

# 2018 OSEP Project Directors' Conference Poster Agenda

Monday, July 23, 1:30–2:30 p.m. ET,  
Salons 3 through 6  
Sky View Room: Scholar Poster Presentations

## Salons 3 through 6

### Supporting Secondary Special Education Teachers: Three-Year Evaluation

Table 1

**Presenters:** Kamal Hamdan, California State University, Dominguez Hills; Kate Esposito, California State University, Dominguez Hills

*Description:* This poster session will (a) provide an overview of the Secondary Special Education Teacher Interventionist program, the Lab School, and the Teacher Support Institute (TSI) innovations; (b) analyze candidates' perceptions of the effectiveness of their preparation; and (c) summarize successes and opportunities for growth following three years of implementation.

### Outcomes of TEACHLAB's First Cohort: Individual and Community Impact

Table 2

**Presenter:** Liana Gonzalez, Florida International University

*Description:* This session will present the outcomes of Project TEACHLAB's first student cohort, with an emphasis on evaluating the ongoing research-to-practice collaboration created, where university professors worked alongside school district staff, teachers, and parents on the training, proliferation, and evaluation of specialized and intensive systems of support for students with disabilities in urban settings. Specific evaluation methods will be outlined, with an emphasis on the processes implemented and their specific impact on the individual students, as well as the community.

### Future Quest Island: College and Career Readiness Adventure

Table 3

**Presenter:** Debra Hart, Institute for Community Inclusion at University of Massachusetts Boston

*Description:* In this poster session, presenters will demonstrate animation and gaming strategies on Future Quest Island that address national college and career readiness goals and objectives; promote self-discovery, self-advocacy, self-exploration, and 21st-century technology skills for all middle school students; illustrate online transition portfolios; and highlight the "Teaching Toolkit for middle school educators."

### **Ask the Experts: Navigating the Personnel Development Program Data Collection System (PDPDCS)**

**Table 4**

**Presenter:** Aaron Petrillo, AnLar

**Description:** Project directors from over 360 personnel development program grants have access to the PDPDCS for submitting data. Technical data specialists will offer real-time access to the PDPDCS website to provide customized solutions to PDPDCS user questions. Site navigation will be demonstrated for better utilization of web-based resources.

### **Tools to Help States Build Their Special Education Fiscal Foundation**

**Table 5**

**Presenters:** Dave Phillips, Center for IDEA Fiscal Reporting at WestEd; Cecelia Dodge, Center for IDEA Fiscal Reporting at WestEd; Jenifer Harr-Robins, Center for IDEA Fiscal Reporting at WestEd

**Description:** By supporting the collection and reporting of high-quality special education fiscal data, the Center for IDEA Fiscal Reporting (CIFR) provides State educational agencies (SEAs) with a necessary foundation for systemic program improvement efforts. This poster session will showcase CIFR's Local Educational Agency Maintenance of Effort Organizer (LEA MOE Organizer) and provide information on other tools States and technical assistance (TA) centers may use to assist in collecting and reporting high-quality IDEA fiscal data. Attendees will learn about how to access CIFR tools, how they are used in the provision of TA, and how States use CIFR tools to meet IDEA fiscal requirements.

### **Considering a State's Opioid Challenges Through the State Systemic Improvement Plan (SSIP), Multi-tiered System of Supports (MTSS), Positive Behavioral Interventions and Supports (PBIS), and Implementation Science**

**Table 6**

**Presenters:** Marion Crayton, Office of Special Education and Rehabilitative Services (OSERS), Office of Special Education Programs (OSEP); Lucille Sleger, OSERS, OSEP; Tonya Rutkowski, Vermont Agency of Education

**Description:** Vermont has developed its SSIP to support students with disabilities who are or may be impacted by opioid use. OSEP asked States in 2014 to develop SSIPs around a State-identified measurable result (SIMR). Considering the opioid crisis in Vermont and the need to improve math outcomes for students with disabilities, the State selected the following as its SIMR: To improve proficiency of math performance for students identified as having an emotional disturbance in grades 3, 4, and 5.

### **Preparing Doctoral Leaders and Preservice Teachers: Shared Experiences**

**Table 7**

**Presenter:** Stacy Dymond, University of Illinois at Urbana-Champaign

**Description:** This poster will describe how scholars from two OSEP-funded programs (doctoral leadership and low-incidence teacher preparation) engaged in shared experiences that enhanced the learning of scholars from both programs about educating students with severe disabilities.

### **The Promise and the Perils of Interdisciplinary Preparation**

**Table 8**

**Presenters:** Phyllis Robertson, Texas A&M University-Corpus Christi; Karen McCaleb, Texas A&M University-Corpus Christi

*Description:* This poster will describe an interdisciplinary model designed to prepare graduate students in special education alongside those with whom they routinely collaborate (e.g., general educators, counselors, administrators) to provide services for students with the most extensive and pervasive support needs. Needs assessment data gathered to facilitate model development, program implementation efforts, and project evaluation activities and results will be shared.

### **Interdisciplinary Support for High-Intensity Needs in Education (iSHINE)**

**Table 9**

**Presenter:** Emily Lakey, Appalachian State University

*Description:* iSHINE is a personnel preparation project designed to prepare preservice special educators, speech-language pathologists (SLPs), and reading specialists to serve children with “high-intensity” needs. This session will describe the key components of iSHINE and highlight interdisciplinary academic and field experiences related to evidence-based approaches to focused instruction and intensive individualized interventions in inclusive settings.

### **Capitalizing on a Practicum Experience to Enhance Transition Services**

**Table 10**

**Presenter:** Maria Paiewonsky, Institute for Community Inclusion, University of Massachusetts Boston

*Description:* Transition specialist scholars in a transition leadership program who are preparing for a State endorsement are required to complete a field-based practicum. The practicum requires that they further establish an interagency transition team that they have been developing through coursework, and implement at least one team goal with members. The practicum also requires that they provide professional development (PD) using 21st-century PD strategies, including relevant, job-embedded, and collaborative consultation.

### **SPECCK: Core Content Expertise in the Area of Moderate to Severe Intellectual Disability (MSD)**

**Table 11**

**Presenter:** Ginevra Courtade, University of Louisville

*Description:* Recent shifts in expectations for students with MSD have resulted in an increased emphasis on the instruction of academic content to this unique population. This presentation will describe an OSEP-funded undergraduate program designed to prepare teachers with expertise to help students succeed in content areas.

### **Features and Outcomes of Field-Based Personnel Preparation in Early Intervention (EI)/Early Childhood Special Education (ECSE)**

**Table 12**

**Presenter:** Adam Kennedy, Loyola University Chicago

**Description:** This poster shares some of the features and outcomes of a four-year, field-based, urban teacher education program leading to licensure and credentialing in EI and ECSE. Facets of the scholar experience and of community partnership features will be shared, as well as outcomes of the program for scholars, partners, and faculty.

**Culturally Responsive Faculty Addressing Culturally and Linguistically Diverse Exceptional (CLDE)/English Learners' (ELs') Needs**

**Table 13**

**Presenter:** Patricia Peterson, Northern Arizona University

**Description:** This session describes a doctoral program that prepares faculty competent in CLDE education. Components include rural distance/on-site doctoral program strategies, cultural/linguistic diversity and EL content, technology utilization, research-to-practice integration, national conference presentations, research studies with ELs and diverse populations with disabilities, and doctoral students' challenges and solutions.

**Preparing Culturally and Linguistically Responsive Speech-Language Pathologists (SLPs)**

**Table 14**

**Presenter:** Kate Helms Tillery, Arizona State University

**Description:** This poster presentation describes a specialized training program that prepares SLPs to work with children from diverse linguistic and cultural backgrounds. The presenters will outline methods used to provide education and training in evidence-based practices for multilingual, multicultural settings. Presenters will also explain the approaches used to determine program outcomes, including graduates' perspectives on their preparedness and children's progress in their communication skills.

**Profiles of Long-Term English Learners (LTELs) with Learning Disabilities**

**Table 15**

**Presenter:** Laura Rhinehart, CSULA Cal State Los Angeles/University of California, Los Angeles (UCLA)

**Description:** This presentation will share the demographic characteristics and English language development (ELD) profiles of 848 LTELs, including students in special education. Discussion will focus on associations between these students' characteristics and ELD subtest performance. Based on the findings from this study, several implications related to practice and policy, will be presented.

**Preparing Leaders to Engage in Dialogue With Diverse Stakeholders**

**Table 16**

**Presenters:** Hedda Meadan, University of Illinois at Urbana-Champaign; Meghan Burke, University of Illinois at Urbana-Champaign; Amy Santos, University of Illinois at Urbana-Champaign

**Description:** This poster session will share information about Project Family IMPACT, a personnel preparation program designed to prepare leaders for working with diverse families of

children with disabilities. The session specifically addresses the seminars that teach the prospective leaders about collaboration with different stakeholders across a variety of content areas. It will also describe how the project prepares future leaders to conduct transdisciplinary research.

**Interprofessional Personnel Preparation: Evaluating the Effectiveness** Table 17

**Presenter: Jennifer Kilgo**, University of Alabama at Birmingham

**Description:** The purpose of this session is to engage participants in dialogue about research needs in EI/ECSE personnel preparation to advance knowledge and practices. The presenter will share the research design of an inter-professional education program developed to provide inter-professional personnel preparation. Issues and challenges will be raised regarding how to evaluate the effectiveness of interdisciplinary education and how to advance research and knowledge in personnel preparation.

**Teaming for Transition: Promoting Transition in Rural Contexts** Table 18

**Presenters: Suzanne Kucharczyk**, University of Arkansas; **Peggy Schaefer Whitby**, University of Arkansas

**Description:** Preparing professionals from across disciplines to engage in interdisciplinary, evidence-based transition is critical to addressing the outcomes of youth with high-need disabilities. For future professionals working in rural communities, it is especially critical to require interdisciplinary graduate programs to recognize the opportunities and challenges of these contexts. This presentation describes Teaming for Transition, a personnel preparation program designed to promote collaboration among six disciplines to prepare highly qualified professionals to work in rural communities.

**Creating Pathways to Leadership for Administrators of Special Education: A Tale of Three Projects** Table 19

**Presenters: Mary Lynn Boscardin**, University of Massachusetts Amherst; **Tom Bellamy**, University of Washington Bothell; **Katharine Shepherd**, University of Vermont

**Description:** This session will highlight routes to leadership positions in special education administration based on three OSEP Leadership Preparation Projects. The presentation will highlight project goals, data trends, and outcomes in light of the changing educational policy climate for each project. The session will conclude with a discussion of future challenges and directions associated with preparing leaders of special education administration.

**Quality Assessments in Early Intervention Programs: Using the Battelle Developmental Inventory, Second Edition (BDI-2)** Table 20

**Presenter: Angi Stone-MacDonald**, University of Massachusetts Boston

**Description:** This session will present research on administering the BDI-2 through the framework of family-centered practices. Results indicate that administration accuracy ranged widely; however, assessors frequently employed family-centered practices to obtain information.

While these practices were mostly positive, one theme revealed that parental information was not always incorporated into the testing session as necessary for accurate scoring. Recommendations for preservice programs, ongoing professional development, and coaching directors will be made.

### **Quality Indicators for Classrooms Serving Students With Autism Spectrum Disorder (ASD)**

**Table 21**

**Presenters:** Cynthia Pearl, University of Central Florida (UCF); Eleazar Vasquez, UCF; Rebecca Hopkins, UCF

**Description:** Project ASD at UCF has supported the development and implementation of a classroom observation instrument for measuring the presence of quality indicators for special education classrooms serving students with ASD. The presenters will discuss and share data on the content and construct validation processes, current and anticipated uses of the tool, and next steps.

### **Sharing the Role of Improver for Young Children on the Autism Spectrum**

**Table 22**

**Presenters:** Sheri Stronach, University of Minnesota Twin Cities; Loraine Jensen, Minnesota Department of Education; Tom Delaney, Minnesota Department of Education

**Description:** Goal #2 of the Minnesota State Personnel Development Grant (SPDG) centers on improving outcomes for young children with disabilities, with a key focus on engaging and empowering families. The collaboration of researchers, State personnel, and early intervention providers combines principles of evidence-based practice with practice-based evidence to navigate the unique challenges of working with diverse families as partners in their children's development.

### **Assessing Tier 1 Inclusive Practices to Support Lesbian, Gay, Bisexual, Transgender, and Queer (LGBTQ) Primary Students**

**Table 23**

**Presenters:** Dave Edwards, University of Minnesota Twin Cities; Jennifer McComas, University of Minnesota Twin Cities

**Description:** Tiered prevention frameworks are increasingly used by schools to address discrepancies in the academic and behavioral outcomes of marginalized populations of students. This session will discuss exploratory approaches to measuring the impact of training school staff to support LGBTQ students through tier 1 practices. Novel data collection methods to record the frequency of inclusive staff behaviors and adapted implementation measures of program fidelity will be discussed, and feedback will be solicited from attendees regarding evaluation of an upcoming study.

### **Developing High-Quality Project Performance Measures: A New Resource**

**Table 24**

**Presenters:** Jill Lammert, Westat; Victoria Schaefer, Westat; Shauna Harps, Westat

**Description:** This poster session will present a new tool created by the Center to Improve Program and Project Performance (CIPP) that offers a thorough, yet simple, approach to identifying and creating high-quality project performance measures. The tool guides users through the process, with the goal of helping them demonstrate credible evidence of project progress and results.

**Navigating Implementation Barriers: Lessons Learned From the National Center on Intensive Intervention (NCII)**

**Table 25**

**Presenters:** Nick Croninger, American Institutes for Research (AIR); Matt Weingarten, AIR

**Description:** This presentation details lessons learned from the work of NCII’s technical assistance in school districts in four States from 2011 through 2016. Successes, challenges, and key findings from the center’s implementation efforts will be addressed. Implications for school and district administrators who are implementing tiered interventions and other initiatives will also be highlighted.

**What to Do When Interventions Aren’t Working? Intensify!**

**Table 26**

**Presenters:** Matt Weingarten, AIR; Nick Croninger, AIR

**Description:** When a student doesn’t respond to a tier 2 intervention, educators often struggle to know what to do next. This presentation introduces educators to the Taxonomy of Intervention Intensity and describes how to use the taxonomy to adapt interventions using evidence-based strategies that address a student’s individual needs.

**Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center 2.0: Technical Assistance (TA) to Support Teaching and Leading for Each Student**

**Table 27**

**Presenters:** Meg Kamman, CEEDAR Center; Erica McCray, CEEDAR Center; Lindsey Hayes, CEEDAR Center

**Description:** Presenters will review services provided to States and universities in CEEDAR 1.0 and share how the lessons learned inform the TA provided in CEEDAR 2.0. A description of updated TA products and services will be featured.

**“Look Fors”: Data to Guide Systems Coaching of Teams and Individuals**

**Table 28**

**Presenters:** Dale Cusumano, National Implementation Research Network (NIRN); Caryn Ward, NIRN

**Description:** High-quality coaching is repeatedly noted as a mechanism to facilitate full and effective use of skills and practices that support systems change. Coaching driven by data is a pivotal piece in facilitating this change. This session shares “Look Fors”—tools that collect data about observable indicators of complex processes to support infrastructure development and provide data for systems coaching.

**Everything Is Coming Up IRIS: New Resources, Products, and More** **Table 29**

**Presenters:** **Kim Skow**, IRIS Center; **Amy Harris**, IRIS Center; **Sarah Allen**, OSEP

*Description:* Check out the latest free, online resources from the OSEP-funded IRIS Center. The IRIS Center creates materials for use by college faculty who teach preservice school personnel or for use in professional development. These materials about evidence-based instructional and behavior practices are designed to help improve the education outcomes of all students—especially struggling learners and those with disabilities.

**Collaborating to Build a Better Board Certified Behavior Analyst (BCBA)** **Table 30**

**Presenters:** **Shanon Taylor**, University of Nevada, Reno; **Brigid Fronapfel**, University of Nevada, Reno

*Description:* Certified Behavior Analysts in Nevada Schools (CBANS) is a collaborative personnel preparation program designed to develop "teacher/behavior analysts." This presentation will share the ongoing successes of three cohorts consisting of 21 scholars, and will discuss some of the challenges in developing and maintaining an interdisciplinary personnel preparation program.

**Using the Prevent–Teach–Reinforce (PTR) Model Within Tier 3 Positive Behavioral Interventions and Supports (PBIS)** **Table 31**

**Presenters:** **Kwang-Sun Blair**, University of South Florida (USF); **Kimberly Crosland**, USF; **Andrew Samaha**, USF

*Description:* This presentation will introduce the process and outcomes of using the PTR model in designing and implementing tier 3 PBIS for students with severe problem behavior. The implications for practice in using the PTR model in providing school-based consultation will be discussed.

**Using the Behavior Analytic Approach to School-Based Consultation** **Table 32**

**Presenters:** **Kwang-Sun Blair**, USF; **Kimberly Crosland**, USF; **Andrew Samaha**, USF

*Description:* This session will present student outcomes of using the behavior analytic approach to school-based consultation provided by preservice behavior analysts. Steps for applying behavior analytic consultation in supporting classroom teachers for children with disabilities and behavioral challenges will be discussed.

**Student Ownership, Accountability, and Responsibility for Safety (SOARS)** **Table 33**

**Presenters:** **Christopher Murray**, University of Oregon; **Claudia Vincent**, University of Oregon; **Dorothy Espelage**, University of Florida

*Description:* SOARS is a school-based violence prevention project that focuses on promoting student ownership of and responsibility for creating safe and engaging school environments

through a multi-component, student-centered school safety framework. Key elements of the framework include the use of restorative practices and a web-based app used by students to communicate school safety issues to teachers and administrators.

### **Impact of Aligning Academic, Behavior, and Mental Wellness Drivers** **Table 34**

**Presenters:** Steve Tonelson, Virginia Tiered Systems of Supports (VTSS) and Old Dominion University (ODU); Corinne Wilson, VTSS and ODU; Amanda Working, VTSS and ODU

*Description:* Developing, sustaining, and scaling up a MTSS framework integrating RTI, PBIS, and mental-wellness initiatives into the VTSS is discussed. Meaningful district and school progress data—including trends in standardized testing results and behavioral outcomes, changes in school accreditation, and progress toward implementation fidelity—will be shared.

### **Improving Classroom Performance and Health Outcomes** **Table 35**

**Presenters:** Rebecca Lytle, Chico State University; Josephine Blagrove, Chico State University

*Description:* Improving academic performance for all learners is a common goal across disciplines. This poster will describe how physical activity and exercise (an evidence-based practice) can help learners with and without disabilities in the classroom.

### **Incorporating Visuals and Peers to Support Secondary Students with ASD** **Table 36**

**Presenter:** Michael Mahoney, University of Washington

*Description:* This presentation will introduce educators and practitioners to peer-mediated instruction and intervention (PMI) structures. It will also discuss how to incorporate visual supports and additional instructional strategies within PMI structures to support the academic achievement of secondary students with ASD in secondary general education classrooms.

### **Project HEART: Heightened Excellence in Autism Research and Training** **Table 37**

**Presenters:** Wendy Machalicek, University of Oregon (UO); Kent McIntosh, UO; Laura Lee McIntyre, UO

*Description:* This poster presents information on the process and outcomes of applied research rotations in school and community settings for leadership grant Ph.D. scholars on OSEP-funded Project HEART.

### **Changing Mosaic: Recruitment and Preparation of Diverse Educators** **Table 38**

**Presenters:** L. Lynn Stansberry Brusnahan, University of St. Thomas; Deeqaifrah A. Hussein, University of St. Thomas; Kellie Krick Oborn, University of St. Thomas

*Description:* This session highlights an OSEP Personnel Preparation project titled “Preparing Special Educators to Serve and Succeed in Diverse Communities.” This session highlights

targeted university recruitment, selection, and preparation efforts to increase the diversity of teachers in the area of special education who are prepared to be culturally responsive and to meet the needs of diverse students.

### **Transforming Parent–Practitioner Collaboration Through Mixed-Reality Experiences (MRS)**

**Table 39**

**Presenter:** Hsuying Ward, University of Texas Rio Grande Valley

**Description:** This presentation will report how the Border Special Interventionists in Childcare and Education Services (SPICES) Personnel Training Program narrowed the collaboration gap between 21 practitioners and parents. The program provided practitioners MRS with Spanish-speaking avatar parents of young children with disabilities. Practitioners demonstrated Devision for Early Childhood Recommended Practice competencies after their MRS, but did not overcome some barriers as collaborators.

### **Culturally Responsive Instruction for Native American Children**

**Table 40**

**Presenter:** Matthew Gillispie, University of Kansas

**Description:** The presenter will provide the rationale and components of culturally responsive instruction, and discuss how these considerations apply to working with children from two Native American communities in Kansas. The presenter will provide examples of four-day literacy curriculum units centered on tribal-specific stories and culture, along with recommendations and discussion for developing units with other cultural groups that are typically underrepresented in many curricula.

### **The Transition Experiences of Navajo Students and Their Families**

**Table 41**

**Presenter:** James Ingram, Northern Arizona University

**Description:** This session will present research findings from a study on the experiences of Navajo students with intellectual disabilities as they transition from high school into life as an adult. The presentation will illuminate the incongruence between Western and Navajo cultures surrounding the process of transition. The examination of transition from a Navajo perspective will allow attendees to gain an understanding of potential transitional outcomes that allow Navajo students with intellectual disabilities to become meaningful adult members of their surrounding communities.

### **The Zarrow Center Website: Resources Built by Scholars**

**Table 42**

**Presenters:** Kendra Williams-Diehm, University of Oklahoma, Zarrow Center on Learning Enrichment; Amber McConnell, University of Oklahoma, Zarrow Center on Learning Enrichment

**Description:** The Zarrow Center for Learning Enrichment has accumulated numerous resources devoted to the promotion of successful transition outcomes for students with disabilities. Many of these resources have been created by scholars supported through OSEP funding. Zarrow

Center faculty will highlight resources (available for downloading) that promote transition education.

### **Filling Gaps in Speech-Language Pathology Services in Rural and American Indian Communities**

**Table 43**

**Presenters:** **Julie Wolter**, University of Montana, Phyllis J. Washington College of Education and Human Sciences, Department of Communicative Sciences and Disorders; **Naomi Kimbell**, University of Montana, Phyllis J. Washington College of Education and Human Sciences, Department of Communicative Sciences and Disorders; **Martin Blair**, University of Montana Rural Institute for Inclusive Communities

**Description:** This session provides an overview of the University of Montana Online University Training for Rural and Equitable Accessibility in Communication Habilitation (UM-OUTREACH) program. UM-OUTREACH is a collaboration between the Department of Communicative Sciences and Disorders at the University of Montana's Phyllis J. Washington College of Education and Human Sciences and the University of Montana's Rural Institute for Inclusive Communities (RIIC), an organization that engages in research, education, and interdisciplinary training to develop model services and improve the quality of life for people with disabilities in rural communities.

### **Leaders for Diversity: Research, Teaching, Community Partnerships**

**Table 44**

**Presenters:** **Nancy Creaghead**, University of Cincinnati (UC); **Amy Hobek**, UC; **Sandra Combs**, UC

**Description:** This leadership project in speech-language pathology prepares Ph.D. graduates to develop community partnerships to support the language and literacy needs of diverse learners living in poverty and to implement research to identify best practices. They will be prepared to educate and mentor future speech-language pathologists (SLPs) to support children's language, literacy, and learning in school settings.

### **Preparing Diverse and Bilingual Early Childhood Special Educators**

**Table 45**

**Presenters:** **Laura J. Hall**, San Diego State University; **Yasemin Turan Qian**, San Diego State University

**Description:** This session will describe the methods used to recruit, prepare, and support diverse and bilingual early childhood special educators to obtain a M.A. degree and complete a Verified Course Sequence credential by the Behavior Analysis Certification Board. Data collected throughout the project from coursework and practicum experiences will be presented, and supplemental supports for these candidates will be described.

### **Measuring English Language Proficiency (ELP) Growth of English Learners (ELs) With Disabilities: What the Literature Says**

**Table 46**

**Presenters:** **Martha Thurlow**, National Center on Educational Outcomes (NCEO) and University of Minnesota

**Description:** NCEO was asked to develop a literature review of evidence-based practices on measuring the ELP growth of ELs with disabilities. An extensive review was conducted—one that required also focusing on measuring growth of ELs without disabilities. This session will summarize the findings of the extensive (and revealing) literature review.

### **Interdisciplinary Teacher Preparation in Deaf Education**

**Table 47**

**Presenter:** Millicent Musyoka, Lamar University

**Description:** The changing visage in the deaf or hard of hearing (DHH) student population demands a change in teacher preparation. This poster session will describe the dilemmas teachers face in their classrooms while serving this changing population demand interdisciplinary teacher preparation.

### **Preparing Early Interventionists for Young Children Who Are Deaf or Hard of Hearing (DHH)**

**Table 48**

**Presenters:** Jenna Voss, Fontbonne University – Communication Disorders and Deaf Education (CDDE)

**Description:** This poster session will describe a U.S. Department of Education–supported project that increased the number of qualified early interventionists/educators prepared to work with young children who are DHH using a listening and spoken language approach. Requirements included a 36-credit-hour, evidence-based curriculum, a practicum, and a mentorship program.

### **Recruiting Linguistically and Culturally Diverse Graduate Scholars**

**Table 49**

**Presenters:** Jenna Voss, Fontbonne University; Christina Perigoe, University of Southern Mississippi; Marietta Paterson, University of Southern Mississippi

**Description:** This session will highlight the changing demographics of American society and the challenge of recruiting graduate scholars who more accurately reflect the children and families with whom they work. How can we increase the number of qualified candidates from traditionally underrepresented groups?

### **Preparing Personnel Across Disciplines to Support ELs**

**Table 50**

**Presenters:** Amy Bullas, California Sate University, Monterey Bay (CSUMB); Cathi Draper Rodriguez, CSUMB

**Description:** This session shares how CSUMB is addressing the needs of ELs through bilingual bicultural mentorship and an interdisciplinary approach to personal preparation. CSUMB has worked across colleges to cross-train school social workers and school psychologists with the support of community-based bilingual bicultural mentors and intentional instruction to support the needs of ELs.

### **How to Talk to Special-Needs Children in the Classroom and at Home**

**Table 51**

**Presenter:** Raymond (Ray) Hull, Department of Communication Sciences and Disorders, College of Health Professions, Wichita State University

**Description:** This session will describe how special education teachers and parents can inadvertently impede speech understanding in young children who possess various forms of learning challenges. This is due to expectations for the performance of the child’s central auditory system being too high.

**A Graduate Program in Infant Mental Health and Developmental Practice (IMH-DP)**

**Table 52**

**Presenter:** Gilbert Foley, Adelphi University Institute for Parenting

**Description:** This poster session will present the IMH-DP program, an innovative, university-based, graduate-degree-granting program, funded by the U.S. Department of Education. This intensive, 15-month program integrates relational, developmental, and trauma-informed theory, research, and evidence-based interventions with supervised clinical practice experience and reflective supervision.

**Increasing Preschoolers’ Engagement and Social Interactions During Circle Time**

**Table 53**

**Presenters:** Wendy Oakes, Arizona State University; Kathleen Farrand, Arizona State University

**Description:** The poster will share one special education preschool teacher's use of dramatic practices during circle time to increase children's opportunities to respond, choice of activities, and social interactions. Presenters will share engagement and social interactions for five children experiencing behavioral difficulties, as well as tools to increase fidelity and examine teachers' and children's perceptions of practices.

**Improve Professional Competencies Through Interdisciplinary Curriculum**

**Table 54**

**Presenters:** Chun Zhang, Fordham University; Yi Ding, Fordham University

**Description:** Robust evidence demonstrating the optimal outcomes of early intensive intervention highlights the need to incorporate knowledge and skills in RTI for young children, particularly at tier II and III levels, in the training of ECSE teachers and school psychologists. ECSE teachers are the experts in instructional aspects of learning, and school psychologists are the experts in providing psychological interventions and data-based program evaluations. Thus, collaboration between these two disciplines will serve the academic, behavioral, and emotional aspects of the RTI approach.

**Making It Real: Field and Practice-Based Experiences in Personnel Preparation**

**Table 55**

**Presenters:** Julie Harp Rutland, Morehead State University; Elizabeth McLaren, Morehead State University; Kathleen Artman Meeker, University of Washington

**Description:** This poster session will describe engaging, evidence-based methods for preparing ECSE and EI personnel using practice-based experiences. Strategies include field placement, video analysis, self-analysis, peer and faculty coaching, and case study.

**Outcomes for Underrepresented Graduates of an Early Childhood Education (ECE) Blended Program**

**Table 56**

**Presenters:** Patricia Blasco, The Research Institute, Western Oregon University; Cindy Ryan, Western Oregon University, College of Education

**Description:** Project PIECE: Promoting Inclusion in Early Childhood Educators is a blended program for underrepresented scholars to receive a teacher license in ECE and EI/ECSE. This poster session will present data from graduates who are in their first year of teaching.

**Evidence-Based Developmental Research at the University of Michigan**

**Table 57**

**Presenter:** Dale Ulrich, University of Michigan

**Description:** A summary of six recent research publications from leadership scholars and faculty at the University of Michigan will be presented. The primary focus of these studies was to improve health, functioning, and participation in infants and children with developmental disorders in the area of physical activity and motor development.

**Innovative Practica to Improve Services with Young Bilinguals**

**Table 58**

**Presenters:** Lillian Durán, University of Oregon; Lauren Cycyk, University of Oregon

**Description:** This poster will describe the practica experiences embedded in a new OSEP-funded training project called Interdisciplinary Interventionists and Clinicians Improving Outcomes (INICIO), focused on serving young dual language learners (DLLs) with disabilities. The Young Child Practicum, Language and Play Everyday Program (LAPE) is a 10-week intervention program that serves local Spanish-speaking families of children under three who have primary communication delays. Additionally, presenters will describe BOOST— a bilingual, 4-week summer preschool experience for DLLs that who qualify for services under Head Start or ECSE. Project INICIO scholars organized and led the experience as their capstone project.

**Interdisciplinary and Intensive Intervention Personnel Preparation**

**Table 59**

**Presenters:** Yaoying Xu, VCU; Serra De Arment, VCU

**Description:** Presenters will demonstrate a conceptual framework guiding an interdisciplinary OSEP-funded EI/ECSE personnel preparation project. Presenters will further describe the essential components of the project, with the goal of strengthening the path between high-quality personnel preparation and optimal outcomes for young children from high-need communities. Examples of interdisciplinary teamwork will be provided.

### **Mobile App Development: Controlling One's Fall Down the Rabbit Hole** Table 60

**Presenters:** Mari Strand Cary, Center on Teaching and Learning, University of Oregon; Jay Buzhardt, Juniper Gardens Children's Project, University of Kansas

**Description:** The skill sets and processes involved in translating interventionists' expertise and practices to usable apps are usually foreign to academic researchers. The Individual Growth and Development Indicators (IGDI) and KinderTEK iPad math project principal investigators (PIs) will share their approaches to app design, development, and research and provide concrete lessons learned in their projects thus far. By addressing both the big and nitty-gritty details, they hope to shed a bit of light on the development paths being taken or considered by other OSEP grantees.

### **Using Technology for Early Literacy: A Parent and Teacher Tool Kit** Table 61

**Presenter:** Christina Sudduth, The Mailman Center for Child Development at the University of Miami

**Description:** The Step Up AT project utilizes an interactive online tool kit integrating evidence-based assistive technology (AT) practices, coordinated coaching, and access to multimedia resources to target the inclusion and enrichment of early literacy skills for children with disabilities. In this presentation, presenters will highlight strategies used to engage teachers and parents, including virtual coaching, online learning modules, and interactive workshops, as well as pilot findings of the Step Up AT project. Results show increases in teacher knowledge of AT resources and child AT usage.

### **Impact of Teacher Professional Development (PD) on Reading Performance**

Table 62

**Presenters:** Lisa Anne Didion, University of Texas at Austin

**Description:** This presentation will disseminate and discuss results of a meta-analytic review examining components of teacher PD and the effects on students' reading achievement. Based on analysis of 33 studies, findings suggest that participation in teacher PD had a small and significant overall effect on students' reading outcomes in grades K–12. However, clear relationships could not be established between components of program design (e.g., intensity, format, learning opportunities) due to variation across studies. Implications for practice, PD, and training will be discussed.

### **Effective Online Curriculum for Improving Science Learning for All** Table 63

**Presenters:** Fatima Terrazas-Arellanes, University of Oregon; Alejandro Gallard, Georgia Southern University

**Description:** This session presents results of a three-year randomized controlled trial demonstrating the effectiveness of an online science curriculum program in general education middle school classrooms. Interactive, web-based units significantly deepened knowledge for students with learning disabilities (LDs), ELs, and general education students, providing

evidence of the benefits of instructional technology for research and practice with these populations.

### **UDL in Science: The Science Notebook in a Universal Design for Learning Environment (SNUDLE)**

**Table 64**

**Presenters:** Tracey Hall, CAST; Karen Harris, Arizona State University

*Description:* CAST, in partnership with Arizona State University, is currently researching a digital tool, based on the universal design for learning framework. SNUDLE is designed to support teachers through professional development, professional learning communities, and supports and resources to successfully teach elementary students in science while using the scientific inquiry process.

### **Success! Project Closing the Gap (CTG): Improved Outcomes Through Multi-Tiered Support**

**Table 65**

**Presenters:** Donna Ploessl, Alabama State Department of Education (ALSDE) and The University of Montevallo; Theresa Farmer, ALSDE; Pamela Howard, ALSDE

*Description:* The purpose of this session is to describe the implementation and outcomes from a statewide initiative to implement effective co-taught classrooms. Through this initiative, teachers acquired the knowledge and skills needed for efficient and effective co-planning and co-teaching. Student performance data support the implementation of co-teaching done well.

### **Can You SPDG It? Digging Into Data to Drive Systems Change in Arizona**

**Table 66**

**Presenters:** Stacy Riccio, Arizona Department of Education; Susan Wagner, Data Driven Enterprises

*Description:* The Arizona State Personnel Development Grant (AZ SPDG) is implementing systems change in Arizona schools to increase teacher skills, resulting in increased reading achievement for all students including students with specific LDs. A key component of the systems change process is evaluation. This poster session will describe the evaluation component of the AZ SPDG, how data are displayed in a dashboard, and the steps Arizona has taken to obtain a high response rate to the evaluation requirements from participating schools.

### **Center for the Integration of IDEA Data (CIID) Tools Supporting IDEA Data Integration**

**Table 67**

**Presenters:** Bill Huennekens, CIID and Westat; Elaine Carlson, CIID and Westat

*Description:* Join CIID to learn how IDEA data integration and the implementation of CIID's free tool, Generate, is helping SEAs automate Federal data reporting, promoting data quality, and informing decision-making around students with disabilities. Take a tour of Generate and learn more about how SEAs can use their data to inform policy and practices.

**Partnering: How Collaborating Led to a Statewide Parent Network** **Table 68**

**Presenters:** **Jacqui DiDomenico**, Hispanos Unidos para Niños Excepcionales (HUNE); **Jeannine Brinkley**, The PEAL Center; **Luz Hernández**, HUNE

*Description:* This session will provide an overview of the collaborative efforts between Pennsylvania's Parent Training and Information Center (PTI), Community Parent Resource Center (CPRC), and the Pennsylvania Training and Technical Assistance Network (PaTTAN) in laying the groundwork to develop a single Statewide Parent Network as part of the Pennsylvania SPDG. The level of commitment from each organization, the partnering protocols, and outcomes will be discussed.

**Using Local Assessment Data to Measure Progress Toward the State-Identified Measurable Result (SIMR)** **Table 69**

**Presenter:** **Kathy Strunk**, National Center for Educational Outcomes

*Description:* This poster session presents the results of an analysis of 20 Phase III State and unique SSIPs reporting the use of local assessment data as a measure of progress toward an academic achievement-focused SIMR, where “local assessments” refers to assessments other than State tests. A key goal will be to highlight information that is unique to the use of local assessments and consider how that information may be used to support States and LEAs as they make decisions about how to best measure the achievement of students with disabilities.

**North Carolina State Improvement Project (NCSIP): Collective Impact Evidence** **Table 70**

**Presenters:** **Paula Crawford**, North Carolina Department of Public Instruction (NCDPI); **Laura Marsden**, NCDPI; **Melanie Sharpe**, NCDPI

*Description:* The NCSIP SPDG provides key areas of professional learning identified by stakeholders as high need through the State's LEA Self-Assessment, which is part of the State's plan for Results-Driven Accountability (RDA).

**Deaf-Blind Advisors of New York: A Statewide Multidisciplinary Network** **Table 71**

**Presenters:** **Susanne Morrow**, New York Deaf-Blind Collaborative (NYDBC); **Christopher Russell**, NYDBC; **Silvia Verga**, NYDBC

*Description:* NYDBC will share an innovative example of how a Technical Assistance and Dissemination (TA&D) Program grant can maximize its potential to impact systemic change, given the unique challenges of a large, diverse population in a State with limited infrastructure for children and youth with low-incidence disabilities. NYDBC will engage the audience in a stimulating conversation on initiatives that influence systems change, enhance local capacity, and coordinate quality collaboration between parent and professional leaders to expand the reach and impact of services.

### **Introducing the Center for Inclusive Software for Learning (CISL): New Solutions for Open Educational Resources**

**Table 72**

**Presenters:** Jose Blackorby, CAST; Boris Goldowsky, CAST; Jennifer Yu, SRI International

*Description:* CISL is a new OSEP-funded center that is developing a suite of applications to deliver, establish preferences, and author open educational resources (OER). This session outlines the center's goals and progress to date in terms of research, technology, accessibility, and learning for students with disabilities.

### **Who Knows What? The Who–What–When–Where–How!**

**Table 73**

**Presenter:** Jessica Wilson, Center for Parent Information & Resources (CPIR)

*Description:* The CPIR "Who Knows What?" is Parent Center staff's link to the Parent Center network nationwide. This poster session will outline the ins and outs of why and how to register individuals to "Who Knows What?" and provide on-site registration and assistance.

### **Adding Value to Value-Added Models (VAMs): A Curriculum-Based VAM**

**Table 74**

**Presenters:** Michael Brady, Florida Atlantic University; Katie Miller, Florida Atlantic University

*Description:* This session summarizes a curriculum-based alternative to VAMs based on high-stakes student assessments. Presenters will share the results of four studies using a curriculum-based VAM to evaluate candidates in teacher preparation programs. Results validate two measures of K–12 student learning when applying the alternative VAM to teacher candidates' impact on K–12 student learning.

### **Preparing Intensive Interventionists for Our Schools**

**Table 75**

**Presenters:** Mary Little, UCF; Dena Slanda, UCF

*Description:* This session will present program development, resources, and initial results from an OSEP-funded personnel preparation project. The goals of this project are to develop interdisciplinary programming to increase the quantity, quality, and retention of teachers to provide evidence-based intensive interventions and specialized services to school-age students with severe and persistent disabilities in high-need schools.

### **Developing and Sustaining Inclusive Urban School Leaders**

**Table 76**

**Presenters:** Suzanne Martin, UCF; Dena Slanda, UCF

*Description:* A critical need persists for highly skilled and knowledgeable high-level special education administrators who can effectively develop and sustain inclusive school settings designed to improve outcomes for all students. This presentation provides an overview of a federally funded leadership personnel preparation program and highlights the impact of Federal funding on students, families, and communities served within the 4th and 10th largest urban

school districts in the nation. Audience participation will provide an opportunity to discuss quality indicators for project evaluation and school and community impact.

### **Effective Special Education Teacher Preparation Through E-Mentoring** Table 77

**Presenters:** Rachel Martinez, University of Houston-Victoria; Fred Litton, University of Houston-Victoria

*Description:* The primary purpose of this poster session is to share ways to facilitate mentoring when a program is fully online. What strategies can university faculty use to e-mentor (electronically mentor) graduate students through their special education coursework?

### **Interprofessional Team Preparation: Online Strategies for Success** Table 78

**Presenter:** Colleen Schneck, Eastern Kentucky University

*Description:* Providing opportunities for team building of related service providers (occupational therapists, physical therapists, and speech-language pathologists) and teachers at the preservice level is critical. This study provides a new lens to examine higher-ordered learning strategies used in an online educational environment. It addresses how faculty can structure learning activities to promote interprofessional team building and student engagement across the various levels of Bloom's taxonomy in an online module.

### **Integrating Disability Policy Advocacy Skills Into Doctoral Programs** Table 79

**Presenters:** Colleen Thoma, VCU; Cassandra Willis, VCU; Vivian Vitullo, VCU

*Description:* This poster session will focus on the VCU Ph.D. in Education program, which incorporates disability policy advocacy into the special education and disability policy concentration. Participants will learn how doctoral students navigate research, policy, and advocacy through coursework and internship experiences.

### **The Georgetown University Certificate in Early Intervention Program** Table 80

**Presenters:** Toby Long, Georgetown University; Rachel Brady, Georgetown University

*Description:* The Georgetown University Certificate in Early Intervention Program is a hybrid online/in-person cohort-learning program for non-traditional early childhood intervention professionals. Data from the student self-assessments, course evaluations, program evaluations, and alumni follow-up will be highlighted to demonstrate the student experiences, and the challenges and perceptions of their ability to translate the knowledge and skills learned into practice. Recommendations for similar programs and the future challenges and changes for the curriculum will be outlined.

## **Selecting Students for InterProfessional (IP) Training Initiatives** **Table 81**

**Presenters:** Karen Garrido-Nag, Gallaudet University Department of Hearing, Speech, and Language Sciences

**Description:** This poster will explore the process for selecting graduate students for funded InterProfessional Education (IPE) initiatives. To date, there are no established measures to determine an “entering” graduate student’s comfort for IPE graduate work with students and faculty in different degree programs. Entering documentation can enable the comparison between exiting documentation in predicting future IP success when working with children and youth.

## **A Standardized Way to Track D/HH Children's Language Outcomes 0-5** **Table 82**

**Presenters:** Sharon Baker, University of Tulsa, Petra Teel, University of Tulsa

**Description:** This session will introduce the Visual Communication and Sign Language (VCSL) checklist, the only standardized measure of sign language acquisition for young children who are deaf or hard of hearing birth to five. Participants will learn how States are using the VCSL to collect data on language outcomes and the impact of early language on academic success.

## **Undocumented Mexican Mothers of Children with Autism** **Table 83**

**Presenters:** Paul Luelmo, California State University Los Angeles and UCLA

**Description:** This poster will present the results of qualitative interviews of undocumented Mexican mothers of children with autism.

## **Scholars Poster Session: Sky View Room**

### **Culturally Responsive Strategies to Increase Achievement of Students** **Table 1**

**Presenter:** Amanda Martinez-Lincoln, The University of Texas at Austin

**Description:** As the number of students with diverse cultural and linguistic backgrounds continues to increase in U.S. public schools, it is crucial for educators to integrate culturally responsive instructional strategies into their classrooms. A description of teaching practices that have been shown to increase the achievement of diverse students will be presented. In addition, detailed examples of how to incorporate culturally responsive instructional strategies into the curriculum will be provided.

### **Increasing Opportunities to Respond (OTR) To Intensify Intervention** **Table 2**

**Presenters:** Alyssa Van Camp, Peabody College of Vanderbilt University; Brittany Lee Martin, Peabody College of Vanderbilt University

**Description:** With growing evidence that OTR improves outcomes for students with and without disabilities, it is important to understand what strategies increase teacher rates of OTR. This

presentation summarizes results from a systematic review of OTR literature, with a specific focus on strategies used to improve teachers' delivery of OTR.

### **The University of North Carolina at Charlotte Ph.D. in Special Education Program**

**Table 3**

**Presenters:** **Kerry Kisinger**, University of North Carolina (UNC) at Charlotte; **Larry Fisher**, UNC Charlotte

**Description:** This poster session will outline key components of the doctoral program at UNC Charlotte, highlighting coursework, portfolio-based benchmark assessments, co-teaching opportunities, and student outcomes. The information will be presented by current recipients of the OSEP Leadership Grant.

### **Are Special Education Teachers Prepared to Make Data-Based Decisions?**

**Table 4**

**Presenters:** **Caitlyn Majeika**, Vanderbilt University; **Sarah Wilkinson**, University of Connecticut

**Description:** This session covers a review of undergraduate and master's degree course syllabi from special education programs around the country. Presenters share findings on the extent to which special education teachers are trained to collect, graph, and analyze data to monitor behavior interventions during teacher preparation programs. Presenters will also share preliminary recommendations for how teacher preparation programs might address these issues.

### **Failure Was Not an Option: The Benefits of Project Culturally Responsive Educators for Diversity (CREED)**

**Table 5**

**Presenters:** **Cathy Kea**, North Carolina Agricultural and Technical (NC A&T) State University; **Fanica Young**, NC A&T State University; **Geralyn Evans**, NC A&T State University

**Description:** This presentation describes how one university restructured its undergraduate program to prepare general/special education preservice teacher candidates to assume three roles in the public school setting. Dilemmas faced, lessons learned, stories from Cohort I, and follow-up data from one year after graduation will be shared.

### **Getting to Know Your Students To Build Them Up: Culturally Responsive Teaching**

**Table 6**

**Presenters:** **Cathy Kea**, NC A&T State University; **Arianna Allen**, NC A&T University; **Fanica Young**, NC A&T State University

**Description:** Sixteen percent of all African-American teachers are graduates of historically black colleges and universities (HBCUs). Presenters propose that African American educators are in a unique position to cultivate culturally responsive teaching. Project CREED seeks to produce globally ready and culturally responsive preservice, dually licensed general and special educators. Building diverse and equitable classrooms through culturally responsive coursework and service learning experiences will be highlighted.

### **Examining Reflective Teaching and Promoting Inclusion for Intense Need**

**Table 7**

**Presenters:** Pamela Williamson, UNC Greensboro; Erica Bergmann, UNC Greensboro

*Description:* This session discusses results from a qualitative study of twelve general education inservice teachers currently enrolled in a special education master's program. The teachers engaged in video-stimulated recall and reflective teaching as a way to increase use of evidence-based practices in classrooms that include students with moderate and severe disabilities.

### **Function-Based Interventions in Regular Education Settings**

**Table 8**

**Presenters:** Katherine Ledbetter-Cho, University of Texas; Brittany Pennington, University of Minnesota; Elizabeth Pokorski, Vanderbilt University

*Description:* This presentation analyzes the results of a research synthesis on function-based interventions implemented by classroom staff in regular education settings. Results focus on the type of interventions implemented, the characteristics of students and instructional settings, the types of assessment data used to inform interventions, and the characteristics of classroom staff who implement them. Conclusions focus on suggestions for improving the capacity of general educators to support children with disabilities.

### **A Roadmap for MTSS Implementation in Schools**

**Table 9**

**Presenters:** Ellina Xiong, University of Minnesota; Rob Henery, University of Minnesota

*Description:* Establishing MTSS in schools is highly challenging and can create many false starts. In this session, a roadmap is presented to facilitate system readiness for MTSS implementation.

### **Adapting Behavior Interventions With Practice Elements**

**Table 10**

**Presenters:** Brittany Sterrett, VCU and National Center for Leadership in Intensive Intervention (NCLII); Rachel Kunemund, VCU and NCLII; Christerralyn Brown, University of Illinois Chicago and NCLII

*Description:* Children with severe behavior difficulties often require specialized and dynamic interventions for sustained social, emotional, and behavioral success. Therefore, intensive interventions must build on teachers' knowledge of common elements of evidence-based programs that can be adapted to address the complex needs of students with severe behavior problems.

### **Implementing Intensive Reading Intervention: Professional Development (PD)**

**Table 11**

**Presenters:** Maria Hugh, NCLII and University of Minnesota; Kristi Baker, NCLII and Southern Methodist University; Katherine Sargent, NCLII and Vanderbilt University

**Description:** This poster will share the results of a systematic review performed by NCLII faculty and scholars. Presenters explored how PD was implemented in research on intensive and intensified reading interventions. The aims of this review were to (a) identify how researchers have supported the implementation of intensive and intensified reading interventions through PD, (b) identify the extent to which this PD aligns with elements identified as effective in research, and (c) explore how researchers have measured practitioners' implementation of intensive and intensified reading intervention.

### **What Forms Morphology Instruction? A Review of Reading Programs** Table 12

**Presenters:** Britta Bresina, NCLII; Victoria Whaley, NCLII; Carlin Conner, NCLII

**Description:** This poster will include information gathered by a team of researchers reviewing and coding published reading curricula. This review is unique in that, in addition to including programs found through a systematic literature review, it also includes programs identified from other sources, such as recommendations from teachers and parents, databases such as Reading Rockets and The Best Evidence Encyclopedia, and online applications. The researchers have coded the included curricula, examining the ways in which students are taught pronunciation, affixes, origin of word terms, order of instruction, and extent of practice, and have located information on the research, effectiveness, and proliferation surrounding each program.

### **Response to Intervention (RTI) in Reading: Synthesis of Observation Studies**

Table 13

**Presenter:** Christy Austin, The University of Texas at Austin and NCLII

**Description:** This synthesis systematically reviews observation studies investigating the implementation of RTI in reading. Findings describe (a) the training and reliability procedures employed by researchers to ensure valid observation data, (b) the decision-making process utilized for students' movement between instructional tiers, (c) the quality of instruction implemented at each tier of RTI, and (d) the trends in student reading achievement reported during the implementation of RTI in reading.

### **The Effects of Intervention Dosage and Exposure on Reading Achievement**

Table 14

**Presenters:** Gina Braun, University of Illinois at Chicago; Kaitlin Leonard, University of Connecticut; Michael Coyne, University of Connecticut

**Description:** This session examines the association between school attendance, specifically the role of intervention dosage and exposure, and the response of students at risk to supplemental reading intervention in the primary grades. Results suggest a positive relationship between intervention dosage and student reading outcomes.

### **Snapshots of the Future: Evidence From a Personnel Leadership Grant**

Table 15

**Presenters:** Alexandria Harvey, University of Florida (UF); David Peyton, UF; Daisy Pua, UF

**Description:** This poster session will highlight the situated experiences of graduate students participating in an OSEP grant focused on the preparation of leadership personnel in special education. Participants will gain an understanding of the significance of leadership grants and the potential benefits of preparing future leaders in special education.

**iPads and Academics for High Schoolers With Low-Incidence Disabilities**

**Table 16**

**Presenter:** Natalie Pullen, University of Washington

**Description:** This study examines how iPads were integrated into academic instruction in high school classrooms for students with low-incidence disabilities. Qualitative results illustrate that the iPad can be used to encourage students' engagement and performance of academic learning activities. Implications for incorporating the iPad in the classroom will be provided.

**The Adaptive Intervention Model of Systematic Coaching**

**Table 17**

**Presenters:** Alexandra Shelton, University of Maryland (UMD); Jade Wexler, UMD; Leigh Ann Kurz, UMD

**Description:** In this session, presenters will present the Adaptive Intervention Model, a model that instructional coaches can use to support middle school teachers in implementing evidence-based practices. By providing teachers with standard and differentiated protocols of support, teachers are able to improve academic outcomes for students with or at risk for disabilities.

**Predictors of Special School Placement for Students With Intellectual and Developmental Disabilities (IDD)**

**Table 18**

**Presenter:** Samantha Walte, University of Illinois at Chicago

**Description:** A national dataset was used to identify predictors of segregated placements for students with IDD, particularly those unrelated to the "nature and severity" of their diagnoses (e.g., socioeconomic status, ethnicity). Chi square tests between groups of students and multiple logistic regression were used to determine which factors most strongly predicted that students would be placed in separate schools. This poster will cover interpretation of the Individuals with Disabilities Education Act's (IDEA's) least restrictive environment language, underlying sources of inequity, and actions to address them.

**Mental Health in U.S. Schools: A Meta-Analysis of Interventions**

**Table 19**

**Presenters:** Skip Kumm, University of Illinois at Chicago; Caitlyn Majeika, Vanderbilt University

**Description:** This meta-analysis examined the effects of targeted, school-based mental health interventions for students with internalizing disorders. A total of fourteen tier 2 and tier 3 studies that were delivered in K–12 public schools and targeted anxiety, depression, or internalizing outcomes had an overall statistically significant outcome and mixed results for specific disorders.

## **Understanding School Victimization and Disability Violence**

**Table 20**

**Presenter:** Carlyn Mueller, University of Washington

*Description:* Children with disabilities are more likely to be victims of violence, including sexual violence, than their peers who are not disabled, and are also more than twice as likely to be punished with out-of-school suspension than students without disabilities. This poster shares a project that attempts to understand discrepancies between reported statistics of violence involving persons with disabilities, media coverage, and the role of schools as sites where students learn implicitly and explicitly about disability and difference.

## **Student–Teacher Relationships and Behavior: Meta-Analyzing Associations**

**Table 21**

**Presenters:** Rachel Kunemund, VCU and NCLII; Shannon Nemer, VCU

*Description:* This longitudinal meta-analysis investigates the potential bidirectional relations between student–teacher relationships and student problem behavior. A systematic review of preschool and early elementary studies yielded 47 studies for coding and synthesis. Preliminary results reveal that conflict and closeness are related to behavior in expected directions.

## **Measure Development: Teacher Use of Anti-Bullying Strategies**

**Table 22**

**Presenter:** Jenny Chiappe, UCLA

*Description:* There is a paucity of research regarding how general education teachers address the bullying of students with disabilities. A measure was developed using existing literature, expert review, and pilot survey to determine what strategies general education teachers use to address bullying in their classroom. This poster will discuss an expert review and pilot survey that included third, fourth, and fifth grade general education teachers.

## **Changes in Federal Support for Personnel Preparation**

**Table 23**

**Presenter:** Ashley White, USF; Joy Broughton, USF

*Description:* This session provides an updated analysis of the number and type of personnel preparation grants funded over the past 14 years (2004–2018) and changes in funding levels with adjustments for inflation. Presenters will describe recent trends in funding for personnel preparation grants under Catalog of Federal Domestic Assistance (CFDA) 84.325. Impacts on personnel preparation programs and for the special education personnel infrastructure will be discussed. Audience members will be invited to discuss the implications for advocacy.

## **Building General Education Capacity by Fostering Ethical Decision Making**

**Table 24**

**Presenters:** Victoria Frazier, University of St. Thomas; Jennifer Louzon, University of St. Thomas

*Description:* Using a model of ethical school leadership originally developed by Stefkovich and Begley (2007), this session will describe an innovative approach for developing principals’

ethical special education decision making. The model is composed of personal values and professional codes of ethics. The model also urges educational leaders to serve the best interests of their students.