in providing instructional and social/emotional support.

Tara Ferland, University of Florida
Mary Brownell, University of Florida
Meg Kamman, University of Florida
Kim Paulsen, Vanderbilt

Chartres

Single Paper

An examination of the development of preservice teachers' CBM graph interpretation skills

Presenters will share results from a study in which they examined the development of Special Education preservice teachers' Curriculum Based Measurement progress monitoring graph interpretation skills over time. We anticipate the results and discussion will be of interest to teacher preparation researchers and instructors.

Dana Wagner, Minnesota State- Mankato
Kiersten Hensley, Minnesota State -Mankato

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

Conti

Single Paper

Project for the advancement of gifted and exceptional students

This session highlights the first year of implementation of PAGES, focusing on the development of an identification protocol for twice exceptional students with ASD and targeted teacher trainings to increase instructional fidelity of SEL and executive functioning skills. Examples of student work and data are included as project evidence.

Melissa Spence, California Lutheran University
Amy Tseng, Los Angeles Unified School District
Amy Nguyen, Los Angeles Unified School District

Iberville

Multiple Papers/Panel Presentation

He's just not that into you: Forging fragile connections for inclusive education

Evidence supports the efficacy of preparing all teacher candidates to work effectively with diverse student populations. Preparation requires shared goals and deep collaboration across faculty in general and special education, yet some preparation programs remain separate. This session explores methods for bridging the gap between separate programs towards inclusive preparation.

Facilitator: Dawn Hamlin
Molly Kelly, Miami University
Sarah Watt, Miami University
Ashley Johnson, Miami University
Jane Lance, Miami University

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

St. Ann

Single Paper

Using a three-tiered advising approach to improve special education teacher candidates' program retention and completion

As the teacher pipeline narrows, it is increasingly difficult to recruit new special education teachers into preparation programs and equally difficult to retain them. This presentation focuses on one special education program's three-tiered approach to advising in order to improve candidates' retention and program completion from admissions to student teaching.

Melissa Brydon, Regis University
Jennifer Millikan, Regis University

St. Louis

Single Paper

Linking preparation and practice: Leadership and policy internship for doctoral students

Partnerships developed between a large southeastern university and national educational organizations in Washington, D.C. Summer internships in leadership and advocacy enable highly qualified doctoral scholars to learn critical knowledge and skills necessary for leadership in the special education field. Details of the internship program and participants' experiences will be discussed.

Whitney Hanley, University of Central Florida
Annette Romualdo, University of Central Florida
Wilfred Wienke, University of Central Florida
Michael Rosenberg, State University of New York at New Paltz

Thursday, November 7

11/7/19

1:00 PM - 1:50 PM

Toulouse A

Single Paper

G.E.T. Feedback - a theoretical framework for feedback to adult learners in teacher preparation

Faculty seeks to deliver transformational feedback to teacher candidates. Feedback lacks effect if it falls on those unmotivated, unwilling, or not ready to learn. Examining our failures and successes with feedback, we recognized the need to consider our adult learners, how they receive and act on the feedback we give.

Martha D. Elford, University of Kansas

Susanne James, Southern Illinois University- Edwardsville

Heather Smith, Trinity University

Toulouse B

Single Paper

Observing and assessing implementation of high leverage and evidence-based practices: A tool for coaching

In this session, presenters introduce and walk attendees through a multimedia observation tool that is customizable, and currently set up to document implementation of HLPs and EBPs. The focus is on how to use the observation instrument to provide data-driven, unbiased performance feedback and parlay into effective professional development options.

Michael Kennedy, University of Virginia

Royal Board Room

Single Paper

Community engaged research: Exploring the impact of a school-university partnership

Our school-university partnership supports special education teachers and teacher candidates. Together we created a multi-phase, multi-year project to align with the districts' mission. In this session, we will share (a) tenets of our partnership, (b) strategies for prioritizing projects, and (c) results of a collaborative study with future directions.

Sharon Walters, Clemson University

Shanna Hirsch, Clemson University

Thursday, November 7

11/7/19

2:00 PM - 2:50 PM

St. Charles Ballroom A

Single Paper

Migration and the cultural shift: Trauma, turmoil, and transition

With the increase in immigration to the United States, it is essential that school-based professionals understand the impact of trauma before, during, and after the migration process. Creating environments that are safe and supportive is an essential element to the healing process and recovery.

Darlene Fewster, Towson University

St. Charles Ballroom

Single Paper

Promoting Authentic, Inter-disciplinary Collaboration Among Pre-service Special Educators and Speech Language Pathologists (SLPs)

This session provides a descriptive presentation involving an authentic, inter-disciplinary collaborative involving graduate students in special education and speech and language education. Presenters will discuss the logistics of the inter-disciplinary collaborative as well as perceptual data from graduate-level participants regarding their shared field experience.

Theresa Janczak, Buffalo State College
Deborah Insalaco, Buffalo State College

Grand Ballroom A

Single Paper

Teacher perceptions of online classes

As the number of online courses continue to increase, so do the number of students taking the classes and therefore, an increase in the number of faculty and staff teaching the courses. This study examined teacher perceptions of online classes. How do instructors really feel about online courses?

Carlos Flores, Angelo State University

Thursday, November 7

11/7/19

2:00 PM - 2:50 PM

Astor 1

Invited session

Early Career Publication Award Winner featuring Sarah Nagro

This session will feature the winner of the TED Early Career Publication Award. Sarah Nagro will present her winning paper "The Effects of Guided Video Analysis on Teacher Candidates' Reflective Ability and Instructional Skills."

Sarah Nagro, George Mason University

Astor 2

Invited Session

TED Survey Results

The purpose of this presentation is to review the results of the TED membership survey. The results of this survey will be used for strategic planning.

Frank Dykes, The University of Texas at Tyler

Willa Van Dijk, University of Florida

Brittany Hott, University of Oklahoma

Tiffany Peltier, University of Oklahoma

Bienville

Single Paper

Teaching about special education law

Special education is defined by the Individuals with Disabilities Education Act (IDEA). Special educators need to understand and fulfill their responsibilities under this law. In this presentation we offer effective methods, both in an online format and live, for teaching special education law to teachers and administrators.

Mitchell Yell, University of South Carolina

David Bateman, Shippensburg University

Thursday, November 7

11/7/19

2:00 PM - 2:50 PM

Bourbon

Single Paper

Competency-based onboarding to support the inclusion of students with autism: A professional development framework for teachers new to autism

Increases in the inclusion of students with autism and staff turnover mean that many are taught by teachers with little or no experience. Existing professional development (PD)--mentoring, coaching, learning communities, and technical assistance--are limited. This presentation describes a framework for supplementing PD with online modules to onboard new ASD teachers.

Joshua Taylor, Virginia Commonwealth University

Burgundy

Single Paper

Using virtual simulation as a tool in bridging the theory to practice gap: A pilot study

The use of virtual simulation is emerging in the field of teacher education and offers a possible tool for bridging the theory to practice gap. We will present the findings from an exploratory research study examining the use of virtual reality as a tool in a special education assessment course.

Sara Luke, Mercer University
Michelle Vaughn, Mercer University

Chartres

Single Paper

400 years later: Nothing “great” about engaging in culturally responsive survival to combat institutional marginalization

Four hundred years after the first African captives arrived in America, where have all the purports of anti-bias practices gone in the “brave new world?” Spotlighted are elements of culturally responsive survival that have to be constantly navigated by students of color from preschools to colleges/universities to combat institutional marginalization.

Sabrina Brinson, Missouri State University

Thursday, November 7

11/7/19

2:00 PM - 2:50 PM

Conti

Single Paper

The role of teacher preparation programs in fostering preservice teachers' ability to effectively engage with families and communities

Standards published both by the National Association for the Education of Young Children and the Division for Early Childhood of the CEC include a focus on the family. This presentation outlines a college-family partnership intended to assist preservice teachers develop those skills necessary to build and sustain beneficial family relationships.

Kimberly Kode Sutton, York College of Pennsylvania

Iberville

Multiple Papers/Panel Presentation

Improving outcomes for students with challenging behavior/mental health concerns through interdisciplinary personnel preparation

This session presents critical components of Project Intensive Needs Teacher and Counselor Training (INTACT), an interdisciplinary personnel preparation project. Descriptions of interdisciplinary coursework, recruitment efforts, collaborative assignments, as well as measures used to evaluate scholars' understanding of EBPs related to challenging behaviors and/or mental health concerns will be shared.

Kelly Anderson, University of North Carolina- Charlotte
Sejal Foxx, University of North Carolina -Charlotte

Thursday, November 7

11/7/19

2:00 PM - 2:50 PM

St. Ann

Single Paper

Practice makes perfect: Strategies for embedding simulated IEP meetings within preservice special education teacher preparation programs

Simulated IEP meetings provide preservice special educators with practical applications of educational theory, safe spaces to learn and make mistakes, and real-world practice collaborating as part of a team. This presentation includes strategies for designing and implementing relevant and authentic IEP meeting simulations to use with preservice special educators.

Jason Robinson, University of Northern Colorado
Tracy Gershwin, University of Northern Colorado
Kristin Duncan, University of Northern Colorado
Jackie Davis, University of Northern Colorado

St. Louis

Single Paper

“Well, what if they were just included?”: Developing preservice teachers’ perceptions of inclusion, self-efficacy, and professional roles

This session will focus on sharing research via a co-taught field-based early childhood course on special education. The primary goal was broadening general educators’ understanding of inclusive practices. Data were collected to explore preservice teachers’ perceptions of roles, self-efficacy, and co-teaching. Instructors will share recommendations from their experience.

Nancy Peck, Keene State College
Lance Neeper, Keene State College

Thursday, November 7

11/7/19

2:00 PM - 2:50 PM

Toulouse A

Single Paper

Do you see what I see: Noticing high-leverage practices through video viewing

The following presentation will describe the implementation of problem-centered instructional design theory (Merrill, 2002) in an online course to enhance teachers' knowledge of high-leverage practices. The presentation will share course activities at each phase of instruction and examine results indicating teachers' increased ability to notice and implement high-leverage practices.

Sarah Watt, Miami University

Toulouse B

Single Paper

Reliability assessment of an observation tool to measure the quality of praise

We developed a behavior-specific praise observation tool (BSP-OT) and assessed interrater reliability to measure praise specificity, contingency, and variability. Results from intra-class correlation statistics indicated strong reliability between raters using the BSP-OT. Raters identified the BSP-OT as a valuable contribution to the field concerning praise research and teacher development.

Andy Markelz, Ball State University
Benjamin Riden, University of Minnesota - Duluth
Argnue Chitiyo, Ball State University

Thursday, November 7

11/7/19

1:00-5:00 PM

Kaleidoscope Presentations

Astor 3

This session will feature the work of doctoral students. The session will begin with a one-hour presentation, followed by students sharing their work. Please help us by serving as faculty reviewers.

Willa VanDijk, University of Florida
David Peyton, University of Florida
Elizabeth Reyes, UNC Charlotte
Reem Muharib, UNC Charlotte

Kaleidoscope Posters:

2:10-2:40 PM

Kaleidoscope Board 1

Aal Ismail, Hazim

A Treatment Package to Teach Generalized Social Initiations to Children with Autism
Children with autism have difficulty generalizing and maintaining the social initiations they acquire. This study aims to use social skills training (SST), video modeling (VM), and multiple-exemplar training (MET) to teach social initiation to three elementary-age children with autism. Expected results, limitations, clinical implications, and future recommendations are discussed.

Kaleidoscope Board 2

Acosta, Kelly

The Politics of the Budgetary Process: A Pilot Study

Using literature from public policy on budgeting theory, I conducted a case study on how one special education director advocated for funding to ensure adequate special education programming in her district. Information garnered from this poster session can inform others on how to advocate for funding with other district administrators.

Kaleidoscope Board 3

ALMedlij, Modhawi

The Development of LD Education in Saudi Arabia: Services and Implications for the future

This review includes scholarly published articles and government websites to address the following research questions: 1) What were the main factors to influence the educational services offered to students with LD in Saudi Arabia within the past decade? 2) To what extent have these changes been implemented across genders?

Thursday, November 7

**Kaleidoscope Posters:
2:10-2:40 PM**

Kaleidoscope Board 4

Alshahrani, Haya

The Changing Role of Female Special Education Teachers in Saudi Arabia

This paper discusses the changes within the Saudi Arabian education system. It begins with the history of education and culminates with the progressive stance it has taken today. Women are allowed opportunities that did not exist before, such as working as teachers and scholars. However, further work must be done.

Kaleidoscope Board 5

Amato, Lisa

A Literature Review of Culturally Responsive Trauma Informed Care in Education

Trauma has disproportionate negative outcomes for students of color. Culturally responsive trauma informed care in education (CR-TICE) has been proposed as a way to address this. This presentation reviews the limited research that exists on this topic in order to inform future research and practice in schools.

Kaleidoscope Board 6

Barcarse, Tierney

Write to Teach: Enhancing Diverse Special Education Teacher Applicants' Writing Skills

Writing skills are essential for special education teachers. Many universities require teacher applicants to pass the Praxis Core: Writing exam. Writing instruction using Self-Regulated Strategy Development to enhance writing knowledge, argumentative and source-based writing, and to help diverse teacher applicants score well on the Praxis Core: Writing will be presented.

Kaleidoscope Board 7

Bleak, Kenneth

Two Faces of Racial and Ethnic Disproportionality in Special Education

Since Dunn (1968), disproportionality has been an ongoing struggle in special education. However, *Brown v. Board of Education of Topeka*, 347 U.S. 483 (1954) had wider ramifications than just special education. Educators from Equity and Diversity are also stakeholders in the overrepresentation of minority students in special education classrooms.

Kaleidoscope Board 8

Brown, Christerralyn

A Cultural Adaptation Process for Classroom Management through Coaching for Educators

The purpose of this study was to explore the extent to which teachers consider culturally responsive classroom management strategies and how cultural adaptations can be implemented within the context of a coaching program to support teacher consideration of culture.

Thursday, November 7

**Kaleidoscope Posters:
2:10-2:40 PM**

Kaleidoscope Board 9

Brown-Morris, Pricella

Transitioning to Preschool: Supporting Families Through the Process

This presentation will discuss supporting families of young children with disabilities through the transition process from IDEA Part C to Part B. The transition from Part C for infants and toddlers to Part B for preschoolers should be positive and smooth as it sets the tone for future educational processes.

Kaleidoscope Board 10

Collazo, Sylvia

Investigating the Impact of Professional Development (PD) on Nature-Based Teaching on Early Childhood Special Education Teachers

This presentation will define nature-based teaching and highlight developmental benefits for young children, including those with disabilities. Given the limited research on educators' knowledge and perception on the topic, the presentation will discuss a study to examine the effects of PD on nature-based teaching on early childhood special education teachers.

Kaleidoscope Board 11

Connelly, Jeanne

Elementary Classroom Teachers Disrupting Disproportionality

Disproportionate identification of students of color within IDEA requires that race and culture are addressed within discussions of discipline systems and teacher-student interactions; these are potential sites of change to reduce the "discipline gap".

Elementary teachers described their culturally responsive classroom management practices within a PBIS school.

Kaleidoscope Board 12

Contesse, Valentina

The Impact of Direct Observation and Performance Feedback on Preservice Teachers' Implementation of Evidence-Based Practices in Reading

Performance feedback is commonly used during practicum experiences to improve desired teaching behaviors in preservice teachers. This presentation will share the results of a recent study using a single-subject multiple-baseline design to examine the effects of observation-generated feedback on preservice teachers' increased use of evidence-based instructional practices.

Thursday, November 7

**Kaleidoscope Posters:
2:10-2:40 PM**

Kaleidoscope Board 13

Cooper, Caitlin

Examining Sex Educators' Beliefs and Practices in Meeting the Needs of Students with Disabilities

Students with disabilities are no less likely to engage in sexual behaviors than their nondisabled peers. They are, however, more likely to engage in risky sexual behaviors resulting in adverse outcomes. This presentation will explore how to support teachers and students in providing appropriate sex education to students with disabilities.

Kaleidoscope Board 14

Cruz, Rebecca

Building the field: Strategic recruitment through community service learning

The special education teacher shortage is severe, and it is important to identify successful strategies for recruitment. Providing undergraduate students with community service learning (CSL) opportunities is an under-explored strategy for recruitment. This study sought to explore the influence of CSL on undergraduates' willingness to pursue special education teaching careers.

Kaleidoscope Board 15

Deardorff, Malarie

Transition Preparation in Special Education

Current research surveying preservice and in-service teacher preparation indicates a lack of satisfaction in the quality and quantity in transition. In addition, many colleges lack a dedicated special education course in transition (Williams-Diehm et al., 2018). Issues with compliance and quality of transition plans relate to the lack of preparation.

Kaleidoscope Board 16

Deger, Gwendolyn

¡Escúchame!: Using simulations to prepare special educators to communicate positively with families with LEP

Although communicating regularly with parents is an expectation for special educators, few special educators are prepared to work with families who have limited English proficiency (LEP). To address this preparation gap, we designed and implemented a simulated IEP meeting between a pre-service special educator, an LEP parent and an interpreter.

Kaleidoscope Board 17

Dennis, June

Asian Pacific Islander Students in Special Education: Building Teacher Awareness and Preparation

A call for an awareness of teacher perceptions of students from Asian Pacific Islander backgrounds and their influence on referrals for special education services is required to support their school needs, as well as, meet their individualized education plan goals.

Thursday, November 7

**Kaleidoscope Posters:
2:10-2:40 PM**

Kaleidoscope Board 18

Duncan, Kristin

What Educators Can Do to Implement Self-Determination Skills for Students with Autism

This presentation describes self-determination skills as they relate to enhancing access and opportunities for students with ASD. Approaches for practitioners will include student-driven IEPs, explicit skill instruction, embedding self-determination skills into the curriculum, goal setting, and self-reflection.

Kaleidoscope Board 19

Dunn, Kelsey

Effects of Peer-Mediated Social Skill Interventions for Adolescents with ASD: A Systematic Literature Review

The purpose of this systematic literature review is to synthesize the effects of school-based peer-mediated social skill interventions designed to facilitate natural social contexts for students with ASD. In addition to overall effectiveness, we will report on the effectiveness of components used to train peers to implement intervention procedures.

Kaleidoscope Board 20

Ellis, Kaci

Pre-Service Teacher Behavior Management in Reading

A pilot study investigating the relationship between pre-service teacher behaviors and student behaviors during reading instruction. Specifically, our goal is to examine the influence of discrete classroom management skills implemented by preservice teachers on their students' behavior during a summer reading program.

**Kaleidoscope Posters:
2:50-3:20 PM**

Kaleidoscope Board 1

Pua, Daisy

Effects of Visual Performance Feedback Using Structured Observation System to Improve Novice Teachers' Instruction

Experts recognized performance feedback as a successful intervention for improving instruction. In this study, I investigated the impact of performance feedback using the POISE System to produce changes in teachers' behavior. Results indicated POISE System was effective in increasing teachers' use of explicit instruction and in improving student performance.

Thursday, November 7

**Kaleidoscope Posters:
2:50-3:20 PM**

Kaleidoscope Board 2

Reding, Cristina

Examining relationships between non-cognitive skills and achievement in traditionally under-performing middle-schoolers: Validating the Grit scale.

Traditionally under-performing groups of students still struggle with achievement. Non-cognitive skills are being explored as a potential contribution to improving academic achievement. To clarify the relationship, a set of non-cognitive scales are being validated with traditionally marginalized middle-schoolers (i.e., English learners and students with learning disabilities).

Kaleidoscope Board 3

Rollins, Lauren

More than One Teach, One Assist: Knowledge, Confidence, and Usefulness of Co-teaching

Co-teaching is a widely recommend strategy, though little is known about pre-service teachers' perceptions of these models. This poster will present findings from 20 pre-service teachers, who were surveyed about their knowledge, confidence, and the usefulness of co-teaching practices. Implications for future research and practice will also be discussed.

Kaleidoscope Board 4

Romualdo, Annette

School Outcomes of Children Born Late-Preterm: Literature Review in Response to a Rising Phenomenon

The crisis of preterm birth has immense impacts on education systems, in both numbers and cost. Late-preterm is the fastest growing subset, accounting for 75% of preterm births. Late-preterm individual susceptibility to risk was conventionally thought minimal; emerging research indicates individuals born late-preterm have unique risks which require further inquiry.

Kaleidoscope Board 5

Running Bear, Candi

Preschool Instructional Practices to Serve Native American Students with Disabilities

The topic of instructional practices for Native American students with disabilities is among the least researched and least documented topics in education. This session highlights existing literature on the subject of preschool inclusion practices in Native American communities as well as implications for future research.

Thursday, November 7

**Kaleidoscope Posters:
2:50-3:20 PM**

Kaleidoscope Board 6

Sohn, Hyojong

Research on developing teachers' instructional strategies: A literature review
Developing teachers' instructional skills is imperative to effectively provide intervention to students. To analyze the content of research on instructional strategies, I reviewed research studies on coaching in the Teacher Education and Special Education journal from 2010 to 2019.

Kaleidoscope Board 7

Solomon, Jonathan

The Importance of Residential Goals in Transition Planning

Residential goals are often neglected when discussing transition planning for students. An individual's future living situation can impact every aspect their lives, including continued education, employment, and community inclusion. While everyone's residential needs, goals and expectations vary, having residential goals can assist in encompassing all other transition goals.

Kaleidoscope Board 8

Stehle Wallace, Erin

Interventions for Early Childhood Educators and the Strategies that Support Language Development in the Classroom

Educational policy places significant pressure on early childhood educators in public preschool settings to support children's language development; early language is a predictor for later success. The results suggest that a multiple component intervention is the most viable method of intervention for increasing positive educator and child outcomes.

Kaleidoscope Board 9

Terrill, William

Pre-Service General and Special Education Teacher Instruction Within a Culturally Responsive Classroom

Classroom demographics are changing with more learners from culturally and linguistically diverse (CLD) backgrounds including students with disabilities. Pre-service teachers need instruction and exposure to culturally responsive inclusive classrooms to increase teacher self-efficacy, decrease overrepresentation of CLD students in special education, and ensure students receive fair and equitable education.

Thursday, November 7

**Kaleidoscope Posters:
2:50-3:20 PM**

Kaleidoscope Board 10

Troxel Deeg, Megan

Creating Opportunities for Inclusion: Using Coaching to Support a Middle School Teacher in Implementing Culturally Responsive Dramatic Inquiry Practices

Learn how one-on-one coaching on dramatic inquiry contributed to the implementation of five pertinent culturally responsive literacy practices in one middle school teacher's practice. Data from classroom observations and coaching sessions will be shared, and culturally responsive dramatic inquiry strategies will be presented. Alternative coaching models will also be discussed.

Kaleidoscope Board 11

Almutairi, Muqrin

The Types of Instructional Activities for Students with Dyslexia

This study will focus to prove the hypothesis that instructional activities for students with dyslexia is associated with improvements in reading skills. The independent variable will be the instructional strategies (small group activity). The dependent variable will be the performance of students on the CBM reading test which measures reading proficiency.

Kaleidoscope Board 12

Evanstein, Emily

Identifying Malleable Collaboration Skills for Use in Teacher Preparation

This poster presents findings from an analysis of literature that answered the research question: What are the most frequently occurring malleable collaboration skills in successful collaborative teacher relationships between special and general educators. Ideas for how to incorporate these skills in pre service settings are also considered.

Kaleidoscope Board 13

Firestone, Allison

Teacher Study Groups as a Model of Professional Development: An Integrative Literature Synthesis

We present an integrated literature synthesis of Teacher Study Groups, a relationship-based model of professional development. Existing research on professional development has used self-reports to evaluate effectiveness, leaving uncertainty regarding the impact of PD models on teacher knowledge, practice, and student learning. We explore patterns of findings across studies.

Kaleidoscope Board 14

Fleck, Traci

Dramatic Play and Language Development for Young Students with Disabilities

Review of the current literature regarding the relationship between dramatic play and language development for young students with disabilities with a focus on the characteristics of the participants, features of the play process, and the overall effects of dramatic play as reflected by child language outcomes.

Thursday, November 7

**Kaleidoscope Posters:
2:50-3:20 PM**

Kaleidoscope Board 15

Goldrup, Sharon

Redefining LRE boundaries in virtual k-12 education

From the original concept of the “continuum of services” to the Least Restrictive Environment (LRE), providing an appropriate educational placement for students is a requirement within every IEP. However with the opportunity for virtual education choices it may be time to include virtual education in LRE placement decisions.

Kaleidoscope Board 16

Hammond, Scotia

Identifying the Effects of Trauma on a Student: A Review of the Literature

Students all around the world are experiencing trauma at appalling rates. Based on findings from a literature review, this session will discuss the effect trauma has on a student’s academic performance, relationships, behavioral regulation, and their overall mental health.

Kaleidoscope Board 17

Hanley, Whitney

Criminalized and Underserved

Research on female students with EBD is scarce. Most interventions rely on blanket responses and indirectly de-value the effect of identity on student interactions and success in school. This literature review will examine current practices in the identification and services for Black or African American females with EBD.

Kaleidoscope Board 18

Kamuru, Jessica

The Self-Efficacy of Special Education Teachers who teach math to English Language Learners

The purpose of this study is to examine 106 in-service special education teachers’ overall self-efficacy in teaching mathematics to English language learners with mild/moderate disabilities (EWD's). This mixed methods design utilizes self-efficacy surveys in math, in linguistic/cultural responsiveness, and follow-up interviews with select teachers with high and low self-efficacy.

Kaleidoscope Board 19

Leuschen de Pico, Danielle

Effects of Shared Book Reading: A Review of the Meta-Analyses

How important is reading aloud to young children for their future reading success? In this review, I synthesized the results from ten meta-analyses that examined the effects of shared book reading both in homes and at schools on child literacy-related outcomes, and considered implications for practitioners.

Thursday, November 7

**Kaleidoscope Posters:
2:50-3:20 PM**

Kaleidoscope Board 20

Matute-Chavarria, Monique

African American Families: Increasing Family Engagement and Building Partnerships

This presentation will discuss increasing family engagement among African American families with children who are identified with EBD. Family engagement should be equitable and create experiences that build positive relationships between families and teachers. Schools can create a safe engaging environment that fosters the dynamics of the family's culture.

Kaleidoscope Board 21

McGuire, Stacy

General Educators' Perceptions of the Inclusion of Students with Challenging Behaviors

Challenging behaviors can be difficult to manage, lead to teacher stress and burnout, and negatively impact learning of all students. In this scoping literature review, perceptions of elementary, general educators related to the inclusion of students with challenging behaviors are explored. Implications for research and practice are discussed.

**Kaleidoscope Posters:
3:30-4:00 PM**

Kaleidoscope Board 1

McNeill, Jordan

Finding a Fit: Teacher Perception and Use of EBPs for Students with Autism

Evidence-based practices (EBPs) are an expectation in special education but must be aligned with teachers' values, resources, and contexts. This survey-based study reveals patterns of knowledge and use of autism-focused EBPs among special educators along with their attitudes toward such practices, with implications for training of pre-service and in-service teachers.

Kaleidoscope Board 2

Moss, Sunshine

Findings from the Teacher Knowledge of Dyslexia and Special Education Policy Survey

Teacher misconceptions about dyslexia and special education policy have been implicated in delayed identification and provision of services for children with dyslexia.

Findings from the Teacher Knowledge of Dyslexia and Special Education Policy survey will be presented.

Thursday, November 7

**Kaleidoscope Posters:
3:30-4:00 PM**

Kaleidoscope Board 3

Myers, Anna

Observations of Reading Instruction for Student with Reading Disabilities: A Literature Review

This poster reports findings from a literature review of observational research focused on reading instruction for students with disabilities. Results indicate that a small proportion of class time is devoted to word-level instruction. This finding is notable because word-level instruction is a critical element of effective reading instruction.

Kaleidoscope Board 4

Nation, Ryan

Synchronous v. Asynchronous Online Learning

This study aimed to examine learning outcomes for pre-service teachers in an Introduction to Exceptionality course delivered across two on-line formats: synchronous and asynchronous. Assignments, tasks, content, course objectives, and instructor were the same across courses. One (i.e., synchronous) featured weekly live chats and the other (i.e., asynchronous) did not.

Kaleidoscope Board 5

Nielsen, Chrstiana

Teacher Knowledge of Basic Reading Instruction and its Professional Development

This paper reviews literature to assert that receiving long-term and effective professional development (PD) in both the content of the basic structure of the English language and explicit instruction, enables teachers to make substantial gains in their own knowledge, self-efficacy, and ultimately have greater impact on student reading outcomes.

Kaleidoscope Board 6

Park, Soyoun

Special Education Teachers' Burnout: Risk and Protective Factors

This study's primary goal was to identify factors affecting levels of burnout for special education teachers. The results showed that teacher-student relations, effective professional development, classroom disciplinary climate, and efficacy in classroom management were protective factors for teacher burnout.

Thursday, November 7

**Kaleidoscope Posters:
3:30-4:00 PM**

Kaleidoscope Board 7

Wallace, Weade

Strategies used by Historically Black Colleges and Universities to Recruit African American Teachers

The educator workforce remains predominantly White despite a growing diverse student population. This paper investigates practices implemented by Historically Black Colleges and Universities (HBCUs) to attract African American teacher candidates. HBCUs make up 3% of the nation's colleges and universities, yet they prepare 50% of the nation's African American teachers.

Kaleidoscope Board 8

Walters, Sharon

Making a Difference In the Classroom: A Review of Language Interventions Implemented By Classroom Teachers

This review investigates teacher implemented language interventions supporting students with language impairments in regular education classroom settings. The results indicate that teachers at all grade levels across academic areas can effectively implement language interventions. However, there is a paucity of experimental research investigating these tier 1 language interventions.

Kaleidoscope Board 9

Williams, Richard

Stemming the tide on teacher burnout and turnover: A discussion of behavioral strategies

This presentation will foster a discussion on adequate teacher preparation and mentorship in behavioral and classroom management strategies to decrease special education teacher burnout and increase school-level retention of teachers. Teacher education and mentorship programs must provide classroom management strategies such as PBIS and increase competencies regarding student behaviors.

Kaleidoscope Board 11

Wright, Heidi

Literacy Instruction for Students With Significant Intellectual Disabilities

Research shows that students with significant intellectual disabilities benefit from a comprehensive reading program with instruction in phonological awareness, phonemic awareness, vocabulary, comprehension, fluency, and that provides multiple opportunities to access literature. This presentation provides information about proven educational practices to increase literacy development for students with significant intellectual disabilities.

Thursday, November 7

**Kaleidoscope Posters:
3:30-4:00 PM**

Kaleidoscope Board 12

Hogue, Lindsey

Special Education Caseload Policies in the United States

One of the causes of burnout among special education teachers is large and unmanageable caseloads. This study examined each state's special education policies to determine which states have policies about caseloads and how the policies differ. Implications for the field will be discussed.

Kaleidoscope Board 13

Zarate, Kary

Training Paraprofessionals with Fidelity: A Systematic Review

Personnel preparation for paraprofessionals is elemental in providing increased academic and behavioral supports to students with disabilities. Paraprofessional training programs are gaining traction. However, the feasibility and fidelity of such programs is under scrutiny. This session will review the current fidelity trends of behavioral intervention training given to paraprofessionals.

Kaleidoscope Board 14

Miguel, Toni

Coaching Preservice Early Childhood Teachers in Evidence-Based Practices for Promoting Young Children's Social-Emotional Competence

How can preservice teacher educators consider ways to meaningfully impact student teacher practice? In this session, participants will be able to examine the benefits to using coaching models during student teaching practicum to enhance the uptake of evidence-based practices by future early childhood special educators.

Kaleidoscope Board 15

Sasse, Phillip

Barriers to Inclusion for Individuals With IDD in Postsecondary Education

Think College and the Florida Center for Students with Unique Abilities in collaboration with the Florida Developmental Disabilities Council (FDDC) initiated a project to understand the barriers institutions of higher education (IHE) face towards the creation and expansion of programs and opportunities for students with intellectual or developmental disabilities (IDD).

Kaleidoscope Board 16

Woods, Carrie

Evaluation of a Self-Efficacy Program for Students who are Deaf and Hard of Hearing

The Building Self-Efficacy Through Deaf Adult Role Models Program was initiated in response to the need for students who are deaf and hard of hearing to have positive social models in the deaf community that will influence their self-efficacy about their own abilities and future career endeavors.

Thursday, November 7

**Kaleidoscope Posters:
3:30-4:00 PM**

Kaleidoscope Board 17

Peltier, Tiffany

Students with reading difficulties: How many and who is providing intervention? Responses from school administrators nationwide suggested socioeconomic status of students, but not school locale, was a significant predictor of the percentage of students participating in reading intervention. Although reading specialists receive more coursework in reading instruction, special education teachers were the primary implementer for students with an SLD in reading.

Kaleidoscope Board 18

Person, Julie

Effects of Schema-Based Instruction (SBI) on Mathematical Word-Problem Solving Performance of Fifth Grade Students with Specific Learning Disabilities (SLD)
This study replicated the work of Dr. Asha Jitendra. A multiple baseline across skills was utilized and a functional relation was found for two fifth graders using Schema-Based Instruction for solving three types of word problems.

Kaleidoscope Board 19

Padhye, Ira

Video Use in Coaching: Teacher Perceptions and Implications for Practice
The presenter will model how video use within a coaching model supported teachers as they implemented evidence-based behavior management practices. Evidence gathered from semi-structured interviews conducted with teachers after participating in a 14-week intervention will be analyzed using qualitative methods to provide teacher perspective into video as a coaching tool.

Kaleidoscope Board 20

Gladney, Deondra

Facilitating Teachers' Implementation Fidelity of Culturally Responsive Social Skill Instruction

This poster will present a quantitative experimental single-subject, multiple probe across teacher- student dyads design study that examines the effects of a multi-tiered coaching model on teacher implementation fidelity of culturally responsive social skill instruction and the rule violations of students across three different school-wide core values.

Thursday, November 7

11/7/19

3:00-3:50 PM

St. Charles Ballroom A

Single Paper

Not in my school: It's just trauma, not human trafficking

Trauma is the result of multiple factors such as maltreatment, poverty, environmental factors, and immigration status. For some children, however, they are the victims of human trafficking. Human trafficking occurs in urban and rural settings, impacts U.S.-origin and immigrant children; and teachers need to know how to identify these children.

Darlene Fewster, Towson University

St. Charles Ballroom B

Single Paper

The role of systems thinking in ameliorating the workforce crisis and improving outcomes for students

Stakeholders convened for an AERA-funded research mini-conference to identify innovative solutions to the special education workforce crisis. Personnel from the National Implementation Research Network facilitated, using Liberating Structures. Join us not only to learn about findings but also to provide input on an emerging national research agenda and dissemination plan.

Marcia Rock, University of North Carolina- Greensboro
Bonnie Billingsley, Virginia Polytechnic Institute and State University
Lisa Dieker, University of Central Florida
Melinda Leko, University Wisconsin- Madison

Grand Ballroom A

Single Paper

Uncovering implicit bias to become a culturally responsive teacher

As public school classrooms become more racially and ethnically diverse, the majority of teachers continue to be White women. This session will include a variety of activities that can be incorporated into teacher education coursework to help teacher candidates uncover their implicit biases and become culturally responsive teachers.

Tricia Strickland, Hood College

Thursday, November 7

11/7/19

3:00-3:50 PM

Grand Ballroom C

Single Paper

Behind the mask: Reasons for retention and attrition of autism teachers

Many universities offer coursework in, and some states provide for voluntary certification specific to, teaching students with ASD. Despite this, there continues to be a shortage of teachers in this area. This presentation will explore initial results of a study looking at reasons for attrition and retention among autism teachers.

Jennifer McFarland-Whisman, Marshall University

Wendi Dunham, Marshall University

Debra Lockwood, Marshall University

Astor 1

Single Paper

Mentoring early career special education teachers through social media: It's not all fake news

Educator preparation programs (EPP) have a vested interest in their completers' success. Given concerns surrounding effectiveness and attrition, some believe EPPs should offer induction support. This session reports findings from support offered by one special education preparation program using social media. Participants reported multiple benefits from this faculty facilitated support.

Kyena Cornelius, Minnesota State University-Mankato

Lisa Vasquez , Minnesota State University-Mankato

Thursday, November 7

11/7/19

3:00-3:50 PM

Astor 2

Single Paper

Using technology to improve preservice teacher knowledge and application of evidence-based practices for reading comprehension

This session will discuss the use of technology to teach reading comprehension strategies to preservice teachers. The session will present information about each technological approach, as well as the results of three research studies examining their use. Implications for teacher education programs will be discussed, including ways to design instruction.

Kat Alves, Longwood University
Emily Ely, Mary Baldwin University
Mira Cole Williams, James Madison University

Bienville

Single Paper

Facilitating meaningful team-based learning in asynchronous online courses

Offerings of online courses/programs in special education are surging. Online students must have the same opportunities to develop effective collaboration skills through group work. The Facilitating Collaboration in Online Groups (FCOG) strategy can facilitate meaningful group work in the online environment. Additional strategies for facilitating team-based learning will be explored.

Amy Schelling, Grand Valley State University

Thursday, November 7

11/7/19

3:00-3:50 PM

Bourbon

Single Paper

Imposter syndrome in teaching future teachers: From doubting to assuming mentorship in the affinity space of practicum

New teacher mentors describe and scrutinize how certain practicum experiences induced imposter syndrome, self-doubt in their role as mentors to preservice university students. Gee's (2005) Theory of Affinity Spaces was used to understand how overseeing practicum mitigated their imposter syndrome to assume their role as teacher mentors.

Kenneth Bleak, University of Nevada-Reno
Lindsey Batavia, University of Nevada-Reno

Burgundy

Single Paper

Embedding research-based content on paraeducator supervision in teacher education

Research shows that teachers have little or no preparation to supervise paraeducators, which often results in paraeducators performing their work with minimal direction and accountability. Presenters will share ways that evidence-based practices and the CEC teacher preparation standards related to paraeducator supervision can be strategically incorporated into teacher preparation programs.

Ritu Chopra, University of Colorado -Denver
Peggy Yates, Alma College
Stepanie Morano, University of Virginia
Emily Sobeck, Franciscan University

Thursday, November 7

11/7/19

3:00-3:50 PM

Chartres

Single Paper

Research to practice: Training preservice educators for family partnership using simulated IEP meetings

This presentation will provide the results of a multiple-baseline design study, which evaluated a method for training preservice special education teachers to run family-friendly IEP meetings using simulations. The session will conclude with guidance for teacher educators on incorporating simulations into preservice training for professionals who participate in IEPs.

Natalie Holdren, University of California-Santa Barbara

Conti

Single Paper

Strategies for success with online learning: Preparing preservice special education teachers

This research identified how college students utilize resources and strategies to be successful in their online coursework. We will share how the use of different online and face-to-face resources and strategies were implemented in an online course, and how preservice teachers utilized these resources to further their knowledge construction.

Kathleen Farrand, Arizona State University
Timothy Wells, Arizona State University

Thursday, November 7

11/7/19

3:00-3:50 PM

St. Ann

Single Paper

Incorporating the professional learning community (PLC) model in an undergraduate educator preparation program

The efforts of a small private university provide a comprehensive educational experience for future teachers that transcends the traditional approach to provide a more holistic experience. The PLC model supports the undergraduate teacher candidates to gain teaching career readiness skills through practice with professional behaviors, collaboration, and accountability.

Mina Chun, University of Lynchburg
Deanna Cash, University of Lynchburg

St. Louis

Single Paper

Innovations to recruit, prepare, and retain teachers from diverse backgrounds

This session presents findings from a five-year teacher personnel preparation project designed to recruit and prepare early childhood special educators from diverse backgrounds. Presenters will summarize academic and non-academic supports provided, project outcomes, supports perceived as most impactful by completers, and follow-up data capturing completers' retention in the SE workforce.

Sara Woolf, Queens College, City University of New York
Peishi Wang, Queens College, City University of New York

Thursday, November 7

11/7/19

3:00-3:50 PM

Toulouse B

Single Paper

Training teachers of children with moderate to severe disabilities to contingently respond to child-initiated socially-desirable behaviors during centers

There is a gap between naturalistic evidence-based practices and how teachers are implementing these practices within their classroom, indicating a need for individualized training. The purpose of this presentation is to share an effective training package and results from a multiple-baseline study with teachers to increase their students' good behaviors.

Ashley Holt, The University of South Carolina
Susan Seymour, The University of South Carolina

St. Charles Ballroom A

Single Paper

Teacher shortage in special education

The special education teacher shortage is not a new problem. The possible solutions to the teacher shortages plaguing special and general education are endless; but without immediate and concerted efforts, the status quo is likely not only to continue, but deteriorate. This presentation focus on strategies for addressing this critical shortage.

Laurie Andrews, University of Illinois- Urbana-Champaign
Lisa Monda-Amaya, University of Illinois- Urbana-Champaign
Jeffrey Anderson, Indiana University-Bloomington

Thursday, November 7

11/7/19

4:00 PM-4:50 PM

St. Charles Ballroom B

Single Paper

Unlocking the DEC recommended practices

This session will provide practical application of how to incorporate the Division for Early Childhood's Recommended Practices (DEC RPs) into teacher preparation programs. There will be an overview of the DEC RPs and related products. Participants will leave with assignments and rubrics to use in their course(s).

Aaron Deris, MNSU

Cynthia DiCarlo, Louisiana State University

Elizabeth Beavers, University of Houston-Clear Lake

Megan Purcell, Purdue University

Grand Ballroom A

Meeting

Small Special Education Programs Caucus General Business Meeting

This meeting is for all SSEPC members and those wishing to learn more about small programs and their work.

Grand Ballroom C

Meeting

The Early Childhood Personnel Center Focus on IHE Faculty Development

The purpose of this session is to update faculty on the activities and resources existing or underway at ECPC.

Vicki Stayton

Thursday, November 7

11/7/19

4:00 PM-4:50 PM

Royal Board Room

Single Paper

Examining emergency certified special educators: A statewide analysis

Special education teacher shortages leave students with disabilities without access to well-prepared teachers. We examined preparation of emergency certified special education teachers to understand their experiences compared to traditional candidates. We recommend improvements in teacher preparation to better prepare these teachers and increase students' access to qualified teachers.

Melinda Leko, University of Wisconsin-Madison
Kimber Wilkerson, University of Wisconsin-Madison
Elizabeth Sikora, University of Wisconsin-Madison

Astor 1

Single Paper

Collaborating with your institution's comprehensive transition program

According to Think College, there are currently 266 institutions of higher learning that offer Post-Secondary Education (PSE) programs for students with Intellectual Disabilities. Collaborating with PSE programs provides opportunities for coaching, mentoring, and teaching for preservice teachers as well as those preparing to work in related professions .

Gwendolyn Carey, Florida Atlantic University
Kelly Kearney, Florida Atlantic University
Brianna Joseph, Florida Atlantic University

Thursday, November 7

11/7/19

4:00 PM-4:50 PM

Bourbon

Single Paper

Bring on the badges: A move toward standards-based grading in special education teacher preparation

Instructors for two special education teacher preparation courses utilized an assessment system that combined badging with a standard-based approach to grading. Results of this mixed-methods case study reveal how this evaluation approach impacted student demonstration of course outcomes as well as student perceptions about this type of grading system.

Mandy White, Illinois State University
Tara Kaczorowski, Illinois State University

Burgundy

Single Paper

Training special education preservice teachers to effectively coach and mentor classroom paraeducators

Well coached and mentored classroom staff can maximize both the instruction and the management of students with special needs. Special education preservice teachers need experiences during their training to help them to understand how to coach a paraeducator. This study reveals recommendations for training preservice teachers to work with paraeducators.

Peggy Yates, Alma College

Chartres

Single Paper

Insight and awareness: Gifts special education teachers need to know about themselves

Teachers are considered the most pivotal determinant of student success. This interactive session will explore ways aspiring teachers can gain insight and awareness of themselves. The session will utilize a free, computer-generated survey which can assist educators in knowing themselves. Bring a laptop to this session.

Matthew Boggan, Georgia Gwinnett College
Penny Wallin, Mississippi State University

Thursday, November 7

11/7/19

4:00 PM-4:50 PM

Conti

Single Paper

IEP data collection methods --- What are teachers using?

This session will present results of a survey of IEP data collection methods reported by teachers in four states. Outcomes will be discussed such as IEP data collection methods most reported and how this information can be utilized to better prepare special education teacher candidates.

Kristine Swain, University of Nebraska-Omaha
Jessica Hagaman, University of Nebraska-Omaha
Elizabeth Leader-Janssen, University of Nebraska-Omaha

St. Ann

Single Paper

What does it take to prepare teachers for inclusive practices?

To build diverse and inclusive communities, Delano et al., 2009 recommend teacher preparation programs shape teacher candidates' philosophies, dispositions and skills by focusing on access to inclusive general curriculum contexts. The research purpose is to understand how faculty prepare teachers to provide inclusive services for students with significant disabilities.

Heather Allcock, Providence College

St. Louis

Single Paper

Exploring the writing instruction of special educators: Implications for teacher preparation

Researchers conducted an observation study to explore writing instruction provided by special educators to students with disabilities. Findings summarize use of effective instructional practices, lesson quality, and content covered. Results identify areas needing attention in teacher preparation and professional development to enhance the writing instruction provided by special educators.

Stephen Ciullo, Texas State University
Alyson Collins, Texas State University

Thursday, November 7

11/7/19

5:00 PM-6:50 PM

4th Floor Concierge Lounge

Small Special Education Programs Caucus - Nasim Dil Reception
SSEPC

This reception will honor the recipient of the 2019 Nasim Dil Award. This award is given to a dedicated SSEPC member who embodies Nasim's desire to warmly welcome others from small special education programs and to collaborate together to benefit those programs with fewer resources as compared to larger programs. All SSEPC members are welcome to attend.

5:00 PM-8:00 PM

Grand Ballroom C

Workshop

RSVP Required

The Early Childhood Personnel Center Focus on IHE Faculty Development

The purpose of this session is to update faculty on the activities and resources existing or underway at ECPC. The session will provide a forum for faculty to discuss the early childhood work they are currently engaged in. A focus of the session will be the materials developed by ECPC to embed the DEC Recommended Practices and the new DEC EI/ECSE Standards into syllabi and programs of study.

DLD@Night Workshops
5:00-8:00 PM
Registration Required

Bienville

Math Instruction: Use Me or Change is Gonna' to Come

All students can excel to their fullest potential when provided the necessary instructional supports. This strand is designed to focus on evidence-based interventions for students with dyscalculia and other specific learning disabilities in mathematics. Specifically, the session will provide useful and practical instructional strategies and techniques to better equip teachers addressing the needs of students with exceptionalities in grades K-12 to close the achievement gap in mathematics.

DLD Board Member Hosts:

- Elizabeth Hughes, Ph.D. Penn State University
- Paul Riccomini, Ph.D. Penn State University

Presenters

- Christian Doabler, Ph.D. University of Texas Austin
- Asha Jitendra, Ph.D. University of California Riverside
- Sarah Powell, Ph.D. University of Texas Austin

Iberville

Early Literacy Intervention: Tell It Like It Is

In this strand, teachers will learn about high-impact evidence-based practices to meet the needs of students with specific learning disabilities in reading, students with dyslexia, and students who are having difficulty learning to read. Specifically, presentations in this strand will cover early literacy development, assessment practices, and evidence based practices for students who experience difficulty with reading.

DLD Board Member Hosts

- Emily Solari, Ph.D. University of Virginia
- Kristen Beach, Ph.D. University of North Carolina Charlotte

Presenters

- Devin Kearns, Ph.D. University of Connecticut
- Nancy Nelson, Ph.D. University of Oregon
- Jill Pentimont, Ph.D. American Institutes for Research

Toulouse A

Ain't No Sunshine: The Importance of Teaching and Assessing Writing Instruction When Including Students with Diverse Learning Needs

This strand will provide educators with evidence-based practices for teaching and assessing writing instruction. Presenters will connect ongoing intervention research with suggestions for practical implementation in your school that increases writing achievement for academically diverse learners.

DLD Board Member Hosts

- Michael Faggella-Luby, Ph.D. Texas Christian University
- David Bateman, Ph.D. Shippensburg University

Presenters

- Shawn Datchuk, Ph.D. University of Iowa
- Micheal Hebert, Ph.D. University of Nebraska Lincoln
- Erica Lembke, Ph.D. University of Missouri

Toulouse B

Stand By Me: Preparing Educators for the New Reality of Teaching Students with Dyslexia in K-12 Schools (School Administrators and Higher Education Faculty Only)

This strand focuses on recent changes in legislation as well as ongoing research on evidence-based practices for teaching students with dyslexia in K-12 schools. Presenters will outline ways for administrators and university faculty to best prepare preservice and inservice educators for working with students who have the specific learning disability dyslexia.

DLD Board Member Hosts

- Peggy Weiss, Ph.D. George Mason University
- Bill Therrien, Ph.D. University of Virginia

Presenters

- Mary Brownell, Ph.D. University of Florida
- Steve Ciullo, Ph.D. Texas State University
- Kristin Sayeski, Ph.D. University of Georgia

At a Glance – Friday

Day and Time	Event	Room Name
Friday, November 8		
11/8/2019, 7:30 AM - 10:30 AM	Registration Desk: Friday	Grand Ballroom Foyer
11/8/2019, 7:30 AM - 8:45 AM	Continental Breakfast: Friday	Grand Gallery
11/8/2019, 8:00 AM - 11:50 AM	Concurrent Sessions: Single Papers, Interactive Papers, Conversation Sessions, TED Talks, and Multiple Panels	
11/8/2019, 8:00 AM - 9:50 AM	SSEPC/Early Career Faculty SIG - Writing Retreat	Royal Board Room
11/8/2019, 9:00 AM - 9:50 AM	CEC Standards Workgroup: Feedback Session 2	Astor 2
11/8/2019, 9:00 AM - 9:50 AM	Research Committee Meeting	Grand Ballroom A
11/8/2019, 10:00 AM - 11:50 AM	Research Committee Invited Session: Research Roundtables	Astor 3
11/8/2019, 10:00 AM - 4:50 AM	CEC's Division for Learning Disabilities Board Meeting	TBA
11/8/2019, 12:00 PM - 1:50 PM	TED Conference Advisory Committee	Astor 2

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

St. Charles Ballroom B

Single Paper

Increasing diversity among teachers: Recruiting at the district level

In this presentation, we will share and discuss strategies and recommendations for recruiting and preparing diverse candidates for special education positions. We will look at state and LEA data and discuss how IHEs can help LEAs recruit and retain a diverse teaching workforce.

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

Grand Ballroom A

Single Paper

DI3D – Dramatic inquiry 3D printing for improving inclusive practices

Learn how dramatic inquiry and 3D printed models were used to promote inclusive practices during a summer braille and science camp for students with visual impairments. 3D printing has been shown to improve student access to content and provide accessible instructional supports to aid in science conceptual understanding.

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

Grand Ballroom C

Single Paper

The development of a graduate program evaluation in special education

This session will focus on the development and implementation of a graduate special education program assessment, the Data-based Decision-Making Project. The assessment process spans two years and includes content validity and interrater reliability analysis. Implications of successful program assessment for a graduate special education program will be discussed.

Elizabeth Leader-Janssen, University of Nebraska at Omaha
Kristine Swain, University of Nebraska- Omaha
Jessica Hagaman, University of Nebraska- Omaha

Friday, November 8

11/8/19

8:00 AM – 12:00 PM

Royal Board Room

Special Session

Small Special Education Programs Caucus/Early Childhood Faculty SIG - Writing Retreat

Writing Retreat Join the SSEPC and Early Career Faculty SIG for two hours dedicated to scholarship! Got a grant proposal, IRB forms, or need to set up a research study? Are you in the midst of writing a first draft, or edits to an R&R? Take time during TED to work on those projects and feel more ahead when you return to campus!

Ruby Owiny, Trinity International University
Marla Lohman, Colorado Christian College
Diane Casale-Giannola, Rider University

11/8/19

8:00 AM - 8:50 AM

Astor 1

Single Paper

Developing a voice in education policy: Empowering teacher candidates with legislative advocacy skills

Learning how to effectively advocate for the teaching profession, public schools, and students is incredibly important for early career teachers. We will share one example of how an education program worked to develop the advocacy skills of preservice teachers through "A Day on the Hill" field trip.

Janet VanLone, Bucknell University
Douglas Dexter, Bucknell University
Jane West, Jane West DC Consulting

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Astor 2

Single Paper

How to determine if professional development is effective: A development and validation study of an observation tool and rater training protocol to measure improvements in practice

In order to understand how instruction is influenced by participation in professional development, valid and reliable tools to capture practice and measure growth are needed. In this study, we share about the development of a valid performance evaluation tool and rater training protocol to provide teachers feedback to improve teaching.

Hyojong Sohn, University of Florida
Kelly Acosta, University of Florida
Amber Benedict, Arizona State University
Alexandria Sweers, Arizona State University

Bienville

TED Talk: This session features brief talks on similar topics.

Intentional reflection of high leverage transformative instructional practices on preservice teacher lesson plan implementation

Results from a two year study on reflections by special education teacher candidates on specific transformative and high leverage practices planned and delivered throughout instruction. Reflections focused on : (1) providing a coherent, connected learning ; (2) strategies, resources, and technologies ; and (3) safe, respectful, and well-organized learning environments.

Lisa Finnegan, Florida Atlantic University

An examination of special education teachers' self-efficacy by certification status, credential type, age, gender, previous experience in special education, and years taught: Special education teachers' self-efficacy

This study explored differences and relationships between preservice and inservice special education teachers' self-efficacy ratings. The differences and relationships were examined across several demographic variables (gender, age, previous experience in special education, and number of years teaching special education). This study used a quantitative non-experimental correlational survey design.

Megan Chaney, Fresno Pacific University

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Bienville

TED Talk (continued): This session features brief talks on similar topics.

Quantity and quality: Using quantitative data to inform self-reflections in special education preservice teachers.

This study examines how special education preservice teacher reflections change over the course of a semester. Written self-reflections were based on micro-taught lessons using explicit instruction. Results indicate an increase in targeted explicit instruction elements as noted in reflections and quantitative observation data.

Anna Myers, University of Virginia

Bourbon

Single Paper

Effective implementation of video-enhanced performance feedback in teacher preparation

Video tagging and annotation tools can be used to reflect on, and evaluate, the execution of performance-based learning outcomes in special education teacher preparation courses. Learn how video-enhanced performance feedback can augment teacher candidate performance and reflection, and facilitate instructors' self-evaluation of their own teaching.

Andrew Hashey, Buffalo State College
Tara Kaczorowski, Illinois State University

Burgundy

Single Paper

Constructing collaborative co-teaching methods in science and special education

This presentation will focus on the collaborative development of an interdisciplinary course of study for special education teachers in science. Steps to unpack the standards and create collaborative spaces for science teachers and special education teachers to work together to provide quality science education for all learners will be presented.

Amanda Mazin, Teachers College, Columbia University

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Chartres

Single Paper

Contributors to grade inflation: Gifting the profession?

This presentation shares the results of a project designed to investigate grade inflation in teacher education courses. Specifically, the study examined grading practices in general and special education courses to determine if grading practices exist that may give critics a reason to dismiss the quality of teacher education.

Tammy Abernathy, University of Nevada

Sharon Goldrup, University of Nevada

Iberville

Single Paper

Increasing the use of high leverage practices in comprehensive transition programs for students with disabilities

This presentation will focus on the professional development trainings, evaluations, and implementation of high-leverage practices into a postsecondary education program for students with disabilities. Specifically focusing on staff development to increase students access to information through the use of Universal Design for Learning and assistive technology.

Lauren Bruno, University of Iowa

St. Ann

Single Paper

Caseload policies in special education

One of the causes of burnout among special education teachers is large and unmanageable caseloads. This study examined each state's special education policies to determine which states have policies about caseloads and how the policies differ. Implications for the field will be discussed.

Lindsey Hogue, University of Nevada-Reno

Shanon Taylor, University of Nevada-Reno

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

St. Louis

Single Paper

An international cross-comparison of professional development programmes for special education teachers in Ireland and the USA

High-quality professional development (PD) is a critical component of inclusive education movements around the world. Analyzing existing PD programmes highlights the barriers and facilitators to teacher change identified. This paper session will a) share findings from studies of two PD programmes and b) compare and analyze implications of both studies.

Stella Long, Mary Immaculate College
Lindsey Chapman, University of Florida
Amber Benedict, Arizona State University

Toulouse A

Single Paper

Legal implications for accommodating student teachers and educators with disabilities

When working with student teachers with disabilities, education faculty maintain program rigor, while accommodating students with disabilities. To address this challenge, this presentation will review federal legislation, present case law related to accommodating student teachers with disabilities, and provide recommendations for faculty working with student teachers with disabilities.

Paula Chan, Cleveland State University

Toulouse B

Single Paper

Unmasking the potential in co-taught classrooms: Ensuring SDI for positive student outcomes

In this session, we describe the implementation and outcomes from a statewide initiative to implement effective co-teaching. Teachers acquired the knowledge and skills needed to efficiently and effectively co-plan and embed Specially Designed Instruction (SDI) into co-teaching. Student performance data supports High Yield co-teaching where SDI makes a difference.

Donna Ploessl, University of Montevallo

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Conversation Sessions

Astor III - Table 1

Supporting diverse students in early childhood special education teacher preparation programs.

Special educators work with diverse families. The skills to implement family-centered practices, build on family capacity, and collaborate with families across systems is critical for positive child and family outcomes. One way to increase and support a diverse special education workforce is to address barriers in higher education.

Jennifer Buchter, Eastern Illinois University
Cori More, University of Nevada -Las Vegas

Astor III - Table 2

Combined general & SPED program redesign using HLPs: Discussion, tips, problem solving

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

Larry Maheady, SUNY-Buffalo
Shannon Budin, SUNY-Buffalo

Astor III - Table 3

Learning through their lens: Collaborating with families from diverse backgrounds

Participants will recognize the unique needs of families caring for young children with disabilities who are also facing challenging circumstances including military deployment, incarceration, homelessness, etc. Using the DEC Recommended Practices to reflect on preconceptions, participants will understand diverse circumstances faced by families while learning effective strategies for supporting them.

Kimberly Hile, University of Alabama -Huntsville

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Conversation Sessions

Astor III - Table 4

At the intersection of general education curriculum, special education, and learning English: Partnering to support students with disabilities who are learning English

When students with disabilities are also working to learn an additional language, it can be challenging for teachers to meet those unique instructional needs. This presentation discussed strategies to support students with disabilities who are learning English to be able to access the general education curriculum.

Rhonda Miller, Coastal Carolina University
Lydia Gerzel-Short, Northern Illinois University
Katrina Hovey, Western Oregon University
Yan Wei, Southern Connecticut State University

Astor III - Table 5

Differentiated instruction: Working with community partners to improve preservice instruction

University led focus groups and town hall meetings with community stakeholders were conducted to determine skills needed for new teachers to be “ready day one” upon hire after completing a teacher preparation program. Findings identified a critical need to build competency in teaching and practicing differentiated instruction for all students.

Talya Drescher, California State University-Channel Islands

Astor III - Table 6

Implementing a profession based assessment to individualized education program (IEP) project to improve personnel preparation

This session will explore strategies for improving personnel preparation through implementing profession-based Assessment to Individualized Education Program (IEP). Through interactive discussions, practitioners will return with authentic strategies to effectively instruct information synthesization for educational decision making to prepare special education teacher candidates leading to increased future recruitment and retention.

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

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Conversation Sessions

Astor III - Table 7

More than something you can "do in the dark": Shining a light on phonemic awareness assessment and instruction in teacher preparation programs

Fluency in phonemic awareness skills aids in word level reading, distinguishing between "poor readers" and "skilled readers" when learning and remembering new words. This presentation discusses the importance of phonemic awareness instruction as part of the delivery of systematic and explicit teaching strategies and enhancements in undergraduate reading methods courses.

Gretchen Robinson, University of North Carolina -Pembroke

Astor III - Table 8

Desiring dis/ability in inclusive teacher preparation

This presentation argues that dis/abled teacher candidates afford particular insight into the ways in which ableism operates. Using Critical Conversation Journey Mapping, we explore ways in which dis/abled teacher candidates both experienced ableism throughout their educational trajectories and how these experiences serve as cultural resources in their teacher preparation.

Molly Siuty, Portland State University

Astor III - Table 10

Social justice and special education in general education teacher preparation programs

In special education introduction courses in teacher preparation programs, social justice as it relates to ableism and multiculturalism is rarely addressed. This paper will present preservice general education teachers' understanding and perception of special education, social justice, and the intersectionality of minoritized students who have disabilities in the classroom.

Soo Ahn, Iowa State University

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Interactive Papers

Astor III - Board 1

Preparing teachers to design sensory responsive classroom environments

Children (and adults) have difficulty sitting still for extended periods of time. Many teachers have introduced flexible seating, such as exercise balls, café tables, soft cushions, and/or stand up desks, to enhance student engagement and learning. Benefits, challenges, and special considerations of flexible seating will be shared for teacher preparation.

Karen Voytecki, East Carolina University
Patricia Anderson, East Carolina University

Astor III - Board 2

I-CARE: A self-care strategy for teachers

Teachers frequently experience occupational stress and burnout at their job, which negatively impacts personal well-being. One way to decrease stress and burnout and increase teacher retention is to improve the self-care practices among teachers. The I-CARE strategy is one method for increasing self-care practices and improving teacher well-being.

Skip Kumm, University of Alabama
Brandis Ansley, Central Michigan University
Kristine Jolivette, University of Alabama

Astor III - Board 3

Measuring the impact of the UDL framework: A study on improving student outcomes

Universal Design for Learning (UDL) is increasingly seen as a means to improve student learning. This session will share the results of a district-wide study that shows teacher implementation of UDL improves student outcomes on statewide assessments. We will highlight the data and illustrate ways to apply UDL in instruction.

Sean Smith, University of Kansas
Stephanie Craig, University of Kansas
Adam Carreon, University of Kansas
Amber Rowland, University of Kansas

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Interactive Papers

Astor III - Board 4

Effective preservice teacher training: Using feedback as an instructional tool

The use of valid and reliable means to evaluate preservice teacher performance is critical as it will influence learning experiences and the ability to meet established goals. This session will share a process to ensure that the performance feedback is grounded in a model that enhances candidate's learning opportunities.

Alexandra Da Fonte, Vanderbilt University

Sally Barton-Arwood, Belmont University

Kim Paulsen, Vanderbilt University

Astor III - Board 5

The use of behavioral coaching: A collaborative strategy

This session will present the findings from a literature review on behavioral coaching and implications of implementing behavior coaching for preservice teachers. Specifically, the presenter will share information and components of successful behavioral coaching, critical elements of behavior management utilized, and strategies for incorporating behavioral coaching into preservice teacher preparation.

Anne Butler, DePaul University

Astor III - Board 6

E-mentoring: Supporting retention of novice early childhood special educators working with at-risk populations

Attention is needed from policy makers, administrators, higher education professionals, and researchers to develop retention initiatives for novice teachers especially those working with at-risk populations. This research examines the perceived benefits of one such initiative; an e-mentoring relationship between novice and veteran early childhood special education teachers.

Lisa Burke, Elmhurst College

Linda Dauksas, Elmhurst College

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Interactive Papers

Astor III - Board 7

Strategies for culturally linguistically diverse students with social emotional disabilities

Session presents strategies in classroom management for teachers of culturally linguistically diverse exceptional (CLDE) students with emotional behavioral disorders (EBD). Focus is on how exclusionary practices affect this student population in regard to their ability to attend a public-school campus and receive a public education.

Cynthia Olszewski, Northern Arizona University

Astor III - Board 8

Identifying impactful practices to change college students' perceptions of people with disabilities

This presentation describes the results of a recent survey administered to students in a disabilities studies course to determine what class activities are most influential in encouraging inclusion and advocacy and causing students to analyze their own perspectives on difference.

Alice Kaye Emery, University of Florida

Astor III - Board 9

The teacher's role in fostering early reading skills

Early reading skills are critical for the development of later reading and writing proficiency. Teachers play a vital role in fostering student acquisition of these important skills. This presentation identifies early reading skills, evidence-based instructional practices, and additional supports needed for student who have or are at-risk for language-based disabilities.

Sheri Berkeley, George Mason University

Sharon Ray, George Mason University

Friday, November 8

11/8/19

8:00 AM - 8:50 AM

Interactive Papers

Astor III - Board 10

Structured facilitation of applied research by interning special education teachers

In this session, we will present how special education faculty collaborate to guide Master's students in their graduate internship year of a 5-year program through completion of a single-case design study. We will discuss how practitioner research promotes understanding of evidence-based practices and teaches data-based decision-making along with practical implications.

Mari Beth Coleman, University of Tennessee

Tara Moore, University of Tennessee

Joan Grim, University of Tennessee

11/8/2019

9:00 AM - 9:50 AM

St. Charles Ballroom A

Single Paper

Academic coaching unmasked: The potential of peer tutoring and video mentoring in college

To bolster the executive functioning skills and self-efficacy of college students, this special education teacher preparation program has implemented two new initiatives. Participants will learn about the successes and lessons learned while supporting the development of self-regulation skills and course embedded self-assessment prior to student teaching

Frances Ihle, The College of Saint Rose

Julienne Slichko, The College of Saint Rose

Friday, November 8

11/8/2019
9:00 AM - 9:50 AM

Grand Ballroom A

Meeting

Research Committee Meeting

This meeting is for all TED members interested in the Research Committee.

Astor 1

Single Paper

Special education teacher preparation and high leverage practices in special education!

This session will explore the process of embedding and aligning the High Leverage Practices in Special Education within preservice special education teacher preparation. Special education teacher preparation programs have the timely and empowering opportunity to introduce, teach, assess and provide enactment experiences for teacher candidates of these practices!

Christine DeWildt, Grand Valley State University

Astor 2

Meeting

CEC Standards Workgroup: Feedback Session 2

This session is your opportunity to give feedback on the new draft CEC Standards. The final submission is due to CAEP in July 2020, so we need your input now!

Virginia McLaughlin, William & Mary
Dee Berlinghoff, Mount Saint Mary College

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

Bienville

Single Paper

Using the fitzgerald color-coding format to teach students with complex communication needs

This single-case research, alternating treatments design study examined the comparative effects of print vs. digital technology instruction on participants' accuracy of answering WH (who, what, where) comprehension questions and the percentage of participants' on-task behavior during instructional sessions with four high school aged students with low incidence disabilities and autism.

Colleen Robertson, Colorado College

Bourbon

Single Paper

Maximizing efficiency: Outcomes of a federally funded personnel preparation grant

This presentation highlights outcomes from an Office of Special Education Programs funded personnel preparation grant. Specifically, the presenters share their experiences of maximizing efficiency in budgeting as they select participants. Moreover the presentation will discuss successes and challenges in implement evidence-based inclusive practices in teacher preparation.

Cori More, University of Nevada-Las Vegas

Friday, November 8

11/8/2019
9:00 AM - 9:50 AM

Burgundy

Single Paper

Virtual reality classroom practice: Examining outcomes and opinions of across preservice teachers' experiences

Teacher preparation programs are tasked with preparing highly effective teachers who will "hit the ground running" as they begin their teaching careers. As such, teacher training programs need to promote mastery and generalization of teaching techniques. Virtual classrooms may provide opportunities for preservice teachers to develop their K-12 classroom skills.

Jonte (JT) Taylor, Penn State University
Mary Catherine Scheeler, Penn State University
Kathleen McKinnon, Penn State University
Divya Deshpande, Penn State University
Andrew Markelz, Ball State University

Conti

Single Paper

What's the point? Comparing student performance and motivation between traditionally- and alternatively-graded classes

Researchers explored the influence of different grading systems upon undergraduate students' motivation and perception of learning. An experimental design was implemented to compare ECE and ECSE students' perceptions of being graded in a traditional points-based grading system versus being graded in an alternative, non-points-based system.

Luminita Hartle, Illinois State University
Kira Hamann, Illinois State University
Jay Percell, Illinois State University

Friday, November 8

11/8/2019
9:00 AM - 9:50 AM
Iberville

Multiple Papers/Panel Presentation

Five unique approaches to activating advocacy and influencing special education policy

Education leaders should be drivers of change, not recipients of outcomes. The purpose of this panel is to share opportunities for engaging in advocacy to increase awareness around special education and influence policy. Panelists will bring unique perspectives offering suggestions for those interested in infusing advocacy into their professional identity.

Facilitator: Courtney Dexter
Sarah Nagro, George Mason University
Jaqueline Rodriguez, AACTE
Katie Miller, Florida Atlantic University
Jane West, Jane West Consulting
Janet VanLone, Bucknell University

St. Ann

Single Paper

What is so “special” about studying special education abroad in South Africa?

Research suggests study abroad experiences may foster growth along cognitive, intrapersonal, and interpersonal domains of student development. Consequently, incorporating service learning and experiences abroad into the curriculum can facilitate students’ holistic development and optimize preparation as global citizens. This presentation describes perceptions of students and lessons learned from studying abroad.

Jamia Thomas-Richmond, Coastal Carolina University
Tiffany Hollis, Coastal Carolina University

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

St. Louis

Single Paper

Effects of simulation on teacher candidates' skills for communicating assessment findings with families

Communicating assessment findings with families is an essential skill for general and special educators. This presentation will report findings from a study that examined the effects of simulated experiences using Mursion™ technology on teacher candidates' knowledge and implementation of best practices for communicating assessment findings with families.

Sara Hooks, Towson University

Toulouse A

Single Paper

Using lesson study to change teacher knowledge and practice: A Narrative review of the evidence

This review of the literature examined structures of lesson study (LS). Two distinct approaches emerged: 1) a teacher-led, or grass roots approach, where teachers design content and goals, and 2) a top-down approach, which involves facilitation from outside experts. These approaches differ in conceptualization and ability to promote teacher learning.

Lindsey Chapman, University of Florida
Amber Benedict, Arizona State University

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

Toulouse B

Single Paper

Rethinking solutions for teacher shortages in special education: Economic consequences and disruptive ideas

The amount of money spent annually addressing special education teacher (SET) shortages is enormous and, arguably, has had no discernible impact. We focus on litigation and turnover costs to, and investments in, workforce development and offer alternative “disruptive” ways of allocating resources to address the problem.

Michael Rosenberg, SUNY-New Paltz
Paul Sindelar, University of Florida
Loretta Mason-Williams, SUNY-Binghamton
Alexandria Harvey, University of Florida
David Peyton, University of Florida

11/8/2019

9:00 AM - 9:50 AM

Conversation Sessions

Astor III - Table 1

Creating literacy experiences for all learners: Guide to creating digital, adapted, and squishy books

In this make and take session, participants are encouraged to bring their computers to create a digital storybook with interactive elements. Attendees will participate in the creation of an adapted and squishy book to share in their classrooms, teacher preparation instruction or family workshops.

Kim Floyd, West Virginia University
Cathy Galyon, East Tennessee State University

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

Conversation Sessions

Astor III - Table 2

Technologically supported SRSD and PMI: The impact of an intervention package on the expository writing performance of students with autism spectrum disorder

This study investigated the impact of a structured intervention package consisting of a technology supported self-regulated strategy development (SRSD) and peer-mediated instruction (PMI) on the expository writing of middle school students with Autism Spectrum Disorders (ASD). Using a single-subject, multiple probe across multiple baseline design, intervention effects were explored.

Huda Almumen, Kuwait University
Sharon Raimondi, SUNY-Buffalo

Astor III - Table 3

Grow your own: One university's plan to address the teacher shortage

One of the most overlooked ways to identify SPED and TESOL teacher candidates is to start with existing personnel employed as para-educators. This project focuses on recruiting and retaining SPED and TESOL teacher candidates already employed and provide initial financial support and mentoring throughout their MAT program.

Katie Bennett, Kennesaw State University

Astor III - Table 4

Preparing candidates to use technology to support students' social and emotional learning

Teacher educators have the responsibility of preparing teacher candidates in classroom management. Teacher candidates are expected to implement proactive behavior supports in their classrooms. Technology has revolutionized the way classrooms behaviors are managed and documented. This conversation session will allow teacher educators to discover and share new ideas.

Catherine Semnoski, University of Rhode Island
Adam Moore, Roger Williams University

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

Conversation Sessions

Astor III - Table 5

Preparing teacher candidates for conducting an evidence-based FBA

Research has indicated that special educators are often unprepared for writing and conducting a FBA and need increased training and information on how to do so effectively. In this Conversation Session, participants will discuss how they prepare teacher candidates for conducting an evidence-based FBA and creating a high quality BIP.

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

Astor III - Table 6

Imagining innovative practices and effective strategies for preparing EC/ECSE preservice candidates

Experienced faculty will engage participants in a discussion by sharing strategies for developing and implementing preservice preparation that cultivates future EC/ECSE practitioners who promote positive outcomes for children and families. The question-and-answer format will address planning courses/programs, assessments, learning activities, and embedding resources including the DEC Recommended Practices.

Laura McCorkle, University of North Carolina-Charlotte
Sara Luke, Mercer University
Pamela McIntyre, University of North Carolina-Charlotte

Astor III - Table 7

Unmasking the potential of field experience

The purpose of this presentation is to examine the impact (or lack thereof) of short seminars linked to preservice teacher full day field experiences. This project describes four options for conducting weekly focused follow-up seminars and the pros and cons of each model.

Rebecca Engh, University of Nevada, Reno
Lindsay Batavia, University Of Nevada, Reno
Tammy Abernathy, University Of Nevada, Reno

Friday, November 8

11/8/2019
9:00 AM - 9:50 AM
Conversation Sessions

Astor III Table 10

Inside the classroom: Educators' enhancing comprehension development for students with an autism spectrum disorder.

Instructing students with Autism Spectrum Disorder (ASD) can be challenging due to the students' unique needs. This multi-case study looks at educators' practice in literacy instruction. Direct observations and interviews comprised the data. Findings from this study will help determine strategies and guide future professional development for students with ASD.

Gina Braun, University of Illinois at Chicago

11/8/2019
9:00 AM - 9:50 AM
Interactive Papers

Astor III - Board 1

Preparing teachers to use evidence-based practices and a theoretical framework for the selection of young adult literature

Teachers need an evidence-based system for selection of young adult literature in their courses in order to maximize understanding of the subject. The presenters share a set of guidelines for teachers to use in the selection of young adult literature so that their students benefit from and comprehend the literature.

Karen Voytecki, East Carolina University
Jamin Carson, East Carolina University

Astor III - Board 2

Preparing teachers: Thinking beyond content to address students' lived experiences

This work describes the ways in which a teacher preparation program develops the critical thinking skills of and contributes to preservice educators' socio-cultural awareness. Four semesters of data expose the benefits that a Social Justice capstone project has on preparing teachers to meet the emotional needs of their students.

Leigh-Ann Brown, Castleton University
Anne Slonaker, Castleton University
Kelly Ballard, Bryn Athyn College
Lindsey Marcy, Fair Haven Union High School

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

Interactive Papers

Astor III - Board 3

From theory to practice: Translating early career teacher experiences to preservice teacher preparation

To better serve students with exceptionalities, special education teacher programs must know what best prepares teachers. The purpose of this pilot study was to explore how teacher preparation programs use early career special educators' perspectives to prepare new teachers. Findings and implications will be discussed.

Stephanie Woodley, Eastern Illinois University
Christina Edmonds-Behrend, Eastern Illinois University

Astor III - Board 4

edTPA bootcamp 911: Preparing students for success

This poster will highlight key components of an edTPA bootcamp that has been given to our undergraduate students in special education for the past few years. Suggestions for organizing the bootcamp will be provided as well as examples of content to cover. Ideas for students online will also be presented.

James Schwab, University of West Georgia
Katherine Green, University of West Georgia
Sandra Robbins, University of West Georgia

Astor III - Board 5

Documenting systems: Recording current assistive technology practices that support implementation

The purpose of this presentation is to provide participants with school practices used to support the provision of assistive technology. The content is drawn from research to document student referral and AT team responsibilities. Participants will learn effective procedures for developing AT teams and service delivery models within school settings.

Skip Kumm, University of Illinois-Chicago

Friday, November 8

11/8/2019
9:00 AM - 9:50 AM
Interactive Papers

Astor III - Board 6

Three pathways for the preparation of teachers to meet the needs of students with autism spectrum disorders

This session will highlight the implementation of an OSEP grant designed to prepare high-quality teachers to implement evidence-based practices to meet the needs of students with ASD. The unique three pathway design developed to recruit special educators and new professionals to the field is on track to graduate 70 participants.

Sylvia Collazo, Florida Atlantic University

Astor III - Board 7

Student and teacher voices together – Advocating for change in the community

Choice in recreation is taken for granted by most Americans. In this interview study the authors identified what post-high students and their teachers reported with respect to the students' existing recreational opportunities as well as what changes they want to ensure better access in the future.

Mary Fisher, Lewis University

Astor III - Board 8

Targeting academic and social skills at a summer camp for youth with autism spectrum disorders: A focus on reading skills

This study explored the impact of brief tutoring sessions on the reading skills of children with ASD during a 6-wk summer camp. Lesson plans and videos of tutoring sessions were coded to identify components which may have attributed to reading gains. Study methodology, results, and limitations will be presented.

Maria Sciuchetti, Ball State University

Astor III - Board 9

Google classroom in higher education

Integration of purposeful technology in the higher education classrooms can be a challenge as digital immigrants display different levels of technological literacy. Therefore teachers in higher education need a learning management system that is easy to learn and implement. The versatility of Google Classroom makes it a convenient option.

Denee Wehrs, Doane University

Friday, November 8

11/8/2019

9:00 AM - 9:50 AM

Interactive Papers

Astor III-Board 10

Service learning: A promising strategy for attracting future special educators

Service learning is a promising pedagogical strategy for attracting students to special education. Strategies for using service learning to increase students' understanding of disability and attract students to the special education professions and evaluation results from a service learning course entitled "Autism in the Community" will be highlighted.

Harriet Able, University of North Carolina- Chapel Hill
Jordan McNeill , University of North Carolina-Chapel Hill
Leslie Fanning, University of North Carolina-Chapel Hill

Friday, November 8

11/8/2019

10:00 AM – 4:00 PM

4th Floor Concierge Lounge

Meeting

CEC's Division for Learning Disabilities Board Meeting
Division for Learning Disabilities

11/8/2019

10:00-10:50 AM

St. Charles Ballroom A

Single Paper

Assessing preservice teachers' content knowledge of writing

A growing body of research and theory emphasizes the role of teachers' content knowledge in effective teaching. Content knowledge for writing has an added importance for teachers as writing grows in prevalence in teacher certification processes (e.g., EdTPA). This study explores preservice teachers' content knowledge for writing.

John Romig, University of Texas-Arlington
Randa Keeley, Texas Women's University

St. Charles Ballroom B

Single Paper

The similarities between personality profile and career choice for special education teachers

Researchers surveyed pre- and inservice special educators to identify their personality-career profile using the Holland Code. They sought to see if individuals' profiles could anticipate the longevity of their special education career. We identified the personality and career match of participants. Predictions were made about who would leave and remain.

Ira Padhye, Virginia Commonwealth University
LaRon Scott, Virginia Commonwealth University
Katherine Brendli, Virginia Commonwealth University
Lauren Bruno, University of Iowa

Friday, November 8

11/8/2019
10:00-10:50 AM

Grand Ballroom A

Single Paper

Where there's a will(ing partnership) there's a way: Co-creating practice-based learning opportunities

This presentation details the evolution of a practice-based tutoring assignment developed in partnership with an urban district. Details of planning sessions, including a reflective protocol process and strategies to develop scalable practice-based learning opportunities will be shared. Details of the developed assignment and learning outcomes for students will be presented.

Joan Nicoll-Senft, Central Connecticut State University

Grand Ballroom C

Single Paper

Validation and pilot of video models to enhance rural east Texas algebra teachers' knowledge and use of evidence-based strategies

This session shares results and resources from a study evaluating the efficacy of video models to support teacher knowledge of evidence-based algebra strategies. Results from a mixed methods study including 66 rural East Texas teachers suggest that the use of video models supports teacher knowledge, use, and comfort with EBPs.

Brittany Hott, University of Oklahoma

Astor 1

Single Paper

Benefits of preservice special educators and a learning clinic

The evolution and success of a Learning Clinic/tutoring program established as a required component of a special education teacher preparation program will be described and data shared. The benefits and challenges of the clinic experience are presented from the perspectives of the participating preservice teachers, families, and supervising faculty.

Donna Wadsworth, University of Louisiana-Lafayette
Maria Ruiz, University of Louisiana-Lafayette

Friday, November 8

11/8/2019
10:00-10:50 AM
Astor 2

Single Paper

"I love it when a plan comes together": Leveraging program review to improve teaching for all students.

To create statewide systems change in teacher and leader preparation, it is critical to collaborate across multiple stakeholders. In this presentation, we discuss how faculty and state department personnel collaborate to influence state policy and processes to ensure educators are meeting the multi-faceted needs of diverse learners.

Meg Kamman, University of Florida
Erica McCray, University of Florida
Debbie Burson, Mississippi Department of Education
Tim Watkins, Delta State University

Astor 3

Roundtable Session

Research committee Invited Session: Roundtable Session

This session is intended for early career faculty and advanced doctoral students interested in broadening their knowledge on research in the area of special education teacher education. Participants submit a research proposal and then receive mentoring from nationally-recognized special education faculty in small group settings.

Melinda Leko, University of Wisconsin-Madison

Bienville

Single Paper

Meeting the special education teacher shortage for LEAs through a collaborative online licensure program

With a goal to increase highly-effective K-12 special education professionals from underrepresented groups with commitment to diversity as an instructional tool, Memphis Shaping and Transforming Educators Program (M-STEP) seeks to address local needs by offering pedagogical training, mentoring, and professional development to increase the number of licensed special education teachers.

Luann Ley Davis, University of Memphis

Friday, November 8

11/8/2019
10:00-10:50 AM

Bourbon

Single Paper

Inclusive practices in the secondary-level social studies classroom: Case study on how prepared preservice teachers are for the 21st century classroom.

The 21st-century social studies classroom is becoming more academically and culturally diverse. In this case study, three secondary-level preservice social studies teacher share their lived student teaching and first-year experiences on how they prepared to engaged all their students, both with and without disabilities, in their inclusive classrooms.

Kari Munte, Martin Luther College

Burgundy

Multiple Papers/Panel Presentation
Facilitator: Jessica Rueter

Educator-created technology materials as powerful instructional tools for content delivery: 7Cs strategy to guide special educators to creating technology materials using portable smart devices (PSDs)

We will present on how special educators create instructional technology materials (ITMs) using PSDs (e.g., iPads) to teach their students with developmental disabilities. For this, we will introduce the 7Cs strategy to guide special educators and demonstrate how to create a simple ITMs using the strategy.

Minkowan Goo, Texas Woman's University
Calisha Chatter-Fitzhugh, Texas Woman's University

Using books about disability in the classroom: An initial investigation of the ideas of preservice teachers

Many prospective teachers hesitate to discuss disability because they are unsure of what to say and fear offending students with disabilities. To bridge this gap, presenters will describe a qualitative study that explores and analyzes strategies generated by prospective teachers for using fiction about individuals with disabilities in K-12 classrooms.

Nicole Hansen, Fairleigh Dickinson University
Sarah Wong, Bryn Athyn College

Friday, November 8

11/8/2019
10:00-10:50 AM

Burgundy

Multiple Papers/Panel Presentation (continued)

Using storyboards to create flexible writers

Storyboarding, or picture writing, is the origin of all written languages, used by ancient cultures before text evolved and can serve as a natural bridge to writing text. Learn to use a technique that combines children's love of drawing and storytelling in order to help your students create irresistible content.

Nancy Vitalone-Raccaro, Drew University

Chartres

Single Paper

Implementing a universally designed lesson in a preservice teacher field placement

Education law holds schools to high standards when educating students with disabilities, thus teachers need to be prepared for high quality instruction. Preservice teacher candidates were taught to write lesson plans using the principles of UDL for their field placement. This study evaluated effectiveness of implementing the planned lesson.

Ruby Owiny, Trinity International University
Kathleen Boothe, Southeastern Oklahoma State University

Iberville

Multiple Papers/Panel Presentation

Mindfulness for teachers

The physical, psychological, and social benefits of practicing mindfulness are well documented. In fact, Zakrzewski (2013) suggests teachers with a personal mindfulness practice experience less stress and their students show improvements in classroom performance. Come learn about mindfulness, hear a summary of the research, and receive free resources.

Roberta Gentry, Virginia State University

Friday, November 8

11/8/2019
10:00-10:50 AM

St. Ann

Single Paper

Using video analysis to support preservice teachers' use of positive classroom management practices

This presentation will provide an overview of effective practices for preparing preservice teachers to implement positive classroom management strategies in inclusive and special education classrooms. Additionally, the results of an experimental study using video analysis with scaffolded, guided feedback to improve preservice teachers' classroom management practices will be shared.

Janet VanLone, Bucknell University
Sarah Wilkinson, University of Connecticut

St. Louis

Single Paper

Preservice teachers' use of evidence-based instructional practices: Are they practicing what we teach?

Educator Preparation Programs train preservice teachers to use evidence-based instructional practices; however, the question remains whether or not preservice teachers are incorporating these practices in their classroom instruction. This session presents a pilot study examining the instructional practices of preservice teachers during formally observed lessons.

Todd Whitney, University of Louisville
Amy Lingo, University of Louisville

Conti

Teach emotional regulation and improve student behavior and learning

Emotional Regulation (ER) is not a criterion in DSM-V for a diagnosis of Autism, ADHD, or Behavioral Disorders. However, research shows that ER is the critical component. To change behavior, we must teach strategies to develop ER. This session offers a proven method for teaching emotional regulation in the classroom.

Lori Jackson, The Connections Model
Steve Peck, The Connections Model

Friday, November 8

11/8/2019
10:00-10:50 AM

Toulouse A

Single Paper

Sexual education and sexual assault of women with ID

There are many challenges those with an intellectual disability face when it comes to sexual education. These challenges have led to an increase in sexual assault of women with ID. This qualitative dissertation will address the sexual assault and sexual education using data then compared to a national database.

Jillian Schreffler, Sacred Heart University

Toulouse B

Multiple Papers/Panel Presentation

Facilitator: Carlos Flores

Evaluating preservice teachers' knowledge of high leverage practices in special education

As faculty within a special education educator preparation program, we view the 22 High Leverage Practices identified by CEC as foundational skills we must guarantee that our teacher candidates can demonstrate. To best serve our students, we initiated a review of our program and our effectiveness in teaching the HLPs.

Cindy Clemson, Murray State University
Sarah Merimee, Murray State University

What do certified public school teachers know about dyslexia and special education policy?

Teacher misconceptions about dyslexia and special education policy have been implicated in delayed identification and services for children with dyslexia. Findings from a recent survey of teacher knowledge of dyslexia and special education policy will be presented. Implications for teacher preparation and identification of children with dyslexia will be discussed.

Sunshine Moss, University of Florida

Friday, November 8

11/8/2019
10:00-10:50 AM

Toulouse B

Multiple Papers/Panel Presentation (continued)

Ongoing evaluation of teacher candidates using internal reviews of grades and dispositions

This presentation will discuss a process for identifying concerns about the future success of teacher education candidates. This allows the teacher preparation faculty to 1) intervene to help students succeed, or 2) guide students out of the program, and decreases the need to pull students out of senior year placements.

Elizabeth Potts, Missouri Western State University
Susan Bashinski, Missouri Western State University

Teach emotional regulation and improve student behavior and learning

Emotional Regulation (ER) is not a criterion in DSM-V for a diagnosis of Autism, ADHD, or Behavioral Disorders. However, research shows that ER is the critical component. To change behavior, we must teach strategies to develop ER. This session offers a proven method for teaching emotional regulation in the classroom.

Lori Jackson, The Connections Model
Steve Peck, The Connections Model

11/8/19
11:00-11:50 AM

St. Charles Ballroom A

Single Paper

Addressing the dilemma with no drama: Utilizing ethical decision-making frameworks in practice

This single paper session will share the results of a systematic literature review examining ethical decision-making frameworks proposed in the literature. Furthermore, this session will review these frameworks and demonstrate how they can be used to support preservice special educators in anticipating situations when ethical dilemmas occur.

Dawn Decker, Central Michigan University
Brandis Ansley, Central Michigan University

Friday, November 8

11/8/19

11:00-11:50 AM

St. Charles Ballroom B

Single Paper

A whole new world: Measuring teacher candidate dispositions through cultural immersion and service learning

During this interactive workshop, participants will engage in an abbreviated version of the Grain and Water Challenge to “survive” with limited resources in a simulated 3rd world environment. They will learn how exposing teacher candidates to different cultural environments may impact future educators’ dispositions and thoughts toward poverty.

Rachel Dunbar, The University of West Alabama
Jodie Winship, University of West Alabama
Kim Griffith, University of West Alabama
Erica King, University of West Alabama

Astor 1

Single Paper

Culturally responsive behavioral supports to decrease suspension rates of CLD students

This session will discuss strategies to support the social-emotional development of children from ethnically diverse backgrounds who are suspended and expelled at high rates. Practitioners will learn strategies in supporting their well-being and implementing culturally relevant pedagogy to meet their needs.

Pricella Morris, University of Nevada-Las Vegas
Monique Matute-Chavarria, University of Nevada-Las Vegas

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11:00-11:50 AM

Grand Ballroom A

Single Paper

Unmasking student potential: Finding the right fit with UDL

Finding strategies to keep a classroom running smoothly doesn't have to be a mystery. In this fast-paced presentation, participants will explore a collection of strategies teachers can add to their toolboxes. By implementing student-driven UDL principles, all teachers can support student success with purposeful classroom management and organizational strategies.

Caitlyn Bukaty , University of Central Florida

Grand Ballroom C

Single Paper

Grow your own programs – The impact on teacher preparation programs

Grow Your Own Teacher Programs are rapidly growing across the country. They are becoming popular in urban and rural areas that have more students with learning disabilities and students of color. We will explore the impact on teacher preparation programs in this synthesis of the literature.

Kathleen Randolph, University of Colorado Colorado Springs

Wilhelmina van Dijk University of Florida

Brittany Hott, University of Oklahoma

Bienville

Single Paper

Learning from the past: Lessons for today from the history of special education teacher preparation

This session reviews the historical path of special education teacher preparation (SETP) as a lens to illuminate issues in the field that we see today. It integrates historical perspectives in order to improve understanding and conceive of future plans that avoid pitfalls and consider lessons learned from the past.

Emily Evanstein, University of California-Santa Barbara

Amber Moran, University of California-Santa Barbara

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11/8/19

11:00-11:50 AM

Bourbon

Single Paper

Preparing preservice teachers to be successful in high-poverty/high-minority schools: A university-school partnership

Describes a practicum in a high-needs school where special education teacher candidates deliver individualized assessment and literacy instruction to children at risk of reading failure under the supervision of their university course instructor who provides year-round support within the school's classrooms. Includes benefits to students, teacher candidates, and inservice teachers.

Laura Desportes, James Madison University
Colette Holland, James Madison University
Meredith Browder, James Madison University

Burgundy

Single Paper

Preparing preservice personnel to design function-based behavioral supports: A pilot study and lessons learned

This presentation provides participants with research-based approaches for preparing preservice educators to design behavioral supports. Effective approaches for preparing educators to develop behavioral supports are discussed. The results of a research study examining preservice teachers' development of behavioral supports will be shared. Implications for research and educator preparation are discussed.

Brian Cavanaugh, University of Maine-Farmington
Kevin Good, University of Maine-Farmington

Chartres

Single Paper

Developing the attitude of teaching all students in teacher education year 5

The attitudes a teacher has toward a struggling student inform what interventions the teacher is willing to try with the diverse needs of students. This Presentation reviews 5th year of results including the scope and sequence of course activities intended to help the teacher candidate develop inclusive attitudes and practice.

Dennis Cavitt, Midwestern State University

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11/8/19

11:00-11:50 AM

Conti

Single Paper

Stepping into interdisciplinary learning with dramatic inquiry: Promoting improved student outcomes

Learn how dramatic inquiry was used to promote interdisciplinary learning during a braille/science camp with students with visual impairments. Creating interdisciplinary experiences which include dramatic inquiry has the potential to support students' science and literacy development, while also contributing to the literature on the use of inclusive teaching practices.

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

Iberville

Single Paper

An intersectional analysis of disproportionality of dual language learners in special education in Virginia: A mixed-methods study

Our public K-12 educational system privileges White English-dominant students. This impacts DLLs who have multidimensional identities where race/ethnicity, language, gender, and socioeconomic status intersect and interact with axes of power and exclusion (McCall, 2005). This study examines how sociodemographic factors mediate disproportionality and how education stakeholder understand and implement policies.

Melissa Cuba, Metropolitan Educational Research Consortium, Virginia Commonwealth University

Friday, November 8

11/8/19

11:00-11:50 AM

St. Ann

Single Paper

Key elements of advising online learners

As more colleges offer fully online programs, there is an increasing need to identify best practices for advising online learners. During this session, we will present a framework for attending to the unique needs of online students. Recommendations for implementing best practices to improve online advising will be provided.

Laura Bray, Penn State University

Katie Hoffman, Penn State University

Kelly Mercorella, Penn State University

Kathleen McKinnon, Penn State University

Toulouse A

Single Paper

Revisiting a "sense of success": Attending to novice teachers' emotional responses to the daily tasks of teaching

Presently, the field lacks a solid understanding of how novices respond to the various dimensions of teaching. Drawing on data across general and special education, this paper explores early career teachers' emotional responses to the various aspects of their work and the association with their intent to continue teaching.

Hannah Mathews, Boston University

11/8/19

11:00-11:50 AM

Toulouse B

Single Paper

Are paraprofessionals replacing special education teachers?

We used a rich panel data set to determine if paraprofessionals were hired to offset the decline in special education teacher (SET) employment, or if changes in

Friday, November 8

paraprofessional employment were related to changes in the composition of students with disabilities, their educational placements, or state level factors.

Paul Sindelar, University of Florida
Tiffany Fisher, University of Florida

11/8/2019

12:00 PM – 2:00 PM

Astor 2

Conference Advisory Committee

This is a post-conference meeting for the TED Presidential Line, current conference chairs, and past conference chair

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invites you to submit proposals for the
43rd TED Conference
Long Beach, CA
November 3-6, 2020

Deadline: JUNE 1, 2020



Topic Strands

Accountability/Assessment: Teacher evaluation, program evaluation, evidence-based programs, assessment

Diversity: The recruitment, retention and development of teachers who reflect the diversity of the human experience: cultural, disabilities, gender, linguistic, LGBTQIA, and/or racial diversity

Collaboration/Partnerships: Collaboration and partnerships with families, special education, and general education

Preparation, Certification, Mentoring: Pedagogy, mentoring, professional development, retention of teachers

Policy, Advocacy, Activism: Policy analysis, advocacy and activism, legal issues

Research: Highly effective educational practices, preparation of special and general education teachers, bridging the research to practice gap

Technology--Modeling and assessing technology used in teacher education as well as in PK-12 classrooms

High Leverage Practices: How do we teach HLPs, How do we represent HLPs, How do we show deliberate practice in teacher education?

Keynote Speakers:

Dr. Marquita Grenot-Schreyer

Dr. Jane West

Session Types

Single Paper: Sessions are 50 minutes in length. Single paper sessions may have one or several authors.

Multiple Papers/Panel Presentation: Sessions are 50 minutes in length and may be program descriptions or qualitative/quantitative research papers. This presentation format provides focus on significant issues representing a strong, unifying theme and includes a discussant and opportunities for audience participation. *A multiple papers/panel presentation typically consists of a chair, speakers, and a discussant, all arranged by the lead author, prior to submitting the proposal for review.*

Interactive Paper: Sessions are 50 minutes in length and allow maximum interaction among presenter(s) and participants. *Presenters develop posters* providing a brief overview of their work and facilitate discussion with participants. Poster boards will be provided by the Local Arrangements Committee; presenters may use the format of their choice, fitting within a 36' x 48' space.

Conversation Session: Sessions are 50 minutes in length, use a round table format, and are led by a single presenter. Presenters provide a brief introduction and specific talking points to facilitate the conversation. Conversation sessions allow for maximum participation by table participants to discuss the topic presented.

Program Participation

To encourage broad program participation, as per TED policy, an individual may only be included as a primary presenter or session leader for **TWO** sessions, and co-presenter for **TWO** sessions. An individual may not appear in the program as a presenter or co-presenter more than **four** times in total. Presenters are expected to be involved in and attend *all* sessions in which they are presenting or co-presenting.

Inclusion in TED 2020 Program

All presenters and co-presenters must register and pay conference registration fees, travel, and other expenses. As per TED policy, to be included in the program, **each** presenter's conference registration must be received by **September 15, 2020**, or name(s) will not be included in the conference program.

Questions? Need More Information?
Contact the TED 2020 Conference Co-Chairs:
Ed Teall & Dee Berlinghoff
TEDconference@tedcec.org

Proposals

Proposals should be related to the conference theme. Abstract; session description, including a review of relevant literature and aim of the session; three to five learner outcomes based on the aim and objectives of the session; and a description of audience participation must be included. Do not include names or institutional affiliation in the summary of the proposed presentation. Session leader is responsible for communicating with all co-presenters regarding registration and presentation times.

Selection Criteria

Review of proposals is a peer-reviewed process; the review team will use the following criteria in the selection of proposals.

Description of the research or applied problem (clarity and importance)

Presentation summary (clarity and organization)

Literature review, methods and findings

(alignment of literature with content, extent to which the research informs the field)

Usefulness to teacher preparation researchers and practitioners (meaningful audience participation and outcomes related to improved practice.)

The reviewers will consider, where appropriate, acceptance of presentation proposals outside the conference theme based on their overall quality. Session leaders will be notified of acceptance by **August 15, 2020**.