TED 2019 Conference: New Orleans

B Breakfast	**C** Conversation Session	**I** Interactive Paper
V Invited Session	**M** Meeting	**P** Multiple Panel
U Multiple Paper	**G** Registration Desk	**E** Single Paper
O Special Session	**T** TED Talk	**W** Workshop

NOVEMBER 8 · FRIDAY

7:30am – 8:45am	B	**Continental Breakfast: Friday**	Grand Gallery

7:30am – 10:30am	G	**Registration Desk: Friday**	Grand Ballroom Foyer

8:00am – 8:50am — C — **At the Intersection of General Education Curriculum, Special Education, and Learning English: Partnering to Support Students with Disabilities Who are Learning English** — *Astor III - Table 04*
Primary Presenter: Rhonda Miller
Co-Presenters: Lydia Gerzel-Short, Katrina Hovey, Yan Wei
When students with disabilities are also working to learn an additional language, it can be challenging for teachers to meet those unique instructional needs. This presentation discusses strategies to support students with disabilities who are learning English to be able to access the general education curriculum.

8:00am – 8:50am — C — **Combined General & SPLED Program Redesign Using HLPs: Discussion, Tips, Problem Solving**
Primary Presenter: Shannon Budin — *Astor III - Table 02*
Co-Presenters: Lawrence Maheady
The presenters will share the process one institution used to develop a revised set of HLPs for a dual certification program in general and special education. They will also discuss the challenges of implementing the process, examples of positive change, and suggestions for those interested in implementing a similar process.

8:00am – 8:50am — C — **Desiring Dis/ability in Inclusive Teacher Preparation** — *Astor III - Table 08*
Primary Presenter: Molly Siuty
This presentation argues that dis/abled teacher candidates afford particular insight into the ways in which ableism operates. Using Critical Conversation Journey Mapping, we explore ways in which dis/abled teacher candidates both experienced ableism throughout their educational trajectories and how these experiences serve as cultural resources in their teacher preparation.

8:00am – 8:50am — C — **Differentiated Instruction: Working with Community Partners to Improve Pre-Service Instruction**
Primary Presenter: Talya Drescher — *Astor III - Table 05*
University led focus groups and town hall meetings with community stakeholders were conducted to determine skills needed for new teachers to be "ready day one" upon hire after completing a teacher preparation program. Findings identified a critical need to build competency in teaching and practicing differentiated instruction for all students.

8:00am – 8:50am — C — **Implementing a Profession Based Assessment to Individualized Education Program (IEP) Project to Improve Personnel Preparation** — *Astor III - Table 06*
Primary Presenter: Tamara Lynn
Co-Presenters: Shantel Farnan, Jeongae Kang
This session will explore strategies for improving personnel preparation through implementing profession-based Assessment to Individualized Education Program (IEP). Through interactive discussions, practitioners will return with authentic strategies to effectively instruct information synthesization for educational decision making to prepare special education teacher candidates leading to increased future recruitment and retention.

8:00am – 8:50am — C — **Learning Through Their Lens: Collaborating with Families from Diverse Backgrounds** — *Astor III - Table 03*
Primary Presenter: Kimberly Hile
Participants will recognize the unique needs of families caring for young children with disabilities who are also facing challenging circumstances including military deployment, incarceration, homelessness, etc. Using the DEC Recommended Practices to reflect on preconceptions, participants will understand diverse circumstances faced by families while learning effective strategies for supporting them.

| 8:00am – 8:50am | C | **More than something you can "do in the dark": Shining a Light on Phonemic Awareness Assesssment & Instruction in Teacher Preparation Programs** | Astor III - Table 07 |

Primary Presenter: Gretchen Robinson

Fluency in phonemic awareness skills aids in word level reading, distinguishing between "poor readers" and "skilled readers" when learning and remembering new words. This presentation discusses the importance of phonemic awareness instruction as part of the delivery of systematic and explicit teaching strategies and enhancements in undergraduate reading methods courses.

| 8:00am – 8:50am | C | **Social Justice and Special Education in General Education Teacher Preparation Programs** | Astor III - Table 10 |

Primary Presenter: Soo Ahn

In special education introduction courses in teacher preparation programs, social justice as it relates to ableism and multiculturalism is rarely addressed.This paper will present preservice general education teachers' understanding and perception of special education, social justice, and the intersectionality of minoritized students who have disabilities in the classroom.

| 8:00am – 8:50am | C | **Supporting Diverse Students in Early Childhood Special Education Teacher Preparation Programs.** | |

Primary Presenter: Jennifer Buchter

Astor III - Table 01

Co-Presenters: Cori More

Special educators work with diverse families. The skills to implement family-centered practices, build on family capacity, and collaborate with families across systems is critical for positive child and family outcomes. One way to increase and support a diverse special education workforce is to address barriers in higher education.

| 8:00am – 8:50am | I | **E-mentoring: Supporting retention of novice early childhood special educators working with at-risk populations** | Astor III - Board 06 |

Primary Presenter: LIsa Burke

Co-Presenters: Linda Dauksas

Attention is needed from policy makers, administrators, higher education professionals, and researchers to develop retention initiatives for novice teachers especially those working with at-risk populations. This research examines the perceived benefits of one such initiative; an e-mentoring relationship between novice and veteran early childhood special education teachers.

| 8:00am – 8:50am | I | **Effective pre-service teacher training: Using feedback as an instructional tool** | Astor III - Board 04 |

Primary Presenter: Alexandra Da Fonte

Co-Presenters: Sally Barton-Arwood, Kim Paulsen

The use of valid and reliable means to evaluate pre-service teacher performance is critical as it will influence learning experiences and the ability to meet established goals. This session will share a process to ensure that that the performance feedback is grounded in a model that enhances candidate's learning opportunities.

| 8:00am – 8:50am | I | **I-CARE: A Self-Care Strategy for Teachers** | Astor III - Board 02 |

Primary Presenter: Brandis Ansley

Co-Presenters: Kristine Jolivette, Skip Kumm

Teachers frequently experience occupational stress and burnout at their job, which negatively impacts personal well-being. One way to decrease stress and burnout and increase teacher retention is to improve the self-care practices among teachers. The I-CARE strategy is one method for increasing self-care practices and improving teacher well-being.

| 8:00am – 8:50am | I | **Identifying Impactful Practices To Change College Students' Perceptions of People with Disabilities** | |

Primary Presenter: Alice Kaye Emery

Astor III - Board 08

This presentation describes the results of a recent survey administered to students in a disabilities studies course to determine what class activities are most influential in encouraging inclusion and advocacy and causing students to analyze their own perspectives on difference.

| 8:00am – 8:50am | I | **Measuring the Impact of the UDL Framework: A Study on Improving Student Outcomes** | Astor III - Board 03 |

Primary Presenter: Sean Smith

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

Universal Design for Learning (UDL) is increasingly seen as a means to improve student learning. This session will share the results of a district-wide study that shows teacher implementation of UDL improves student outcomes on statewide assessments. We will highlight the data and illustrate ways to apply UDL in instruction.

| 8:00am – 8:50am | I | **Preparing Teachers to Design Sensory Responsive Classroom Environments** | Astor III - Board 01 |

Primary Presenter: Karen Voytecki

Co-Presenters: Patricia Anderson

Children (and adults) have difficulty sitting still for extended periods of time. Many teachers have introduced flexible seating, such as exercise balls, café tables, soft cushions, and/or stand up desks, to enhance student engagement and learning. Benefits, challenges, and special considerations of flexible seating will be shared for teacher preparation.

| 8:00am – 8:50am | I | **Strategies for Culturally Linguistically Diverse Students with Social Emotional Disabilities** | Astor III - Board 07 |

Primary Presenter: Cynthia Olszewski

Session presents strategies in classroom management for teachers of culturally linguistically diverse exceptional (CLDE) students with emotional behavioral disorders (EBD). Focus is on how exclusionary practices affect this student population in regard to their ability to attend a public-school campus and receive a public education.

| 8:00am – 8:50am | I | **Structured Facilitation of Applied Research by Interning Special Education Teachers** | Astor III - Board 10 |

Primary Presenter: Mari Beth Coleman

Co-Presenters: Joan Grim, Tara Moore

In this session, we will present how special education faculty collaborate to guide Master's students in their graduate internship year of a 5-year program through completion of a single-case design study. We will discuss how practitioner research promotes understanding of evidence-based practices and teaches data-based decision-making along with practical implications.

| 8:00am – 8:50am | I | **The Teacher's Role in Fostering Early Reading Skills** | Astor III - Board 09 |

Primary Presenter: Sharon Ray

Co-Presenters: Sharon Ray

Early reading skills are critical for the development of later reading and writing proficiency. Teachers play a vital role in fostering student acquisition of these important skills. This presentation identifies early reading skills, evidence-based instructional practices, and additional supports needed for student who have or are at-risk for language-based disabilities.

| 8:00am – 8:50am | I | **The use of behavioral coaching: A collaborative strategy** | Astor III - Board 05 |

Primary Presenter: Anne Butler

This session will present the findings from a literature review on behavioral coaching and implications of implementing behavior coaching for preservice teachers. Specifically, the presenter will share information and components of successful behavioral coaching, critical elements of behavior management utilized, and strategies for incorporating behavioral coaching into preservice teacher preparation.

| 8:00am – 8:50am | E | **An international cross-comparison of professional development programmes for special education teachers in Ireland and the USA** | St. Louis |

Primary Presenter: Stella Long

Co-Presenters: Amber Benedict, Lindsey Chapman

High-quality professional development (PD) is a critical component of inclusive education movements around the world. Analyzing existing PD programmes highlights the barriers and facilitators to teacher change identified. This paper session will a) share findings from studies of two PD programmes and b) compare and analyze implications of both studies.

| 8:00am – 8:50am | E | **Caseload Policies in Special Education** | St. Ann |

Primary Presenter: Lindsey Hogue

Co-Presenters: Shanon Taylor

One of the causes of burnout among special education teachers is large and unmanageable caseloads. This study examined each state's special education policies to determine which states have policies about caseloads and how the policies differ. Implications for the field will be discussed.

| 8:00am – 8:50am | E | **Constructing Collaborative Co-Teaching Methods in Science and Special Education** | Burgundy |

Primary Presenter: Amanda Mazin

This presentation will focus on the collaborative development of an interdisciplinary course of study for special education teachers in science. Steps to unpack the standards and create collaborative spaces for science teachers and special education teachers to work together to provide quality science education for all learners will be presented.

8:00am – 8:50am	E	**Contributors to Grade Inflation: Gifting the Profession?**	Chartres

Contributors to Grade Inflation: Gifting the Profession?
Primary Presenter: Tammy Abernathy
Co-Presenters: sharon goldrup
This presentation shares the results of a project designed to investigate grade inflation in teacher education courses. Specifically, the study examined grading practices in general and special education courses to determine if grading practices exist that may give critics a reason to dismiss the quality of teacher education.

8:00am – 8:50am   E   **Developing a Voice in Education Policy: Empowering Teacher Candidates with Legislative Advocacy Skills**   Astor 1
Primary Presenter: Janet VanLone
Co-Presenters: Douglas Dexter, Jane West
Learning how to effectively advocate for the teaching profession, public schools, and students is incredibly important for early career teachers. We will share one example of how an education program worked to develop the advocacy skills of pre-service teachers through "A Day on the Hill" field trip.

8:00am – 8:50am   E   **DI3D – Dramatic Inquiry 3D Printing for Improving Inclusive Practices**   Grand Ballroom A
Primary Presenter: Karen Koehler
Co-Presenters: Katie Farrand
Learn how dramatic inquiry and 3D printed models were used to promote inclusive practices during a summer braille and science camp for students with visual impairments. 3D printing has been shown to improve student access to content and provide accessible instructional supports to aid in science conceptual understanding.

8:00am – 8:50am   E   **Effective Implementation of Video-Enhanced Performance Feedback in Teacher Preparation**   Bourbon
Primary Presenter: Andrew Hashey
Co-Presenters: Tara Kaczorowski
Video tagging and annotation tools can be used to reflect on, and evaluate, the execution of performance-based learning outcomes in special education teacher preparation courses. Learn how video-enhanced performance feedback can augment teacher candidate performance and reflection, and facilitate instructors' self-evaluation of their own teaching.

8:00am – 8:50am   E   **How to Determine if Professional Development is Effective: A Development and Validation Study of an Observation Tool and Rater Training Protocol to Measure Improvements in Practice**   Astor 2
Primary Presenter: Amber Benedict
Co-Presenters: Kelly Acosta, Hyojong Sohn
In order to understand how instruction is influenced by participation in professional development, valid and reliable tools to capture practice and measure growth are needed. In this study, we share about the development of a valid performance evaluation tool and rater training protocol to provide teachers feedback to improve teaching.

8:00am – 8:50am   E   **How to determine if professional development is effective: A development and validation study of an observation tool and rater training protocol to measure improvements in practice**   Astor 2
Primary Presenter: Alexandria Sweers
Co-Presenters: Kelly Acosta, Amber Benedict, Hyojong Sohn
In order to understand how instruction is influenced by participation in professional development, valid and reliable tools to capture practice and measure growth are needed. In this study, we share about the development of a valid performance evaluation tool and rater training protocol to provide teachers feedback to improve teaching.

8:00am – 8:50am   E   **Increasing Diversity Among Teachers: Recruiting at the District Level**   St. Charles Ballroom B
Primary Presenter: Nancy Mamlin
Co-Presenters: Jennifer Diliberto
In this presentation, we will share and discuss strategies and recommendations for recruiting and preparing diverse candidates for special education positions. We will look at state and LEA data and discuss how IHEs can help LEAs recruit and retain a diverse teaching workforce.

8:00am – 8:50am   E   **Increasing the Use of High Leverage Practices in Comprehensive Transition Programs for Students with Disabilities**   Iberville
Primary Presenter: Lauren Bruno
This presentation will focus on the professional development trainings, evaluations, and implementation of high-leverage practices into a postsecondary education program for students with disabilities. Specifically focusing on staff development to increase students access to information through the use of Universal Design for Learning and assistive technology.

8:00am – 8:50am	E	**Legal Implications for Accommodating Student Teachers and Educators with Disabilities**	Toulouse A

Legal Implications for Accommodating Student Teachers and Educators with Disabilities — Toulouse A

Primary Presenter: Paula Chan

When working with student teachers with disabilities, education faculty maintain program rigor, while accommodating students with disabilites. To address this challenge, this presentation will review federal legislation, present case law related to accommodating student teachers with disabilities, and provide recommendations for faculty working with student teachers with disabilities.

8:00am – 8:50am E **The Development of a Graduate Program Evaluation in Special Education** — Grand Ballroom C

Primary Presenter: Elizabeth Leader-Janssen

Co-Presenters: Jessica Hagaman, Kristine Swain

This session will focus on the development and implementation of a graduate special education program assessment, the Data-based Decision-Making Project. The assessment process spans two years and includes content validity and interrater reliability analysis. Implications of successful program assessment for a graduate special education program will be discussed.

8:00am – 8:50am E **Unmasking the potential in co-taught classrooms: Ensuring SDI for positive student outcomes** — Toulouse B

Primary Presenter: Donna Ploessl

In this session, we describe the implementation and outcomes from a statewide initiative to implement effective co-teaching. Teachers acquired the knowledge and skills needed to efficiently and effectively co-plan and embed Specially Designed Instruction (SDI) into co-teaching. Student performance data supports High Yield co-teaching where SDI makes a difference.

8:00am – 8:50am T **AN EXAMINATION OF SPECIAL EDUCATION TEACHERS' SELF-EFFICACY BY CERTIFICATION STATUS, CREDENTIAL TYPE, AGE, GENDER, PREVIOUS EXPERIENCE IN SPECIAL EDUCATION, AND YEARS TAUGHT** — Bienville

Primary Presenter: Megan Chaney

This study explored differences and relationships between pre-service and in-service special education teachers' self-efficacy ratings. The differences and relationships were examined across several demographic variables (gender, age, previous experience in special education, and number of years teaching special education). This study used a quantitative non-experimental correlational survey design.

8:00am – 8:50am T **Intentional Reflection of High Leverage Transformative Instructional Practices on Pre-service Teacher Lesson Plan Implementation** — Bienville

Primary Presenter: Lisa Finnegan

Results from a two year study on reflections by special education teacher candidates on specific transformative and high leverage practices planned and delivered throughout instruction. Reflections focused on : (1) providing a coherent, connected learning ; (2) strategies, resources, and technologies ; and (3) safe, respectful, and well-organized learning environments.

8:00am – 8:50am T **Quantity and quality: Using quantitative data to inform self-reflections in special education pre-service teachers.** — Bienville

Primary Presenter: Anna Myers

This study examines how special education preservice teacher reflections change over the course of a semester. Written self-reflections were based on micro-taught lessons using explicit instruction. Results indicate an increase in targeted explicit instruction elements as noted in reflections and quantitative observation data.

8:00am – 11:50am W **SSEPC/Early Childhood SIG - Writing Retreat** — Royal Board Room

Facilitator: Diane Casale-Giannola, Marla Lohmann, Ruby Owiny

Please access this meeting room by taking the elevator (conference section of the hotel) to the 4th floor. You will need an Astor Crowne Plaza key to access this floor. Turn right down the hallway and the room will be halfway down the hall on the left.

9:00am – 9:50am C **Creating Literacy Experiences for All Learners: Guide to Creating Digital, Adapted, and Squishy Books** — Astor III - Table 01

Primary Presenter: Kim Floyd

Co-Presenters: Cathy Galyon

In this make and take session, participants are encouraged to bring their computers to create a digital storybook with interactive elements. Attendees will participate in the creation of an adapted and squishy book to share in their classrooms, teacher preparation instruction or family workshops.

9:00am – 9:50am	C	**Grow Your Own: One University's Plan to Address the Teacher Shortage**	Astor III - Table 03

Primary Presenter: Katie Bennett

One of the most overlooked ways to identify SPED and TESOL teacher candidates is to start with existing personnel employed as para-educators. This project focuses on recruiting and retaining SPED and TESOL teacher candidates already employed and provide initial financial support and mentoring throughout their MAT program.

9:00am – 9:50am	C	**Imagining Innovative Practices and Effective Strategies for Preparing EC/ECSE Pre-Service Candidates**

Primary Presenter: Laura McCorkle
Astor III - Table 06

Co-Presenters: Sara Luke, Pamela McIntyre

Experienced faculty will engage participants in a discussion by sharing strategies for developing and implementing preservice preparation that cultivates future EC/ECSE practitioners who promote positive outcomes for children and families. The question-and-answer format will address planning courses/programs, assessments, learning activities, and embedding resources including the DEC Recommended Practices.

9:00am – 9:50am	C	**Inside the classroom: Educators' enhancing comprehension development for students with an autism spectrum disorder.**

Astor III - Table 10

Primary Presenter: Gina Braun

Instructing students with Autism Spectrum Disorder (ASD) can be challenging due to the students' unique needs. This multi-case study looks at educators' practice in literacy instruction. Direct observations and interviews comprised the data. Findings from this study will help determine strategies and guide future professional development for students with ASD.

9:00am – 9:50am	C	**Preparing Candidates to use Technology to Support Students' Social and Emotional Learning**

Primary Presenter: Catherine Semnoski
Astor III - Table 04

Co-Presenters: Adam Moore

Teacher educators have the responsibility of preparing teacher candidates in classroom management. Teacher candidates are expected to implement proactive behavior supports in their classrooms. Technology has revolutionized the way classrooms behaviors are managed and documented. This conversation session will allow teacher educators to discover and share new ideas.

9:00am – 9:50am	C	**Preparing Teacher Candidates for Conducting an Evidence-Based FBA**	Astor III - Table 05

Primary Presenter: Marla Lohmann

Co-Presenters: Kathleen Boothe

Research has indicated that special educators are often unprepared for writing and conducting a FBA and need increased training and information on how to do so effectively. In this Conversation Session, participants will discuss how they prepare teacher candidates for conducting an evidence-based FBA and creating a high quality BIP.

9:00am – 9:50am	C	**Technologically Supported SRSD and PMI: The Impact of an Intervention Package on the Expository Writing Performance of Students with Autism Spectrum Disorder**

Astor III - Table 02

Primary Presenter: Huda Almumen

Co-Presenters: Sharon Raimondi

This study investigated the impact of a structured intervention package consisting of a technology supported self-regulated strategy development (SRSD) and peer-mediated instruction (PMI) on the expository writing of middle school students with Autism Spectrum Disorders (ASD). Using a single-subject, multiple probe across multiple baseline design, intervention effects were explored.

9:00am – 9:50am	C	**Unmasking the Potential of Field Experience**	Astor III - Table 07

Primary Presenter: Rebecca Smith-Engh

Co-Presenters: Tammy Abernathy, Lindsay Batavia

The purpose of this presentation is to examine the impact (or lack thereof) of short seminars linked to preservice teacher full day field experiences. This project describes four options for conducting weekly focused follow-up seminars and the pros and cons of each model.

9:00am – 9:50am	I	**Documenting Systems: Recording Current Assistive Technology Practices that Support Implementation**

Primary Presenter: Skip Kumm
Astor III - Board 05

The purpose of this presentation is to provide participants with school practices used to support the provision of assistive technology. The content is drawn from research to document student referral and AT team responsibilities. Participants will learn effective procedures for developing AT teams and service delivery models within school settings.

9:00am – 9:50am	I	**edTPA Bootcamp 911: Preparing Students for Success**
		Primary Presenter: James Schwab

9:00am – 9:50am   I   **edTPA Bootcamp 911: Preparing Students for Success**   Astor III - Board 04

Primary Presenter: James Schwab

Co-Presenters: Katherine Green

This poster will highlight key components of an edTPA bootcamp that has been given to our undergraduate students in special education for the past few years. Suggestions for organizing the bootcamp will be provided as well as examples of content to cover. Ideas for students online will also be presented.

9:00am – 9:50am   I   **From Theory to Practice: Translating Early Career Teacher Experiences to Pre-Service Teacher Preparation**   Astor III - Board 03

Primary Presenter: Stephanie Woodley

Co-Presenters: Christina Edmonds-Behrend

To better serve students with exceptionalities, special education teacher programs must know what best prepares teachers. The purpose of this pilot study was to explore how teacher preparation programs use early career special educators' perspectives to prepare new teachers. Findings and implications will be discussed.

9:00am – 9:50am   I   **Google Classroom in Higher Education**   Astor III - Board 09

Primary Presenter: Denee Wehrs

Integration of purposeful technology in the higher education classrooms can be a challenge as digital immigrants display different levels of technological literacy. Therefore teachers in higher education need a learning management system that is easy to learn and implement. The versatility of Google Classroom makes it a convenient option.

9:00am – 9:50am   I   **Preparing Teachers to Use Evidence-Based Practices and a Theoretical Framework for the Selection of Young Adult Literature**   Astor III - Board 01

Primary Presenter: Karen Voytecki

Co-Presenters: Jamin Carson

Teachers need an evidence-based system for selection of young adult literature in their courses in order to maximize understanding of the subject. The presenters share a set of guidelines for teachers to use in the selection of young adult literature so that their students benefit from and comprehend the literature.

9:00am – 9:50am   I   **Preparing Teachers: Thinking Beyond Content to Address Students' Lived Experiences**   Astor III - Board 02

Primary Presenter: Leigh-Ann Brown

Co-Presenters: Kelly Ballard, Lindsey Marcy, Anne Slonaker

This work describes the ways in which a teacher preparation program develops the critical thinking skills of and contributes to pre-service educators' socio-cultural awareness. Four semesters of data expose the benefits that a Social Justice capstone project has on preparing teachers to meet the emotional needs of their students.

9:00am – 9:50am   I   **Service Learning: A Promising Strategy for Attracting Future Special Educators**   Astor III - Board 10

Primary Presenter: Harriet Able

Co-Presenters: Leslie Fanning, Jordan McNeill

Service learning is a promising pedagogical strategy for attracting students to special education. Strategies for using service learning to increase students' understanding of disability and attract students to the special education professions and evaluation results from a service learning course entitled "Autism in the Community" will be highlighted.

9:00am – 9:50am   I   **Student and Teacher Voices Together – Advocating for Change in the Community**   Astor III - Board 07

Primary Presenter: Mary Fisher

Choice in recreation is taken for granted by most Americans. In this interview study the authors identified what post-high students and their teachers reported with respect to the students' existing recreational opportunities as well as what changes they want to ensure better access in the future.

9:00am – 9:50am   I   **Targeting Academic and Social Skills at a Summer Camp for youth with Autism Spectrum Disorders: A focus on reading skills**   Astor III - Board 08

Primary Presenter: Maria Sciuchetti

Co-Presenters: Adrianna Caballero

This study explored the impact of brief tutoring sessions on the reading skills of children with ASD during a 6-wk summer camp. Lesson plans and videos of tutoring sessions were coded to identify components which may have attributed to reading gains. Study methodology, results, and limitations will be presented.

9:00am – 9:50am	I	**Three Pathways for the Preparation of Teachers to Meet the Needs of Students with Autism Spectrum Disorders**	Astor III - Board 06

Primary Presenter: Sylvia Collazo

This session will highlight the implementation of an OSEP grant designed to prepare high-quality teachers to implement evidence-based practices to meet the needs of students with ASD. The unique three pathway design developed to recruit special educators and new professionals to the field is on track to graduate 70 participants.

9:00am – 9:50am	M	**Research Committee Meeting**	Grand Ballroom A

Facilitator: Melinda Leko

9:00am – 9:50am	P	**What do Certified Public School Teachers Know about Dyslexia and Special Education Policy?**	Chartres

Primary Presenter: Sunshine Moss

Teacher misconceptions about dyslexia and special education policy have been implicated in delayed identification and services for children with dyslexia. Findings from a recent survey of teacher knowledge of dyslexia and special education policy will be presented. Implications for teacher preparation and identification of children with dyslexia will be discussed.

9:00am – 9:50am	E	**Academic Coaching Unmasked: The Potential of Peer Tutoring and Video Mentoring in College**	St. Charles Ballroom A

Primary Presenter: Frances Ihle

Co-Presenters: Julienne Slichko

To bolster the executive functioning skills and self-efficacy of college students, this special education teacher preparation program has implemented two new initiatives. Participants will learn about the successes and lessons learned while supporting the development of self-regulation skills and course embedded self-assessment prior to student teaching.

9:00am – 9:50am	E	**Effects of Simulation on Teacher Candidates' Skills for Communicating Assessment Findings with Families**	St. Louis

Primary Presenter: Sara Hooks

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

9:00am – 9:50am	E	**Five Unique Approaches to Activating Advocacy and Influencing Special Education Policy**	Iberville

Primary Presenter: Sarah Nagro

Co-Presenters: Katie Miller, Jaqueline Rodriguez, Janet VanLone, Jane West

Education leaders should be drivers of change, not recipients of outcomes. The purpose of this panel is to share opportunities for engaging in advocacy to increase awareness around special education and influence policy. Panelists will bring unique perspectives offering suggestions for those interested in infusing advocacy into their professional identity.

9:00am – 9:50am	E	**Maximizing Efficiency: Outcomes of a Federally Funded Personnel Preparation Grant**	Bourbon

Primary Presenter: Cori More

This presentation highlights outcomes from an Office of Special Education Programs funded personnel preparation grant. Specifically, the presenters share their experiences of maximizing efficiency in budgeting as they select participants. Moreover the presentation will discuss successes and challenges in implement evidence-based inclusive practices in teacher preparation.

9:00am – 9:50am	E	**Rethinking Solutions for Teacher Shortages in Special Education: Economic Consequences and Disruptive Ideas**	Toulouse B

Primary Presenter: Michael Rosenberg

Co-Presenters: Alexandria Harvey, David Peyton, Paul Sindelar

The amount of money spent annually addressing special education teacher (SET) shortages is enormous and, arguably, has had no discernible impact. We focus on litigation and turnover costs to, and investments in, workforce development and offer alternative "disruptive" ways of allocating resources to address the problem.

9:00am – 9:50am	E	**Special education teacher preparation and High Leverage Practices in Special Education!**	Astor 1

Primary Presenter: Christine DeWildt

This session will explore the process of embedding and aligning the High Leverage Practices in Special Education within preservice special education teacher preparation. Special education teacher preparation programs have the timely and empowering opportunity to introduce, teach, assess and provide enactment experiences for teacher candidates of these practices!

9:00am – 9:50am	E	**Using Lesson Study to Change Teacher Knowledge and Practice: A Narrative Review of the Evidence**

9:00am – 9:50am   E   **Using Lesson Study to Change Teacher Knowledge and Practice: A Narrative Review of the Evidence**
Primary Presenter: Lindsey Chapman   Toulouse A
Co-Presenters: Amber Benedict
This review of the literature examined structures of lesson study (LS). Two distinct approaches emerged: 1) a teacher-led, or grass roots approach, where teachers design content and goals, and 2) a top-down approach, which involves facilitation from outside experts. These approaches differ in conceptualization and ability to promote teacher learning.

9:00am – 9:50am   E   **Using the Fitzgerald Color-Coding Format to Teach Students with Complex Communication Needs**   Bienville
Primary Presenter: Colleen Robertson
This single-case research, alternating treatments design study examined the comparative effects of print vs. digital technology instruction on participants' accuracy of answering WH (who, what, where) comprehension questions and the percentage of participants' on-task behavior during instructional sessions with four high school aged students with low incidence disabilities and autism.

9:00am – 9:50am   E   **Virtual Reality Classroom Practice: Examining Outcomes and Opinions of Across Preservice Teachers' Experiences**   Burgundy
Primary Presenter: Jonte Taylor
Co-Presenters: Divya Deshpande, Andrew Markelz, Kate McKinnon, Mary Catherine Scheeler
Teacher preparation programs are tasked with preparing highly effective teachers who will "hit the ground running" as they begin their teaching careers. As such, teacher training programs need to promote mastery and generalization of teaching techniques. Virtual classrooms may provide opportunities for preservice teachers to develop their K-12 classroom skills.

9:00am – 9:50am   E   **What is so "Special" about Studying Special Education Abroad in South Africa?**   St. Ann
Primary Presenter: Jamia Thomas-Richmond
Co-Presenters: Tiffany Hollis
Research suggests study abroad experiences may foster growth along cognitive, intrapersonal, and interpersonal domains of student development. Consequently, incorporating service learning and experiences abroad into the curriculum can facilitate students' holistic development and optimize preparation as global citizens. This presentation describes perceptions of students and lessons learned from studying abroad.

9:00am – 9:50am   E   **What's the Point? Comparing Student Performance and Motivation Between Traditionally- and Alternatively-Graded Classes**   Conti
Primary Presenter: Lumi Hartle
Co-Presenters: Kira Hamann, Jay Percell
Researchers explored the influence of different grading systems upon undergraduate students' motivation and perception of learning. An experimental design was implemented to compare ECE and ECSE students' perceptions of being graded in a traditional points-based grading system versus being graded in an alternative, non-points-based system.

9:00am – 9:50am   O   **CEC Standards Workgroup: Feedback Session 2**   Astor 2
Facilitator: Dee Berlinghoff, Virginia McLaughlin

10:00am – 10:50am   P   **Educator-Created Technology Materials as Powerful Instructional Tools for Content Delivery: 7Cs Strategy to Guide Special Educators to Creating Technology Materials Using Portable Smart Devices (PSDs)**   Burgundy
Primary Presenter: Minkowan Goo
Co-Presenters: Calisha Chatter-Fitzhugh
We will present on how special educators create instructional technology materials (ITMs) using PSDs (e.g., iPads) to teach their students with developmental disabilities. For this, we will introduce the 7Cs strategy to guide special educators and demonstrate how to create a simple ITMs using the strategy.

10:00am – 10:50am   P   **Evaluating Preservice Teachers' Knowledge of High Leverage Practices in Special Education**   Toulouse B
Primary Presenter: Cindy Clemson
Co-Presenters: Sarah Merimee
As faculty within a special education educator preparation program, we view the 22 High Leverage Practices identified by CEC as foundational skills we must guarantee that our teacher candidates can demonstrate. To best serve our students, we initiated a review of our program and our effectiveness in teaching the HLPs.

10:00am – 10:50am	P	**Ongoing Evaluation of Teacher Candidates Using Internal Reviews of Grades and Dispositions**	Toulouse B

Primary Presenter: Elizabeth Potts

Co-Presenters: Susan Bashinski

This presentation will discuss a process for identifying concerns about the future success of teacher education candidates. This allows the teacher preparation faculty to 1) intervene to help students succeed, or 2) guide students out of the program, and decreases the need to pull students out of senior year placements.

10:00am – 10:50am P **Using Books about Disability in the Classroom: An Initial Investigation of the Ideas of Pre-Service Teachers**

Burgundy

Primary Presenter: Nicole Hansen

Co-Presenters: Sarah Wong

Many prospective teachers hesitate to discuss disability because they are unsure of what to say and fear offending students with disabilities. To bridge this gap, presenters will describe a qualitative study that explores and analyzes strategies generated by prospective teachers for using fiction about individuals with disabilities in K-12 classrooms.

10:00am – 10:50am P **Using Storyboards to Create Flexible Writers**

Burgundy

Primary Presenter: Nancy Vitalone-Raccaro

Storyboarding, or picture writing, is the origin of all written languages, used by ancient cultures before text evolved and can serve as a natural bridge to writing text. Learn to use a technique that combines children's love of drawing and storytelling in order to help your students create irresistible content.

10:00am – 10:50am E **"I love it when a plan comes together": Leveraging program review to improve teaching for all students.**

Primary Presenter: Meg Kamman

Astor 2

Co-Presenters: Debra Burson, Erica McCray, Tim Watkins

To create statewide systems change in teacher and leader preparation, it is critical to collaborate across multiple stakeholders. In this presentation, we discuss how faculty and state department personnel collaborate to influence state policy and processes to ensure educators are meeting the multi-faceted needs of diverse learners.

10:00am – 10:50am E **Assessing Pre-service Teachers' Content Knowledge of Writing**

St. Charles Ballroom A

Primary Presenter: John Romig

Co-Presenters: Randa Keeley

A growing body of research and theory emphasizes the role of teachers' content knowledge in effective teaching. Content knowledge for writing has an added importance for teachers as writing grows in prevalence in teacher certification processes (e.g., EdTPA). This study explores pre-service teachers' content knowledge for writing.

10:00am – 10:50am E **Benefits of Preservice Special Educators and a Learning Clinic**

Astor 1

Primary Presenter: Donna Wadsworth

Co-Presenters: Maria Ruiz

The evolution and success of a Learning Clinic/tutoring program established as a required component of a special education teacher preparation program will be described and data shared. The benefits and challenges of the clinic experience are presented from the perspectives of the participating preservice teachers, families, and supervising faculty.

10:00am – 10:50am E **Implementing a Universally Designed Lesson in a Pre-Service Teacher Field Placement**

Chartres

Primary Presenter: Ruby Owiny

Co-Presenters: Kathy Boothe

Education law holds schools to high standards when educating students with disabilities, thus teachers need to be prepared for high quality instruction. Pre-service teacher candidates were taught to write lesson plans using the principles of UDL for their field placement. This study evaluated effectiveness of implementing the planned lesson.

10:00am – 10:50am E **Inclusive practices in the secondary-level social studies classroom: Case study on how prepared preservice teachers are for the 21st Century classroom.**

Bourbon

Primary Presenter: Kari Muente

The 21st-century social studies classroom is becoming more academically and culturally diverse. In this case study, three secondary-level preservice social studies teacher share their lived student teaching and first-year experiences on how they prepared to engaged all their students, both with and without disabilities, in their inclusive classrooms.

10:00am – 10:50am	E	**Meeting the Special Education Teacher Shortage for LEAs through a Collaborative Online Licensure Program**

Bienville

Primary Presenter: Luann Davis

With a goal to increase highly-effective K-12 special education professionals from underrepresented groups with commitment to diversity as an instructional tool, Memphis Shaping and Transforming Educators Program (M-STEP) seeks to address local needs by offering pedagogical training, mentoring, and professional development to increase the number of licensed special education teachers.

10:00am – 10:50am   E   **Mindfulness for Teachers**

Iberville

Primary Presenter: Roberta Gentry

The physical, psychological, and social benefits of practicing mindfulness are well documented. In fact, Zakrzewski (2013) suggests teachers with a personal mindfulness practice experience less stress and their students show improvements in classroom performance. Cme learn about mindfulness, hear a summary of the research, and receive free resources.

10:00am – 10:50am   E   **Pre-service Teachers' Use of Evidence-Based Instructional Practices: Are They Practicing What We Teach?**

Primary Presenter: Todd Whitney

St. Louis

Co-Presenters: Amy Lingo

Educator Preparation Programs train pre-service teachers to use evidence-based instructional practices; however, the question remains whether or not pre-service teachers are incorporating these practices in their classroom instruction. This session presents a pilot study examining the instructional practices of pre-service teachers during formally observed lessons.

10:00am – 10:50am   E   **Teach Emotional Regulation and Improve Student Behavior and Learning**

Conti

Primary Presenter: Lori Jackson

Co-Presenters: Steve Peck

Emotional Regulation (ER) is not a criterion in DSM-V for a diagnosis of Autism, ADHD, or Behavioral Disorders. However, research shows that ER is the critical component. To change behavior, we must teach strategies to develop ER. This session offers a proven method for teaching emotional regulation in the classroom.

10:00am – 10:50am   E   **The Similarities Between Personality Profile and Career Choice for Special Education Teachers**

Primary Presenter: Ira Padhye

St. Charles Ballroom B

Co-Presenters: Katherine Brendli, Lauren Bruno, LaRon Scott

Researchers surveyed pre- and in-service special educators to identify their personality-career profile using the Holland Code. They sought to see if individuals' profiles could anticipate the longevity of their special education career. We identified the personality and career match of participants, Predictions were made about who would leave and remain.

10:00am – 10:50am   E   **Using video analysis to support pre-service teachers' use of positive classroom management practices**

Primary Presenter: Janet VanLone

St. Ann

Co-Presenters: Sarah Wilkinson

This presentation will provide an overview of effective practices for preparing pre-service teachers to implement positive classroom management strategies in inclusive and special education classrooms. Additionally, the results of an experimental study using video analysis with scaffolded, guided feedback to improve pre-service teachers' classroom management practices will be shared.

10:00am – 10:50am   E   **Validation and Pilot of Video Models to Enhance Rural East Texas Algebra Teachers' Knowledge and Use of Evidence-based Strategies**

Grand Ballroom C

Primary Presenter: Brittany Hott

This session shares results and resources from a study evaluating the efficacy of video models to support teacher knowledge of evidence-based algebra strategies. Results from a mixed methods study including 66 rural East Texas teachers suggest that the use of video models supports teacher knowledge, use, and comfort with EBPs.

10:00am – 10:50am   E   **Where There's a Will(ing partnership) There's a Way: Co-creating Practice-Based Learning Opportunities**

Primary Presenter: Joan Nicoll-Senft

Grand Ballroom A

This presentation details the evolution of a practice-based tutoring assignment developed in partnership with an urban district. Details of planning sessions, including a reflective protocol process and strategies to develop scalable practice-based learning opportunities will be shared. Details of the developed assignment and learning outcomes for students will be presented.

10:00am – 11:50am	V	**Research Committee Invited Session: Roundtable Session**	Astor 3

Primary Presenter: Melinda Leko

This session is intended for early career faculty and advanced doctoral students interested in broadening their knowledge on research in the area of special education teacher education. Participants submit a research proposal and then receive mentoring from nationally-recognized special education faculty in small group settings.

11:00am – 11:50am	U	**Integrating UDL Principles and Instructional Design**	St. Louis

Primary Presenter: Ed Teall

Co-Presenters: Dee Berlinghoff

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

11:00am – 11:50am	U	**Invited Session: Preparing ADA Compliant Handouts and Materials for Classes**	St. Louis

Primary Presenter: Cathy Flores

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

11:00am – 11:50am	E	**A Whole New World: Measuring Teacher Candidate Dispositions through Cultural Immersion and Service Learning**	St. Charles Ballroom B

Primary Presenter: Rachel Dunbar

Co-Presenters: Kimberly Griffith, Erica King, Jodie Winship

During this interactive workshop, participants will engage in an abbreviated version of the Grain and Water Challenge to "survive" with limited resources in a simulated 3rd world environment. They will learn how exposing teacher candidates to different cultural environments may impact future educators' dispositions and thoughts toward poverty.

11:00am – 11:50am	E	**Addressing the dilemma with no drama: Utilizing ethical decision-making frameworks in practice**	St. Charles Ballroom A

Primary Presenter: Dawn Decker

Co-Presenters: Brandis Ansley

This single paper session will share the results of a systematic literature review examining ethical decision-making frameworks proposed in the literature. Furthermore, this session will review these frameworks and demonstrate how they can be used to support pre-service special educators in anticipating situations when ethical dilemmas occur.

11:00am – 11:50am	E	**An intersectional analysis of disproportionality of dual language learners in special education in Virginia: A mixed-methods study**	Iberville

Primary Presenter: Melissa Cuba

Our public K-12 educational system privileges White English-dominant students. This impacts DLLs who have multidimensional identities where race/ethnicity, language, gender, and socioeconomic status intersect and interact with axes of power and exclusion (McCall, 2005). This study examines how sociodemographic factors mediate disproportionality and how education stakeholder understand and implement policies.

11:00am – 11:50am	E	**Are Paraprofessionals Replacing Special Education Teachers?**	Toulouse B

Primary Presenter: Paul Sindelar

Co-Presenters: Tiffany Fisher

We used a rich panel data set to determine if paraprofessionals were hired to offset the decline in special education teacher (SET) employment, of if changes in paraprofessional employment were related to changes in the composition of students with disabilities, their educational placements, or state level factors.

11:00am – 11:50am	E	**Culturally Responsive Behavioral Supports to Decrease Suspension Rates of CLD Students**	Astor 1

Primary Presenter: Pricella Brown-Morris

Co-Presenters: Monique Matute-Chavarria

This session will discuss strategies to support the social-emotional development of children from ethnically diverse backgrounds who are suspended and expelled at high rates. Practitioners will learn strategies in supporting their well-being and implementing culturally relevant pedagogy to meet their needs.

11:00am – 11:50am	E	**Developing the Attitude of Teaching All Students in Teacher Education Year 5**	Chartres

Primary Presenter: Dennis Cavitt

The attitudes a teacher has toward a struggling student inform what interventions the teacher is willing to try with the diverse needs of students. This Presentation reviews 5th year of results including the scope and sequence of course activities intended to help the teacher candidate develop inclusive attitudes and practice.

| 11:00am – 11:50am | E | **Grow Your Own Programs – The impact on teacher preparation programs** | Grand Ballroom C |

Primary Presenter: Kathy Randolph

Co-Presenters: Wilhelmina van Dijk, Brittany Hott

Grow Your Own Teacher Programs are rapidly growing across the country. They are becoming popular in urban and rural areas that have more students with learning disabilities and students of color. We will explore the impact on teacher preparation programs in this synthesis of the literature.

| 11:00am – 11:50am | E | **Key Elements of Advising Online Learners** | St. Ann |

Primary Presenter: Laura Bray

Co-Presenters: Katie Hoffman, Kate McKinnon, Kelly O'Neal-Hixson

As more colleges offer fully online programs, there is an increasing need to identify best practices for advising online learners. During this session, we will present a framework for attending to the unique needs of online students. Recommendations for implementing best practices to improve online advising will be provided.

| 11:00am – 11:50am | E | **Learning from the Past: Lessons for Today from the History of Special Education Teacher Preparation** | Bienville |

Primary Presenter: Emily Evanstein

Co-Presenters: Amber Moran

This session reviews the historical path of special education teacher preparation (SETP) as a lens to illuminate issues in the field that we see today. It integrates historical perspectives in order to improve understanding and conceive of future plans that avoid pitfalls and consider lessons learned from the past.

| 11:00am – 11:50am | E | **Preparing pre-service personnel to design function-based behavioral supports: A pilot study and lessons learned** | Burgundy |

Primary Presenter: Brian Cavanaugh

Co-Presenters: Kevin Good

This presentation provides participants with research-based approaches for preparing pre-service educators to design behavioral supports. Effective approaches for preparing educators to develop behavioral supports are discussed. The results of a research study examining pre-service teachers' development of behavioral supports will be shared. Implications for research and educator preparation are discussed.

| 11:00am – 11:50am | E | **Preparing Preservice Teachers to be Successful in High-Poverty/High-Minority Schools; A University-School Partnership** | Bourbon |

Primary Presenter: Laura Desportes

Co-Presenters: Meredith Browder, Colette Holland

Describes a practicum in a high-needs school where special education teacher candidates deliver individualized assessment and literacy instruction to children at risk of reading failure under the supervision of their university course instructor who provides year-round support within the school's classrooms. Includes benefits to students, teacher candidates, and in-service teachers.

| 11:00am – 11:50am | E | **Revisiting a "Sense of Success": Attending to Novice Teachers' Emotional Responses to the Daily Tasks of Teaching** | Toulouse A |

Primary Presenter: Hannah Morris-Mathews

Presently, the field lacks a solid understanding of how novices respond to the various dimensions of teaching. Drawing on data across general and special education, this paper explores early career teachers' emotional responses to the various aspects of their work and the association with their intent to continue teaching.

| 11:00am – 11:50am | E | **Stepping into Interdisciplinary Learning with Dramatic Inquiry: Promoting Improved Student Outcomes** | Conti |

Primary Presenter: Katie Farrand

Co-Presenters: Karen Koehler

Learn how dramatic inquiry was used to promote interdisciplinary learning during a braille/science camp with students with visual impairments. Creating interdisciplinary experiences which include dramatic inquiry has the potential to support students' science and literacy development, while also contributing to the literature on the use of inclusive teaching practices.

| 11:00am – 11:50am | E | **Unmasking Student Potential: Finding the Right Fit with UDL** | Grand Ballroom A |

Primary Presenter: Caitlyn Bukaty

Finding strategies to keep a classroom running smoothly doesn't have to be a mystery. In this fast-paced presentation, participants will explore a collection of strategies teachers can add to their toolboxes. By implementing student-driven UDL principles, all teachers can support student success with purposeful classroom management and organizational strategies.

| 12:00pm – 1:50pm | M | **Conference Advisory Committee** | St. Ann |