TED 2019 Conference: New Orleans

NOVEMBER 6 • WEDNESDAY

7:30am – 8:45am	B	**Continental Breakfast: Wednesday**	Grand Gallery
7:30am – 5:00pm	G	**Registration Desk: Wednesday**	Grand Ballroom Foyer

8:00am – 8:50am   C   **Co-teaching and Collaboration at the Post-Secondary Level: Successes and Barriers**   Astor III - Table 03
Primary Presenter: Talya Drescher
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.

8:00am – 8:50am   C   **Fostering Collaborative Partnerships**   Astor III - Table 05
Primary Presenter: Felicity Balluch Post
Co-Presenters: Helane Folske-Starlin
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.

8:00am – 8:50am   C   **Interdisciplinary Preparation in Low-Incidence Disabilities: Five Years of Lessons Learned**   Astor III - Table 10
Primary Presenter: Phyllis Robertson
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.

8:00am – 8:50am   C   **Lending a Hand to Beginning Teachers**   Astor III - Table 06
Primary Presenter: Rasha Elhage
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.

8:00am – 8:50am   C   **Online Teaching in Deaf Education Teacher Preparation Programs**   Astor III - Table 01
Primary Presenter: John Luckner
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.

8:00am – 8:50am   C   **Personnel Preparation Serving Culturally/Linguistically Diverse Students with Disabilities in Rural Border Schools**   Astor III - Table 04
Primary Presenter: Patricia Peterson
Co-Presenters: Adriana Frates
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.

8:00am – 8:50am	C	**Pre-service Teachers Teaching Self-Advocacy Skills to Post Secondary Students with Developmental Disabilities**

Astor III - Table 08

Primary Presenter: Kalynn Hall Pistorio

Co-Presenters: Shannon Eshman, Kelly Kearney

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

8:00am – 8:50am	C	**Preparing Highly Qualified Teachers and Related Service Providers to Serve Children and Youth with Autism**

Primary Presenter: Deborah Griswold

Astor III - Table 09

Co-Presenters: Glennda McKeithan

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.

8:00am – 8:50am	C	**Provoking Difficult Dialogue on Diversity-Related Issues in Predominantly White Institutions** Astor III - Table 07

Primary Presenter: Brandis Ansley

Co-Presenters: Dawn Decker

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.

8:00am – 8:50am	C	**SECRETS OF SYNTAX VIA CARD SYMBOLS**

Astor III - Table 02

Primary Presenter: Sue\'s Strategies

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.

8:00am – 8:50am	I	**A Literature Review Investigating Elements of Professional Development In Studies on Comprehension for Students with Moderate and Severe Intellectual Disability**

Astor III - Board 06

Primary Presenter: Aftynne Cheek

Co-Presenters: Whitney Idol

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.

8:00am – 8:50am	I	**Applied Behavior Analysis and Teacher Preparation: Examining Best Practices for Serving Students with Autism Spectrum Disorder**

Astor III - Board 02

Primary Presenter: Juliet Hart Barnett

Co-Presenters: Cori More

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.

8:00am – 8:50am	I	**Assistive technology devices and academic outcomes for students with learning and attention issues**

Primary Presenter: Yen Pham

Astor III - Board 05

Co-Presenters: Ahmed Alatawi

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.

8:00am – 8:50am	I	**CLD Teaching and Learning in Action: Planning, Implementing and Reflecting**	Astor III - Board 8

8:00am – 8:50am I **CLD Teaching and Learning in Action: Planning, Implementing and Reflecting** Astor III - Board 8
Primary Presenter: Kathryn Haughney
Co-Presenters: Kelly Clark, Robai Werunga
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.

8:00am – 8:50am I **How Environmental Classroom Factors Impact Special Education Candidate edTPA Scores** Astor III - Board 01
Primary Presenter: Bethany McKissick
Co-Presenters: Stacy Weiss
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.

8:00am – 8:50am I **Incorporating Self- Regulated Strategy Development to Develop Teacher Candidates' Pedagogical Skills**
Primary Presenter: Alice Cahill
Astor III - Board 03
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.

8:00am – 8:50am I **Making Assignments Transparent for Special Education Teacher Candidates: A Review of the TILT Literature** Astor III - Board 04
Primary Presenter: Katherine Green
Co-Presenters: Rod McRae
This interactive paper will focus on how a transparently designed assignment can foster increased student learning and engagement, leading to improved student outcomes (Winkelmes et al., 2015). This poster explores the assignment design process, Transparent in Learning and Teaching (TILT) in undergraduate Special Education Introductory Courses.

8:00am – 8:50am I **Pre-Service Teachers Self-Efficacy on Behavior Management** Astor III - Board 10
Primary Presenter: Chad Rose
Co-Presenters: Stephanie Hopkins
The purpose of this study is to examine the influence of a behavior management course for pre-service 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.

8:00am – 8:50am I **Research to Practice: Teaching Writing to Students on the Autism Spectrum** Astor III - Board 09
Primary Presenter: Amy Accardo
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.

8:00am – 8:50am I **Teacher Preparation-PBIS: Supporting All Pre-Service Teachers to Reach Their Potential** Astor III - Board 07
Primary Presenter: Melissa Fogarty
Co-Presenters: Mary Rose Sallese
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.

8:00am – 8:50am M **Diversity Caucus Executive Board Meeting** Astor 1
Facilitator: Mildred Boveda

8:00am – 8:50am M **Get Involved with TED!** Royal Board Room
Facilitator: Cynthia Watkins

8:00am – 8:50am M **Professional Development Committee** Grand Ballroom A
Facilitator: Cathy Newman Thomas

| 8:00am – 8:50am | M | **TED Early Childhood Faculty SIG** | Astor 2 |

Facilitator: Marla Lohmann, Kate Zimmer

| 8:00am – 8:50am | P | **A collaborative supervision model for preservice, general education elementary teachers to work with students with disabilities** | Bourbon |

Primary Presenter: Amber Moran

Co-Presenters: Emily Evanstein

This session describes research examining a collaborative supervision model for preservice, general education elementary teachers. 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.

| 8:00am – 8:50am | P | **Creating an Accessible Post-Secondary Learning Environment for Individuals with Disabilities** | Bourbon |

Primary Presenter: Theresa Garfield

Co-Presenters: Catherine Carreon

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

| 8:00am – 8:50am | E | **A Review of State Policies Regulating Special Education Alternative Routes to Licensure Requirements** | St. Ann |

Primary Presenter: LaRon Scott

Co-Presenters: Katherine Brendli, Joseph Morgan

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.

| 8:00am – 8:50am | E | **Adapted Physical Education in the Introductory Special Education Course** | St. Louis |

Primary Presenter: Suzanna Dillon

Co-Presenters: Leah Goudy, Scott McNamara

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.

| 8:00am – 8:50am | E | **California Teacher Education Programs Prepare for Inclusive Practices: Opportunities and Challenges!** | Iberville |

Primary Presenter: Lynn Larsen

Co-Presenters: Charles Flores, Victoria Graf, Nat Hansuvadha, Nicole Schneider

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.

| 8:00am – 8:50am | E | **How to Teach the Language of Math Using Student-Driven Approaches** | Conti |

Primary Presenter: Courtney Barcus

Co-Presenters: Courtney Barcus

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 hard through this presentation.

| 8:00am – 8:50am | E | **Integrating training on high leverage practices in an already full teacher preparation curriculum** | Toulouse B |

Primary Presenter: Melina Alexander

Co-Presenters: Shirley Dawson, Natalie Williams

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.

8:00am – 8:50am	E	**Making Makerspaces Work for Students with Disabilities: Preparing Pre-service and In-service Teachers for STEM and Literacy**

Grand Ballroom C

Primary Presenter: Karen Rizzo
Co-Presenters: Suz Boyle, Jonte Taylor

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

8:00am – 8:50am	E	**Pre-Service Teachers and Students with Disabilities Learning Alongside One Another in an Integrated Teacher Preparation Course**

St. Charles Ballroom B

Primary Presenter: Lauren Bruno

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.

8:00am – 8:50am	E	**Preparing Teachers to Implement Culturally Responsive SEL and PBIS**

Chartres

Primary Presenter: James Cressey

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).

8:00am – 8:50am	E	**Rethinking implementation fidelity in teacher education research.**

Toulouse A

Primary Presenter: Wilhelmina van Dijk
Co-Presenters: Valentina Contesse, Holly Lane

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.

8:00am – 8:50am	E	**What do we know about classroom observation research for students with disabilities?**

Burgundy

Primary Presenter: John Romig
Co-Presenters: Elizabeth Bettini, Hannah Morris-Mathews, Wendy Rodgers

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.

8:00am – 8:50am	O	**Early Career Faculty SIG Spotlight: Making Research Work Where You Are**

St. Charles Ballroom A

Primary Presenter: Kyena Cornelius
Co-Presenters: Lawrence Maheady, Kathleen Randolph, Mary Catherine Scheeler

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.

8:00am – 8:50am	T	**Endorsement by Exam: Policy and Practice in Rural Special Education**

Bienville

Primary Presenter: Kim Floyd
Co-Presenters: Lora Lee Smith Canter, Colleen Wood-Fields

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.

8:00am – 8:50am	T	**Preparing School Leaders for Advocacy Roles for Students with Disabilities**

Bienville

Primary Presenter: Kristy Davis

In this session, 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.

9:00am – 9:50am	Y	**Keynote Panel: Grant Hayes, Virginia McLaughlin, Jerry Liss, Alvarez McHatton, Chriss Walther-Thomas**

Primary Presenter: Grant Hayes

Grand Ballroom D

Co-Presenters: Jerald Liss, Patricia Alvarez McHatton, Virginia McLaughlin, Christine Walther-Thomas

| 10:00am – 10:50am | M **TED General Business Meeting** | Grand Ballroom D |

Facilitator: Dee Berlinghoff

| 11:00am – 11:50am | C **Academic Music: Engaging ALL Students in a Diverse Math Class** | Astor III - Table 05 |

Primary Presenter: Susan Courey

Co-Presenters: Timothy Bellavia, Roslyn Haber

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.

| 11:00am – 11:50am | C **Book Writing 101** | Astor III - Table 01 |

Primary Presenter: David Bateman

Co-Presenters: Dee Berlinghoff, Mitchell Yell

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

| 11:00am – 11:50am | C **Building Collective Knowledge of Assistive Technology Among All Teachers** | Astor III - Table 07 |

Primary Presenter: Lance Neeper

Co-Presenters: Nancy Peck

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.

| 11:00am – 11:50am | C **Feedback in Special Education Teacher Preparation: Can We Come to Consensus?** | Astor III - Table 06 |

Primary Presenter: Susanne James

Co-Presenters: Martha D Elford, Heather H. Smith

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?".

| 11:00am – 11:50am | C **Fostering Awareness of Intersectionality in SPED Teacher Preparation** | Astor III - Table 03 |

Primary Presenter: Bryan Cichy-Parker

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.

| 11:00am – 11:50am | C **Increasing Student Engagement Through the use of STUDI and TALCK Notes** | Astor III - Table 02 |

Primary Presenter: Sharon Darling

As faculty, one of the issues we struggle with is student engagement, namely preparation and in-class engagement. STŬDI 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.

| 11:00am – 11:50am | C **Motivation to Succeed: Factors Influencing International and CLD Domestic Doctoral Students' Persistence** | Astor III - Table 08 |

Primary Presenter: Monique Matute-Chavarria

Co-Presenters: Eunhye Choi, June Dennis, Hazim Aal Ismail

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.

| 11:00am – 11:50am | C **Resilience and Fragility: Preparing Candidates for Trauma in the Classroom** | Astor III - Table 04 |

Primary Presenter: Frank Thornton

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.

| 11:00am – 11:50am | C | **Supercharging Your Teaching with Virtual Environments: A How-to Session** | Astor III - Table 09 |

Primary Presenter: Kate Simmons

Co-Presenters: Sara Bicard, Rhonda Morton

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.

| 11:00am – 11:50am | C | **Teachers in the Inclusive Science Classroom: What the Literature Shows and Implications for Practice** | |

Primary Presenter: Victoria VanUitert — Astor III - Table 10

This poster 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.

| 11:00am – 11:50am | I | **Co-teaching: Results from Evidence-Based Practice Implementation in High School Algebra** | Astor III - Board 10 |

Primary Presenter: Mary Runnells

Co-Presenters: Kristen Heaney, Crystal Thompson

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.

| 11:00am – 11:50am | I | **Collaborating with Community Agencies to Develop Capstone Internship Experiences** | Astor III - Board 06 |

Primary Presenter: Susan Bashinski

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.

| 11:00am – 11:50am | I | **Gaming and the Online Classroom: Engaging Inclusive Leaders in Virtual Spaces** | Astor III - Board 09 |

Primary Presenter: Cynthia Mruczek

Co-Presenters: Kelly Ballard, Kate McElligott

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.

| 11:00am – 11:50am | I | **Preparing Pre-Service Teachers to Teach Self-Determination** | Astor III - Board 03 |

Primary Presenter: Gwendolyn Carey

Co-Presenters: Brianna Joseph, Kelly Kearney

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

| 11:00am – 11:50am | I | **See Me. Know Me. BE ME!! - An Immersion Experience** | Astor III - Board 08 |

Primary Presenter: Stephani Cassels

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

| 11:00am – 11:50am | I | **Testing the Question, "How Do You Like to Write?"** | Astor III - Board 01 |

Primary Presenter: Lindsey Massengale

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.

| 11:00am – 11:50am | I | **Unmasking the mystery of essential dispositions for special educators: An examination of national standards and guiding principles** | Astor III - Board 05 |

Primary Presenter: Joanne M. Van Boxtel

Co-Presenters: Megan Chaney

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.

11:00am – 11:50am	I	**Using Language to Alter The Special Education Experience of Parents and Families**	Astor III - Board 02

Primary Presenter: jason Davis

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.

11:00am – 11:50am	V	**Invited Session: Preparing ADA Compliant Conference Handouts**	Burgundy

Primary Presenter: Amanda Lannan

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.

11:00am – 11:50am	M	**Diversity Caucus General Business Meeting**	Astor 1

Facilitator: Mildred Boveda

11:00am – 11:50am	M	**Kaleidoscope Board Meeting**	TBA

Facilitator: Willa van Dijk, Reem Muharib, David Peyton, Elizabeth Reyes

11:00am – 11:50am	M	**SSEPC - Past President's Meeting**	Royal Board Room

Facilitator: Ruby Owiny

11:00am – 11:50am	P	**An Examination of 'Care': Preservice Teachers' Understandings of Caring for Families**	Bourbon

Primary Presenter: Sara Luke

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.

11:00am – 11:50am	P	**Legal Trajectory of IDEA and 504 Cases Involving Law Enforcement Officers in Schools**	Bourbon

Primary Presenter: Angela Prince

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.

11:00am – 11:50am	P	**Proactive School Emergency Planning for Students with Disabilities**	Bourbon

Primary Presenter: Anne Papalia

Co-Presenters: Jacquelyn Chovanes, Jean Papalia

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.

11:00am – 11:50am	E	**Don't forget about inservice teachers! Professional Development in High Leverage Practices**	Grand Ballroom C

Primary Presenter: Dia Jackson

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.

11:00am – 11:50am	E	**Interdisciplinary Preparation for the Realities of RTI Implementation**	St. Ann

Primary Presenter: Phyllis Robertson

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.

11:00am – 11:50am	E	**Lessons Learned from Simulator-Based Training for Pre-Service and In-Service Professional Development**	
			Iberville

Primary Presenter: Kristine Larson

Many students with disabilities face significant challenges with behavior problems. Pre-and in-service 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.

11:00am – 11:50am	E	**Professional Dispositions of Teacher Candidates: Measuring Dispositions at a Large Teacher Preparation University to meet National Standards**

Conti

Primary Presenter: Corey Pierce

This presentation reviews how one of the largest teacher preparation institutions in the Western U.S. 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.

11:00am – 11:50am E **Supporting and evaluating acquisition of explicit instruction techniques**

Chartres

Primary Presenter: Lauren Foxworth

Co-Presenters: Courtney Dexter

Explicit instruction (EI) has been highlighted as a HLP. Thus, it is important teacher-educators create meaningful opportunities for pre-service 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.

11:00am – 11:50am E **Teacher Candidates' Video Analysis Self-Evaluation Accuracy during Student Teaching**

Bienville

Primary Presenter: Sarah Nagro

Co-Presenters: Sara Hooks

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.

11:00am – 11:50am E **Teaching Online: What Can be Learned**

Grand Ballroom D

Primary Presenter: Kathleen Dowell

Co-Presenters: June Robinson

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.

11:00am – 11:50am E **"This Effort was Beneficial to My Practice": Preparing Teachers to Lead**

St. Louis

Primary Presenter: Pamela Williamson

Co-Presenters: Hanna Moore, Logan Slate, Grace Vaughan

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.

11:00am – 11:50am O **Getting Published in TESE**

Toulouse A

Primary Presenter: Melinda Leko

Co-Presenters: Cynthia Griffin

11:00am – 11:50am O **How to Retire Well**

Grand Ballroom A

Primary Presenter: Cathy Thomas

Co-Presenters: Georgia Kerns, Nancy Mamlin, Rebecca McCathren

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.

11:00am – 11:50am O **Part 2: Early Career Faculty SIG Spotlight: Finding, Applying for, and Managing Grant Funding**

Primary Presenter: Kathy Randolph

St. Charles Ballroom A

Co-Presenters: Mary Brownell, Kyena Cornelius, Brittany Hott, Michael Kennedy

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

11:00am – 11:50am	O	**Supporting ECSE Teacher Candidates through Integrating DEC Recommended Practices in Teacher Prep**	
		Primary Presenter: Marla Lohmann	Astor 2
		Co-Presenters: Eva Horn, Peggy Kemp, Vicki Stayton	

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.

12:00pm – 12:50pm	N	**TED Past Presidents' Luncheon**	Toulouse B

12:00pm – 12:50pm	M	**SSEPC Executive Board**	St. Ann
		Facilitator: Ruby Owiny	

12:00pm – 12:50pm	M	**TESE Editorial Board**	St. Charles Ballroom B
		Facilitator: Cynthia Griffin, Melinda Leko, Tracy Ulrich	

1:00pm – 1:50pm	C	**Challenges of Online Teaching: UDL, Personas and Pedagogical Transfer**	Astor III - Table 07
		Primary Presenter: Beverly Barkon	

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.

1:00pm – 1:50pm	C	**How Might School Administrators Most Effectively Assess the Performance of New Special Education Teachers?**	
			Astor III - Table 09
		Primary Presenter: Susan Bashinski	
		Co-Presenters: Elizabeth Potts	

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.

1:00pm – 1:50pm	C	**Learning the Process of Implementing Culturally Adapted Behavioral Strategies in the Classroom for Educators**	
			Astor III - Table 05
		Primary Presenter: Christerralyn Brown	

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.

1:00pm – 1:50pm	C	**Maintaining Program Integrity: A Dialogue With Fellow Department Chairs and Program Coordinators**	
		Primary Presenter: John Ponder	Astor III - Table 10
		Co-Presenters: Katy Green	

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.

1:00pm – 1:50pm	C	**School leadership preparation: Unlocking the potential of school leaders to serve all students**	
		Primary Presenter: Suzanne Martin	Astor III - Table 02
		Co-Presenters: Joyce Little, Katie Miller, Dena Slanda	

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.

1:00pm – 1:50pm	C	**Self-Efficacy and advocacy of future teachers**	Astor III - Table 01
		Primary Presenter: Katherine Gilligan	

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.

| 1:00pm – 1:50pm | l | **A De-Siloed Approach to Supporting Students with Language Based Learning Disabilities** | Astor III - Board 10 |

Primary Presenter: Cara Fasy

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.

| 1:00pm – 1:50pm | l | **Behind the Fence: Disrupting Narratives of Teacher Learning in High Poverty Preschool** | Astor III - Board 05 |

Primary Presenter: Kristi Cheyney-Collante

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.

| 1:00pm – 1:50pm | l | **Can You Spot the Difference?: An Analysis of General Educators Ability to Identify Students with ASD** |

Primary Presenter: Brittany Desnoyer

Astor III - Board 08

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.

| 1:00pm – 1:50pm | l | **Implementing Universal Design for Learning: Lessons Learners and Tips for Teachers** | Astor III - Board 09 |

Primary Presenter: Sean Smith

Co-Presenters: Adam Carreon, Stephanie Craig, Amber Rowland

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.

| 1:00pm – 1:50pm | l | **Improving Teaching Through a Triad Video Review** | Astor III - Board 04 |

Primary Presenter: Wanda Routier

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.

| 1:00pm – 1:50pm | l | **Informal Interactions: An Extreme Qualitative Case Study of Students with Emotional and Behavioral Disorders** |

Astor III - Board 03

Primary Presenter: Katelyn Zirkus

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.

| 1:00pm – 1:50pm | l | **Neurodiversity: Preservice teacher's perceptions/attitudes toward neurodiversity in their IHE general education "methods" classrooms** |

Astor III - Board 02

Primary Presenter: Frank Mullins

Co-Presenters: Rebecca Cook, Shawn Huisinga, Melissa Jones, Jan Murdock

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.

| 1:00pm – 1:50pm | l | **The AAC Explorations Project: Developing Special Educators' Compentencies in Using and Designing Augmentative and Alternative Communication Systems** |

Astor III - Board 06

Primary Presenter: Suz Boyle

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 pre-service special educators.

1:00pm – 1:50pm	I	**Using Supported Reflection to Explore Graduate Students' Perceptions of Youth with EBD** Astor III - Board 07

Primary Presenter: Maria Sciuchetti

Opportunities to critically reflect provide openings for students to make critical connections to their learning whereby they process content while deconstruct 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.

1:00pm – 1:50pm	P	**Collaboration and Resources: High-Leverage Practices for Powerful Instruction** Iberville

Primary Presenter: Kathleen Puckett

Co-Presenters: Julie Blair, Sandra Figueroa, Elizabeth Hoffman, Jennifer Huber

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.

1:00pm – 1:50pm	E	**A Focus on Collaboration: Implementation of HLPs for Pre-service Teachers** Bourbon

Primary Presenter: Robin Drogan

Co-Presenters: Brooke Lylo

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 .

1:00pm – 1:50pm	E	**Building pre-service teachers' facility with high-leverage practices through field-based action research projects** Bienville

Primary Presenter: Karen Smith

Co-Presenters: Kevin Good, Lance Neeper, Dominique Tetzlaff

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.

1:00pm – 1:50pm	E	**Developing mutually beneficial clinical partnerships to promote inclusive teaching** Grand Ballroom C

Primary Presenter: Mary Brownell

Co-Presenters: Kera Ackerman, Amy Lingo, Todd Whitney

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.

1:00pm – 1:50pm	E	**Establishing a Collaborative Partnerships between Speech Language Pathologists and General Education Teachers** Conti

Primary Presenter: Jason Chow

Co-Presenters: Erin Stehle Wallace

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.

1:00pm – 1:50pm	E	**Knowledge and Perspective of STEAM Education Among Infant and Toddler Teachers: Implications for Early Childhood Special Education Professionals** St. Ann

Primary Presenter: Sylvia Collazo

Co-Presenters: Yoonhee Lee, Rangasamy Ramasamy

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.

1:00pm – 1:50pm	E	**Leveraging a state performance assessment tool to increase collaboration between special education and general education school-based and university-based teacher educators** Royal Board Room

Primary Presenter: Rebekah Louis

Co-Presenters: Jennifer Bryson

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.

1:00pm – 1:50pm E **Self-Regulated Learners: Strategies that Promote Engagement and Persistence in Online Courses** Toulouse A

Primary Presenter: Stephanie DeSpain

Co-Presenters: Lisa Liberty

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.

1:00pm – 1:50pm E **Special Education (im)Mursion: Piloting a Virtual Simulation Program in an Online Inclusion Course** St. Louis

Primary Presenter: Jamie Pearson

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.

1:00pm – 1:50pm E **To Do or Not to Do: Paraeducator Simulations and Extensions in a Pre-Service Special Education Program**

Primary Presenter: Katrine Gosselin Chartres

Co-Presenters: Aimee Massafra, Tracy Mueller, Jason Robinson, Laura Trapp

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 pre-service teachers to work with paraeducators through the use of simulations, case studies, and extension lessons.

1:00pm – 1:50pm O **Early Intervention/Early Childhood Special Education Personnel Standards: Your Voice is Needed!** Astor 2

Primary Presenter: Vicki Stayton

Co-Presenters: Margie Crutchfield, Eva Horn, Peggy Kemp, Katherine Zimmer

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.

1:00pm – 1:50pm O **Research Committee Invited Panel Session: Articulating Theoretical and Conceptual Frameworks in Teacher Education Research (Part 1)** Grand Ballroom D

Primary Presenter: Melinda Leko

Co-Presenters: Nathan Jones, Elizabeth Kozleski, Erica McCray, Hannah Morris-Mathews, Kristin Murphy

Four researchers discuss uses of conceptual/theoretical frameworks: Elizabeth Kozleski, Nathan Jones, 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.

1:00pm – 1:50pm O **SSEPC Shares: Teaching Technology! (Part 1)** Grand Ballroom A

Primary Presenter: Shantel Farnan

Co-Presenters: Amy Stevens

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 on-line, hybrid, and face-to-face classes. Colleagues with similar teaching loads and formats will convey what works! Let's share!

1:00pm – 1:50pm O **TED Professional Development Committee Tech-Style Meet Up** Astor 1

Primary Presenter: Jeongae Kang

Co-Presenters: Kathryn Haughney, gwitaek park

1:00pm – 2:50pm P **TED HECSE Panel** St. Charles Ballroom A

Primary Presenter: Lisa Monda-Amaya

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

| 2:00pm – 2:50pm | C | **Council for Exceptional Children's High Leverage Practices: Sample Syllabi, Assignments, Activities, and Evaluation** | Astor III - Table 07 |

Primary Presenter: Michelle Marchant-Wood

Co-Presenters: Maryann Dudzinski, David Hoppey, Victoria VanUitert

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.

| 2:00pm – 2:50pm | C | **Evaluating Readiness to Teach: Exploring the Strengths and Limitations of edTPA** | Astor III - Table 08 |

Primary Presenter: Sekhar Pindiprolu

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.

| 2:00pm – 2:50pm | C | **From preservice preparation to inservice support: Unmasking the potential of novice special educators** | Astor III - Table 01 |

Primary Presenter: Shawn Huisinga

Co-Presenters: Rebecca Cook, Melissa Jones-Bromenshenkel, Frank Mullins

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 used to inform current practices in teacher preparation programs.

| 2:00pm – 2:50pm | C | **Preparing Today's Special Educator for Tomorrow's Classroom** | Astor III - Table 04 |

Primary Presenter: Helane Folske-Starlin

Co-Presenters: Felicity Balluch Post

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.

| 2:00pm – 2:50pm | C | **Show me your books!! A theoretical perspective of motivation, family involvement, diversity, and technology in literacy for children with disabilities.** | Astor III - Table 05 |

Primary Presenter: Wendi Dunham

Co-Presenters: Debra Lockwood, Jennifer McFarland-Whisman

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.

| 2:00pm – 2:50pm | C | **Solving Special Education Teacher Shortages by Preparing Paraprofessionals** | Astor III - Table 06 |

Primary Presenter: Laurie deBettencourt

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.

| 2:00pm – 2:50pm | C | **Supporting Students with Learning Disabilities' Mathematical Understanding and Discourse Through Visual Representations** | Astor III - Table 03 |

Primary Presenter: Gloria Carcoba Falomir

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.

| 2:00pm – 2:50pm | I | **A Multi-Case Study of Participants Enrolled in an Online Graduate Certificate in Dyslexia** | Astor III - Board 05 |

Primary Presenter: Kristi Cheyney-Collante

Co-Presenters: Vivian Gonsalves

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.

| 2:00pm – 2:50pm | I | **Autonomy Supportive Teaching for Students with or Without Disabilities** | Astor III - Board 09 |

Primary Presenter: Fatmana Deniz

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.

| 2:00pm – 2:50pm | I | **Building Quality Measures and Best Practices into your Online Course Design** | Astor III - Board 03 |

Primary Presenter: Charmion Rush

The purpose of this session is to provide participants with information on how to prepare graduates seeking initial license online in 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.

| 2:00pm – 2:50pm | I | **Deaf and Hearing Students Outcomes in a Deaf Education Master's Program: Implications for Using GRE Scores in the Program's Admission** | Astor III - Board 10 |

Primary Presenter: Millicent Musyoka

Co-Presenters: Stephen Ciullo, Beth Hoffman, Michael Kennedy, James McLeskey

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.

| 2:00pm – 2:50pm | I | **Developing Rural Educators to Serve Students with Disabilities** | Astor III - Board 02 |

Primary Presenter: Kimberly Griffith

Co-Presenters: Rachel Dunbar, Erica King, Jodie Winship

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.

| 2:00pm – 2:50pm | I | **FREE Course Content at Your Fingertips: New Resources from the National Center on Intensive Intervention** | Astor III - Board 08 |

Primary Presenter: Jill Pentimonti

Come learn about resources from the National Center on Intensive Intervention to help you design pre- and/or in-service 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 in-service educators you serve.

| 2:00pm – 2:50pm | I | **Impact of Engagement in International Clinical Experiences on Special and Early Educators Cultural Awareness and Ability to Meet the Needs of Diverse Populations** | Astor III - Board 07 |

Primary Presenter: Stephanie DeSpain

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

| 2:00pm – 2:50pm | I | **Teaching High Leverage Content and Instructional Practices in Literacy: Practice-Based Clinical Experiences in Special Education Teacher Preparation** | Astor III - Board 01 |

Primary Presenter: Ashley Oldham

Co-Presenters: Sharon Ware

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.

| 2:00pm – 2:50pm | I | **Unmasking the Potential for Adolescent Transition Through Evidence-based Academic Skills** | Astor III - Board 06 |

Primary Presenter: Luann Davis

Co-Presenters: Kelly Clark

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.

2:00pm – 2:50pm	I	**Unmasking the potential of Service learning in preparation of special and general education teachers**

Primary Presenter: Donna Ploessl

Astor III - Board 04

Co-Presenters: Hollie Cost

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.

2:00pm – 2:50pm	M	**Publications & Communications Committee**	Royal Board Room

Facilitator: Andy Markelz

2:00pm – 2:50pm	M	**TED State Subdivions Meeting**	Bourbon

Facilitator: Andrew Hashey

2:00pm – 2:50pm	E	**Around the State from Your Couch: Using Telepresence Robotics to Facilitate Field-Based Internships in Teacher Preparation**

St. Louis

Primary Presenter: Kevin Good

Co-Presenters: Hillary Goldtheait-Fowles

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.

2:00pm – 2:50pm	E	**eCoaching for Specialized Reading Instruction**	Burgundy

Primary Presenter: Margaret Weiss

Co-Presenters: Kelley Regan

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.

2:00pm – 2:50pm	E	**Empowerment Through Partnership: Promoting Collaboration for Pre-Service Special Educators**	Bienville

Primary Presenter: Joshua Tolbert

Co-Presenters: Jamie Buffington-Adams

Coursework for pre-service 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 (Turnbull et al., 2015) into coursework and surveys will demonstrate an integrated approach to preparing special education teachers.

2:00pm – 2:50pm	E	**Exploring Elementary Pre-service Teachers' Perceptions and Abilities to Notice Mathematical Thinking of Students with Special Needs**

Iberville

Primary Presenter: Ai Kamei

Co-Presenters: Vecihi Zambak

Presenters will share preliminary results from an embedded-units single case study. We discuss how elementary pre-service 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.

2:00pm – 2:50pm	E	**Research to Practice: Year-long Inclusive Writing Instruction through Self-Regulated Strategy Development**

Primary Presenter: Caroline Torres

Chartres

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.

2:00pm – 2:50pm	E	**Unmasking Transition Potential: Problems and Partnerships**	St. Ann

Primary Presenter: Shirley Dawson

Co-Presenters: Melina Alexander

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.

| 2:00pm – 2:50pm | E | **Value of Personal Reflection on Teaching Practices in Special Education Practicum Course** | Toulouse A |

Primary Presenter: Martha D Elford

Co-Presenters: Kristin Joannou Lyon

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.

2:00pm – 2:50pm O **Articulating Theoretical and Conceptual Frameworks in Teacher Education Research (Part 2)**

Primary Presenter: Mildred Boveda Grand Ballroom D

Co-Presenters: Hanna Matthews

A joint collaboration with the Research Committee, the Diversity Caucus is requesting to meet in the same room 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.

2:00pm – 2:50pm O **Flipping Out Over IRIS OERs: Innovative Applications for Teacher Educators** Astor 1

Primary Presenter: Kristin Sayeski

Co-Presenters: Bethany Hamilton-Jones

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.

2:00pm – 2:50pm O **SSEPC Shares and Symposium Part 2 - From a Distance: Innovations in Online and Hybrid Teaching**

Primary Presenter: Liz Hartmann Grand Ballroom A

Co-Presenters: Jennifer McKenzie, Adam Moore

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.

2:00pm – 2:50pm O **TED Early Childhood Faculty SIG: Syllabus Share** Astor 2

Facilitator: Marla Lohmann, Kate Zimmer

3:00pm – 3:50pm C **Advocacy for Action to Support Education: Conversations about engaging our students in the process**

Primary Presenter: Katie Miller Astor III - Table 09

Co-Presenters: Sharon Darling, Lisa Finnegan

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.

3:00pm – 3:50pm C **CAEP Conversations** Astor III - Table 08

Primary Presenter: Carol Hoyle

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.

3:00pm – 3:50pm C **Developing Culturally Competent Effective special Educators: Using the HLPs to increase candidates CRP knowledge and skills**

Astor III - Table 04

Primary Presenter: Toni Franklin

Co-Presenters: Gregory Blalock

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.

3:00pm – 3:50pm C **Developing Partnerships with K-12 Schools to Benefit Teachers, Students, and Faculty** Astor III - Table 02

Primary Presenter: Melissa Martin

Co-Presenters: Alison Puliatte

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.

3:00pm – 3:50pm	C	**Effectiveness of Interactive Television: What Does Research Say?**	Astor III - Table 10

Primary Presenter: Delar Singh

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.

3:00pm – 3:50pm	C	**Navigating Tough Conversations with Pre-service Teachers**	Astor III - Table 03

Primary Presenter: Shari Hopkins

Co-Presenters: Julia Snider

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

3:00pm – 3:50pm	C	**Providing Authentic Alternative Field Experiences to Students**	Astor III - Table 01

Primary Presenter: AUDREY BARTHOLOMEW

Co-Presenters: Krysten Gorrivan

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.

3:00pm – 3:50pm	C	**SWD & STEM: A look into STEM extracurricular activities, student participation, and credentials of club sponsors.**	Astor III - Table 07

Primary Presenter: Kelly Brooksher

Co-Presenters: Karin Fisher, Kania Greer

Explore with us - SWD and participation in STEM related clubs. Presenters will provide an overview of research: 1) Impact of STEM clubs on academic achievement & 2) SWD participation in extracurricular activities. Findings of the research related to SWD participation, STEM related clubs, & sponsors' training to support SWD.

3:00pm – 3:50pm	C	**Training pre-service teachers to support early childhood play using assistive technology tools**	Astor III - Table 05

Primary Presenter: Katrina Hovey

Co-Presenters: Marla Lohmann

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.

3:00pm – 3:50pm	I	**Beyond the classroom walls: Creating a community engagement project for multilingual society**	Astor III - Board 07

Primary Presenter: Carrie Anna Courtad

Co-Presenters: James Courtad

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. Informs participants about, using dialogic book reading, the three different institutions, and the multilingual community of learners.

3:00pm – 3:50pm	I	**Characteristics of Secondary Age Students Who Participate in School Sponsored Extracurricular Activities: Implications for Teacher Preparation**	Astor III - Board 09

Primary Presenter: Stacy Dymond

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.

3:00pm – 3:50pm	I	**Examining Active Responding within Multimedia-based Instruction**	Astor III - Board 03

Primary Presenter: Shanna Hirsch

Co-Presenters: Jason Chow

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.

3:00pm – 3:50pm	I	**Strategies for Improving Certification Test Scores for Preservice Teachers**	Astor III - Board 06

Primary Presenter: Rebecca Hines

Co-Presenters: Sacha Cartagena, Eileen Glavey

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.

3:00pm – 3:50pm	I	**TCSEFP eMentoring: A Virtual Mentoring Program for Teachers in Residence**	Astor III - Board 05

Primary Presenter: Marjorie Bock

Co-Presenters: Mari Caballero, Kelly O'Neal-Hixson

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.

3:00pm – 3:50pm	I	**Teaching Practitioners to Create and Implement Computer-Assisted Interventions within Inclusive Settings**	Astor III - Board 01

Primary Presenter: Bethany McKissick

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.

3:00pm – 3:50pm	I	**The influence of special education teachers' preservice experiences with students in postsecondary college programs on expectations, advocacy, and curriculum decisions.**	Astor III - Board 08

Primary Presenter: Kathleen Marshall

Co-Presenters: Anthony Plotner

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.

3:00pm – 3:50pm	I	**Using Technology to Connect Special Education Alternative Licensure Candidates Across the State**	Astor III - Board 10

Primary Presenter: Jennifer Fox

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.

3:00pm – 3:50pm	M	**Knowledge and Skills Committee Meeting**	Royal Board Room

Facilitator: Stephanie Morano

3:00pm – 3:50pm	E	**A collaborative approach, using cloud based technologies, to support online Master's students through a year-long research-based capstone.**	Bourbon

Primary Presenter: Anne Spillane

Co-Presenters: Lynn Larsen, Suzanne Yockelson

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.

3:00pm – 3:50pm	E	**A new way of thinking about special educator recruitment**	Grand Ballroom A

Primary Presenter: Michele Murphy

Co-Presenters: Kyena Cornelius, Ruby Owiny

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.

3:00pm – 3:50pm	E	**A Teacher Education Program's Framework to Advance Equity and Inclusion**	St. Ann

Primary Presenter: Selma Powell

Co-Presenters: Carly Roberts

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.

| 3:00pm – 3:50pm | E | **Five Strategies New Special Education Teachers Need to Partner with Families and Navigate Conflict** | Astor 2 |

Primary Presenter: Tracy Gershwin

Co-Presenters: Amy Kilpatrick, Robin O'Shea

In this session, we introduce five high impact strategies teacher educators can provide pre-service 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.

| 3:00pm – 3:50pm | E | **In Their Own Voices: UnMasking the Truth About International Doctoral Students' Experiences** | Iberville |

Primary Presenter: MonIca Brown

Co-Presenters: Annette Cooper, Fatmana Deniz, Gloria Carcoba Falomir, SUHEYLA SARISAHIN

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.

| 3:00pm – 3:50pm | E | **Innovating the classroom: Mixed Reality Supports** | St. Charles Ballroom A |

Primary Presenter: Amber Rowland

Co-Presenters: Adam Carreon, Stephanie Craig, Sean Smith

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 todays' classrooms.

| 3:00pm – 3:50pm | E | **Preparing Educators to Work with Students with Persistent and Intensive Behavior Problems** | Toulouse A |

Primary Presenter: Sarah Wilkinson

Co-Presenters: Skip Kumm, Brittany Sterrett

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.

| 3:00pm – 3:50pm | E | **Preparing Special Education Teachers Through Reading Intervention Practice-Based Clinical Experiences** | |

Primary Presenter: Valentina Contesse

Grand Ballroom C

Co-Presenters: Holly Lane, Danielle Pico

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.

| 3:00pm – 3:50pm | E | **Speaking a Common Language: Using HLPs to Strengthen Clinical Partnerships** | Chartres |

Primary Presenter: Susan Keesey

Co-Presenters: christina noel

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.

| 3:00pm – 3:50pm | E | **U.S. Trends in Special and General Education Teacher Preparation and Induction** | Astor 1 |

Primary Presenter: Bonnie Billingsley

Co-Presenters: Rebecca Raab

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.

| 3:00pm – 3:50pm | E | **Understanding Year One Implementation of Restorative Practices in a Diverse Elementary School** | St. Louis |

Primary Presenter: Colby Kervick

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.

| 3:00pm – 3:50pm | E | **Using Annotated Video-Analysis to Support Student Teaching** | Burgundy |

Primary Presenter: jason Davis

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.

| 3:00pm – 3:50pm | E | **Using Technology to Foster Positive Classroom Environments** | Toulouse B |

Primary Presenter: Benjamin Riden

Co-Presenters: Andrew Markelz, Kathleen Randolph

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.

| 3:00pm – 3:50pm | O | **Research Committee Invited Spotlight Session Featuring Laurie deBettencourt: Developing and Sustaining a Research Agenda by Carpooling** | Grand Ballroom D |

Primary Presenter: Melinda Leko

Co-Presenters: Laurie deBettencourt

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.

| 4:00pm – 4:50pm | C | **Collaboration Between Educational and Medical Service Providers Supporting Refugee Families whose Children have Intensive Support Needs:** | Astor III - Table 06 |

Primary Presenter: Colby Kervick

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.

| 4:00pm – 4:50pm | C | **Let's Get Digital: Integrating Technology Tools into Teacher Instruction** | Astor III - Table 04 |

Primary Presenter: Amber Rowland

Co-Presenters: Adam Carreon, Stephanie Craig, Sean Smith

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.

| 4:00pm – 4:50pm | C | **Mastering the Skills for a Successful Academic Job Search** | Astor III - Table 05 |

Primary Presenter: Robai Werunga

Co-Presenters: Reem Muharib, Colleen Robertson

Many doctoral candidates, including those in special education, pursue careers in academia. However, the process can be overwhelming, particularly when combined with the pressures 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 version.

| 4:00pm – 4:50pm | C | **PedsAcademy: Broadening Horizons for Children with Chronic Illness** | Astor III - Table 03 |

Primary Presenter: Matt Taylor

Co-Presenters: Megan Nickels

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 pre-service teachers interact with children and their families to enrich students' lives through active learning activities utilizing STE(A)M curriculum and hands-on projects.

| 4:00pm – 4:50pm | C | **Planning and Conducting Small Group Instruction in Special Education Settings** | Astor III - Table 01 |

Primary Presenter: Erinn Whiteside

Co-Presenters: Alicia Davis

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.

| 4:00pm – 4:50pm | C | **Using Simulations to Teach PreService Teachers Behavior Management Skills** | Astor III - Table 02 |

Primary Presenter: Roberta Gentry

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.

| 4:00pm – 4:50pm | I | **Building Empathy: Choosing the Best Strategy for PreService Teachers** | Astor III - Board 04 |

Primary Presenter: Gia Renaud

Co-Presenters: Alice Graham, Martha Rose

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.

| 4:00pm – 4:50pm | I | **The Do's and Don'ts of Section 504 for Teacher Preparation Practitioners** | Astor III - Board 02 |

Primary Presenter: Midge Simmons

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.

| 4:00pm – 4:50pm | I | **The Experiences of Student Teachers With Disabilities** | Astor III - Board 05 |

Primary Presenter: Paula Chan

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.

| 4:00pm – 4:50pm | I | **Unmasking Preservice Teachers' Potential as Collaborators in the Pre-Referral Process** | Astor III - Board 01 |

Primary Presenter: Suz Boyle

Co-Presenters: jason Davis, Janet Josephson

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.

| 4:00pm – 4:50pm | M | **Membership Committee** | Royal Board Room |

Facilitator: Andrew Hashey

| 4:00pm – 4:50pm | U | **The effects of Kahoot! as an assessment among undergraduate, pre-service teachers** | Iberville |

Primary Presenter: Natalie Andzik

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.

| 4:00pm – 4:50pm | U | **The effects of note taking on pre-Service teacher's in-class quiz scores and participation** | Iberville |

Primary Presenter: Natalie Andzik

Co-Presenters: Stephanie DeSpain

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.

| 4:00pm – 4:50pm | E | **From Top Down: Critical Role Administrators Play in Empowering Special Education Teachers** | St. Louis |

Primary Presenter: Dena Slanda

Co-Presenters: Suzanne Martin

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.

| 4:00pm – 4:50pm | E | **Improving Pre-Service Special Educators' Fraction Knowledge Through an Online Module** |

Primary Presenter: Stephanie Morano   St. Charles Ballroom A

Co-Presenters: Paul Riccomini

Presenters will discuss a small group, randomized intervention study designed to improve pre-service 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.

| 4:00pm – 4:50pm | E | **Knowing, Growing, and Showing Care: Exploring Beliefs and Enactments of Care among Special Education Teachers in a High Needs School** |

                                                                             Conti

Primary Presenter: Tristan L. Glenn

Co-Presenters: Michael Smith

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.

| 4:00pm – 4:50pm | E | **Practical Strategies for Creating an Inclusive and Universally Designed Course for Preservice Educators** |

Primary Presenter: Suzanne O'Keeffe   Astor 2

Co-Presenters: Jennifer Mahdavi

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.

| 4:00pm – 4:50pm | E | **Practicing Active Listening and Repeating during Parent-Teacher Conferences in a Simulated Environment** |

Primary Presenter: Kate Simmons   Bourbon

Co-Presenters: Sara Bicard, Rhonda Morton

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.

| 4:00pm – 4:50pm | E | **Preparing Pre-Service Teachers to Supervise Paraeducators: Results and Implications of a National Survey** |

Primary Presenter: Emily Sobeck   Burgundy

Co-Presenters: Ritu Chopra

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

| 4:00pm – 4:50pm | E | **Removing Barriers and Promoting Equity: Building Preservice Teachers' Competencies with Assistive Technology** |

                                                                             Toulouse B

Primary Presenter: Cindy Baughan

Co-Presenters: Mark Butler, Joanna Stegall

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.

| 4:00pm – 4:50pm | E | **Residency in Teaching: A Distance Education Model for Graduate Special Education Teacher Preparation** | |

Primary Presenter: Marjorie Bock   St. Ann
Co-Presenters: Mari Caballero, Kelly O'Neal-Hixson
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.

| 4:00pm – 4:50pm | E | **Self-Coding: Empowering Teacher Candidate Self-Assessment in Special Education Field Placement** | Astor 1 |

Primary Presenter: Kristina Valtierra
Co-Presenters: Kristina Valtierra
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.

| 4:00pm – 4:50pm | E | **Student Perceptions of Virtual Synchronous, Asynchronous, and Face-to-Face Classrooms** | Chartres |

Primary Presenter: Linda Flynn-Wilson
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.

| 4:00pm – 4:50pm | E | **Universal Design for Learning: The Correlation of Teacher Implementation to Student Outcomes** | Bienville |

Primary Presenter: Stephanie Craig
Co-Presenters: Stephanie Craig
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.

| 4:00pm – 4:50pm | E | **When Math is Not a Universal Language: Supporting Explicit Vocabulary Instruction in Secondary Mathematics** | Grand Ballroom A |

Primary Presenter: Kate Peeples
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.

| 4:00pm – 4:50pm | E | **Why a career in Special Education? Ideas for recruitment and retention.** | Grand Ballroom C |

Primary Presenter: Lisa Goran
Co-Presenters: David Bateman
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).

| 5:00pm – 6:30pm | R | **President's Reception** | Grand Gallery |