



2024 OSEP Conference Poster Session and Technology Demonstration Agenda

Tuesday, August 6, 2024

3:30 – 4:30 PM ET

Arlington Ballroom Foyer, Grand Ballroom
Foyer, Pentagon, Pentagon Foyer, and
Sky View Atrium

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Posters

Topical Track: Advancing Equity

Culturally Affirming Augmentative and Alternative Communication (AAC) Practice: Development of Self-Assessment

Table: 1

Presenters: John Kim, San Francisco State University; Nancy Robinson, San Francisco State University; Gloria Soto, San Francisco State University

Description: This poster presentation will feature the creation of a self-assessment tool to guide professional development in the areas of cultural humility, cultural responsiveness, and cultural competence. The presenters will share the conceptualization and the item analysis for application in the ongoing process of evaluation in a personnel preparation grant centered on AAC practices.

Less Talking, More Doing: Practical Stakeholder Engagement Strategies

Table: 2

Presenters: Fred Edora, IDEA Data Center; Lauren Holahan, IDEA Data Center

Description: The research is clear that stakeholder engagement positively affects outcomes for students with disabilities. Stakeholder engagement is also a required activity for the State Performance Plan/Annual Performance Report (SPP/APR). In this session, we will focus on practical strategies for your State's stakeholder engagement when (a) collecting data on your existing efforts, (b) assessing stakeholder engagement to determine its impact on IDEA data collections and processes, and (c) planning for improvement where it's most needed.

Advancing Equity: Embedding Sociocultural Practices in Microcredentials

Table: 3

Presenter: L. Lynn Stansberry Brusnahan, University of St. Thomas

Description: This poster will present the growth in sociocultural competence experienced by preservice social workers and early childhood special educators after completing a series of innovative professional development microcredentials focused on advancing equity, diversity, and socioculturally sustaining practices. These microcredentials specifically focused on improving outcomes for historically marginalized immigrant and refugee children and families.

Strategy to Improve Equity and Access of Early Intervention Services in New York State

Table: 4

Presenter: Shu-kuang Tai, New York State Department of Health

Description: The New York State Department of Health Early Intervention Program developed an analytical approach to examine the correlation between poverty level and timely service delivery. The Department identified a strategic threshold to target areas of the State for an incentive rate modifier, to advance health program equity and accessibility for families and children with disabilities.

Advancing Equity: Maryland's Intellectual Disability Guidance

Table: 5

Presenters: Paige Bradford, Maryland State Department of Education; **April Turner**, Maryland State Department of Education

Description: This session will describe Maryland's Intellectual Disability workgroup process and the resulting guidance and eligibility tool. Through the use of an interdisciplinary workgroup including State educational agency (SEA) team members, local educational agency (LEA) team members, and institution of higher education (IHE) experts, Maryland has developed a comprehensive guide to support teams that are considering finding a student eligible under the IDEA disability category of intellectual disability. The process and resulting guidance will be discussed, and there will be an opportunity to ask questions.

Getting to the Root of Child Find System Challenges

Table: 6

Presenters: Margaret Gillis, SRI International; **Howard Morrison**, SRI International; **Mary Lee Porterfield**, SRI International

Description: This poster will provide concrete examples of how local cross-sector community leadership teams, supported by a State leadership team, have leveraged Part C data and engaged families and key community partners to (a) delve into the root causes of child find system challenges and (b) plan strategies to address those root causes, to promote equity in access to early intervention. Presenters will share resources participants can use to guide their own child find system improvement efforts.

Recruitment and Retention of Diverse Scholars in Urban Areas

Table: 7

Presenters: **Catharine Lory**, University of Nevada, Las Vegas; **Emily Gregori**, University of Illinois, Chicago; **Heather Baltodano-Van Ness**, University of Nevada, Las Vegas; **Jabari Taylor**, University of Nevada, Las Vegas

Description: This cross-institution presentation will discuss models for the recruitment and retention of diverse scholars to serve underserved populations in urban areas. Presenters from the University of Nevada, Las Vegas will present on Project CREA:TE (Culturally Responsive Evidence-based practice in Autism: Teacher Empowerment), which recruits diverse candidates into a special education master’s program that focuses on autism. Presenters from the University of Illinois, Chicago, will present on Project PRIDE: Preparing Responsive Interventionists in applied behavior analysis, a project aimed at training school-based Board Certified Behavior Analysts® to work with learners from culturally and linguistically diverse backgrounds from high-need urban communities.

Infant Mental Health in Personnel Development to Advance Equity

Table: 8

Presenter: Hattie Harvey, University of Alaska Anchorage

Description: This poster will describe the project components and outcomes of Project BLENDS, a funded Office of Special Education (OSEP) Personnel Development grant with a focus on infant and early childhood mental health (IECMH) that involves four related services disciplines—social work, speech-language pathology, occupational therapy, and psychology. The session will describe how infusing IECMH in personnel development can help to advance racial equity by empowering and honoring families, supporting children and families in all environments, and building workforce capacity to engage in bidirectional learning with families.

Promoting Emotional Well-Being of Service Providers in Early Intervention (EI)/Early Childhood Special Education (ECSE)

Table: 9

Presenters: **Yaoying Xu**, Virginia Commonwealth University; **Bergen Nelson**, Virginia Commonwealth University; **Christine Spence**, Virginia Commonwealth University; **Maris Wyatt**, Virginia Commonwealth University

Description: This session highlights a transdisciplinary empowerment model to promote the emotional well-being of EI/ECSE and related service providers. We demonstrate the conceptual

framework, showing the interactive relationships among key components. We also discuss strategies for professional development to promote emotional well-being.

What OSEP Scholars Want Us to Know: Understanding Through Photovoice

Table: 10

Presenters: **Kristin Murphy**, University of Massachusetts Boston; **Angela Stone-MacDonald**, California State University at San Bernardino

Description: In this poster session, we share the findings from a photovoice study conducted with racially diverse master's-level OSEP scholars who also work full time in urban schools. The guiding questions for this study were: What is it like to be an OSEP scholar in 2024? What do you want university faculty and staff to know about your experiences and the supports that are the most needed and meaningful for you to be successful in your program?

Leveraging Partnerships for Targeted Outreach

Table: 11

Presenters: **Lisa Wadors**, Benetech; **Lara Rondberg**, Benetech

Description: This session will focus on the personalized, local work of Bookshare Outreach Coordinators piloting a summer program coordinating with community organizations to work with underserved students. We will discuss how Bookshare is utilized by students in this program, ways that partnerships can be maximized to increase the reach of a project, and the importance of local relationships for understanding the target audience and meeting community needs.

Advancing Equity: Scholars Improving Outcomes for Diverse Learners

Table: 12

Presenters: **Patricia Peterson**, Northern Arizona University; **Juliet Hart- Barnett**, Arizona State University

Description: Three Arizona-based partnership leadership grants prepare LEA leaders and university faculty in culturally, linguistically diverse exceptional education (CLDE). The grants focus on developing doctoral scholars as leaders to meet the needs of diverse learners with disabilities in high-needs community contexts.

Effective Cost Modeling and Rate Setting in Early Intervention (Part C)

Table: 13

Presenters: **Andy Gomm**, Public Consulting Group (PCG); **Joseph Carbeau**, Public Consulting Group (PCG); **Leah Davidson**, New Mexico Early Childhood Education and Care Department

Description: This session will focus on cost modeling methodology to determine the true cost of providing evidence-based and equitable early intervention (Part C) services and the development of reimbursement rates that support the recruitment and retention of qualified EI professionals. State examples will highlight the use of advisory groups and lead agency engagement.

Exploring the Identification of Vision Loss in Children With Autism Spectrum Disorders (ASD)

Table: 14

Presenters: **Saurym Quezada**, Florida State University; **Jenny Root**, Florida State University

Description: This preliminary descriptive presentation seeks to inform a larger body of research aimed at identifying disparities and systemic barriers in services and support of children with co-occurring vision loss and ASD by exploring challenges to and facilitators of assessment, diagnosis, and services as reported by the current body of literature. We will discuss how intersecting identities (e.g., primary disability, ethnicity, language, gender) influence the diagnosis experiences and processes of early intervention, facilitating appropriate education services for this subgroup of children with ASD in the United States.

Project RISE: Reimagining Intervention to Support Early Childhood

Table: 15

Presenters: **Monique Matute-Chavarria**, New Mexico State University; **Sarah Wiegand**, New Mexico State University; **Anita Hernandez**, New Mexico State University

Description: We will discuss our personnel preparation grant aimed at (a) preparing highly qualified early intervention providers (both developmental specialists and service coordinators) from underrepresented backgrounds, (b) reimagining early intervention personnel preparation to include critical multicultural and bilingual education (i.e., language, class, culture), culturally sustaining practices, and the community cultural wealth model, (c) using a conceptual framework to prepare equity-minded early intervention providers, (d) implementing competencies that embed culturally sustaining practices and recommended practices from the Division of Early Childhood EI/ECSE standards, and (e) building partnerships through asset-based approaches.

Bridging the GAP: Collaboration to Support Diverse Teacher Candidates

Table: 16

Presenters: April Whitehurst, Winston-Salem State University; Cynthia Williams Brown, Winston-Salem State University

Description: This poster will describe the process and results of a multi-stakeholder collaboration designed to create a rigorous Master of Arts in Teaching (MAT) curriculum that seamlessly integrates academic coursework with authentic classroom activities. University instructors and administrators collaborated with mentor teachers, principals, and school district personnel to discuss characteristics and challenges for current special educators and to fine-tune course objectives, assignments, and expectations. The result is a rigorous plan of study to prepare diverse special educators who are ready to teach, lead, and advocate effectively.

Preparing Urban and Rural Personnel as Leaders in Education

Table: 17

Presenters: Ginevra Courtade, University of Louisville; Kera Ackerman, University of Kentucky

Description: This session describes an OSEP-funded doctoral program that prepares special education leaders, with an explicit focus on developing future faculty who can effectively research and prepare special education personnel in a variety of high-needs urban and rural settings. The project is a partnership between the largest institutions of higher education in Kentucky: University of Louisville and University of Kentucky.

Recognition of Cultural and Linguistic Contexts: Conversations in Fieldwork

Table: 18

Presenters: Ya-Chih Chang, California State University, Los Angeles; Jennifer Symon, California State University, Los Angeles; Mitch Fryling, California State University, Los Angeles

Description: This session will present a training model conducted at a minority-serving urban university focused on supporting a diverse workforce and the collaboration between ECSE teachers and applied behavior analysts. The session will describe the training program, and present data from a shared autism fieldwork course with ECSE teachers and behavior analysts. Quantitative and qualitative data will include descriptions of the participants and fieldwork sites and the conversation themes that emerged during the interdisciplinary group supervision sessions.

Mentoring and Collaboration to Support First-Time Grant Awardees

Table: 19

Presenter: Annette Teasdell, Clark Atlanta University; Cathy Kea, North Carolina A&T State University

Description: Mentoring and Collaboration to Support the Needs of First-Time Grant Awardees provides participants with insights into how mentoring and collaboration can serve as pathways to improve proposal development submission and grant management sustainability. The presenters share their unique efforts to craft personnel development initiatives at Clark Atlanta University.

Student–Teacher Relationships and Student Achievement-Related Beliefs and Values in Math

Table: 20

Presenter: Ashley Struebing, Department of Special Education and Communication Disorders at the University of Nebraska at Lincoln

Description: This poster will highlight research conducted with teachers and students from K–5 classrooms to examine (a) the gender and ethnic variations in student reports of their competence beliefs, interest, and importance in math; (b) variations in teacher reports of the student-teacher relationship by gender or ethnic congruence; (c) the relations between the student-teacher relationship and students' competence beliefs, interest, and self-importance in math; and (d) whether gender or ethnic congruence moderates these relations. Female and non-White students reported having lower competence beliefs in math, and female students reported having less interest in math. The student–teacher relationship was positively associated with students' competence beliefs, interest, and importance in math, although teachers reported having weaker relationships with students who do not have the same gender or ethnicity as them. Contrary to our hypotheses, the student-teacher gender and ethnic congruence did not moderate associations. To contribute to the advancement of equity in science, technology, engineering, and mathematics (STEM), it would be beneficial for K–5 teachers to intentionally develop the math competence beliefs and interest of female students, and the math competence beliefs of non-White students, and to foster closer student-teacher relationships with students whose gender or ethnicity are different from their own, especially during instruction and activities related to math.

An Exploration of Special Educator Preparation Programs at Historically Black Colleges and Universities (HBCUs)

Table: 21

Presenters: Rachel Juergensen, Delaware State University; Priscilla Spencer, Norfolk State University

Description: This poster shares findings from an exploratory study on special educator preparation programs (SEPPs) offered at HBCUs in the United States. Findings from this study will inform recommendations for continuing to build SEPPs at HBCUs, with the aim of increasing the number of Black educators prepared to provide high-quality instruction and improve outcomes for students with disabilities.

Collaboration to Advance Equity: Project Future Leaders Implementing Collaborative Supports (FLICS) – Focus Group Findings

Table: 22

Presenters: Ashley Voggt, TAMUCC; Phyllis Robertson, TAMUCC; Adrienne Backer, TAMUCC

Description: This session will present focus group findings conducted in Year 3 of Project FLICS, an interdisciplinary effort to prepare special education diagnosticians and school counselors to lead interdisciplinary programs that employ individualized interventions in collaborative efforts centered on multi-tiered systems of support, evidence-based practices, technology-based supports, and data-based decision making.

Unpacking the 2024 National Education Technology Plan

Table: 23

Presenter: Ji Soo Song, U.S. Department of Education, Office of Educational Technology

Description: The National Educational Technology Plan (NETP) is the flagship educational technology policy document for the United States. It articulates a vision of equity, active use, and collaborative leadership to make everywhere, all-the-time learning possible. Developed with input from experts and practitioners in the field, the 2024 NETP explores three major themes (digital access divide, digital design divide, and digital use divide) and offers recommendations for how education leaders can strategically tackle these key issues. This poster session will unpack the 2024 NETP and discuss how its recommendations can be translated into policy and practice at various levels.

Topical Track: Cultivating Meaningful Family Engagement

Family Needs and Preservice Preparation: Insights from a Training Project

Table: 24

Presenters: **Hollie Hix-Small**, Portland State University; **Amy Donaldson**, Portland State University

Description: This poster highlights joint early childhood intervention teacher-candidate and speech therapist preservice training activities to prepare them to serve children with high-intensity needs and their families. Mixed-methods data will show the connection between an intentional focus on quality-of-life concepts, interdisciplinary activities, and the impact of candidate research involvement on their readiness to provide family-centered services that improve family and child outcomes.

Easing Provider Shortages Through University Partnerships

Table: 25

Presenters: **Jennifer Kampmann**, South Dakota Birth to Three; **Tanya Lui**, University of South Dakota

Description: This session will explore opportunities to address direct service provider shortages by engaging with university preparation programs through both formal and informal activities. This poster will specifically focus on the Program for Advancing Childhood Early Intervention (PACE)-i grant partnership between a university program and the State's Birth to Three program.

Understanding Foster Care, Kinship, and Homeless Students and Families

Table: 26

Presenters: **Kelly Henderson**, Formed Families Forward; **Amy Holbert**, Family Connections South Carolina; **Melissa Lebling**, Formed Families Forward

Description: The negative impact of homelessness, foster care, and kinship care on educational outcomes is significant. Using practical and interactive tools, this session will address the unique, intensive, and often underrecognized needs of children and families in these populations who are at high risk of educational disconnect. Participants will explore State- and region-specific data for their communities and learn best practices for engaging marginalized families that may have unique and intensive needs.

The Evolution of a Statewide Family Network

Table: 27

Presenters: **Laura Bray**, Pennsylvania Department of Education, Bureau of Special Education; **Natalie Sokol**, Pennsylvania Training and Technical Assistance Network (PaTTAN); **Jacqui DiDomenico**, PaTTAN

Description: This session will showcase the growth and development of our Statewide Family Network, with a particular focus on the increasing empowerment of family leaders within family-led regional councils.

Caregiver to Caregiver Respite Network: An Innovative Model of Respite Rooted in Language Access and Culturally Sustaining Family Engagement Practices From Its Origin to Implementation

Table: 28

Presenters: **Valeryia Pedersen**, Federation for Children with Special Needs (FCSN); **Elizabeth Bostic**, Massachusetts Department of Public Health; **Pamela Nourse**, FCSN

Description: Every year, caregivers of children with disabilities and complex medical needs nationwide report high rates of burnout due to lack of respite supports. Through this innovative approach to respite, Massachusetts is tapping into caregivers' skills to provide support and a necessary break from caregiving.

As Easy as B-C-D: Strengthening Arizona's Services and Supports for Children With Disabilities and Families

Table: 29

Presenters: **Alissa Trollinger**, Arizona Department of Education, Exceptional Student Services; **Chris Tiffany**, Raising Special Kids; **Ena Binns**, Arizona Early Intervention Program

Description: This session will highlight Arizona's productive partnerships between IDEA Part B (ADE, Arizona Department of Education), Part C (AzEIP, Arizona Early Intervention Program), and Part D (Raising Special Kids, Arizona's Parent Training and Information Center [AZ PTI]). Presenters will describe their formal and informal work together to strengthen Arizona's services and supports for infants, toddlers, and students with disabilities and their families.

Improving Child Find for Children With Autism in New Jersey

Table: 30

Presenters: **Josephine Shenouda**, Department of Health of New Jersey; **Joselin Chacon**, Department of Health of New Jersey; **Melody Lee**, Department of Health of New Jersey; **Walter Zahorodny**, Rutgers University/New Jersey Medical School

Description: The presenters will explain the methodology, provide key findings, and discuss the impact of these efforts. The initiative highlights the importance of key partnerships between State entities in developing new approaches to enhance early identification and facilitate access to services in our communities, thereby establishing a more welcoming and supportive system for children and families navigating the complexities of autism spectrum disorder (ASD). The initiative was developed and supported by the New Jersey Early Intervention System (NJEIS), Rutgers University, and the Statewide Parent Advocacy Network (SPAN) providing a framework on how to improve identification of children in need of services and address sociodemographic disparities. Looking ahead, the program aims to expand its scope and refine its operations, with a special focus on reducing barriers for families while also aiming to incorporate more State partners and extend its efforts Statewide to enhance child find initiatives.

SEA and Parent Center Collaboration: Working to Bridge the Gap

Table: 31

Presenters: **Susan Donovan**, Rhode Island Parent Information Network (RIPIN); **Beth Reel**, Connecticut Parent Advocacy Center (CPAC); **Bryan Klimkiewicz**, Connecticut State Department of Education; **J. David Sienko**, Rhode Island Department of Education

Description: This session will describe how two SEAs collaborated with their Parent Centers to create a call center for families and professionals to gain immediate access to critical information related to special education and related services. Connecticut and Rhode Island have forged a new partnership as they set off to improve outcomes for families and school districts working together to meet the needs of students with disabilities.

New Center for Disease Control and Prevention's (CDC's) Learn the Signs. Act Early. Developmental Milestone Checklists

Table: 32

Presenters: **Bethanne Vergean**, University of Connecticut CDC Learn the Signs Act Early; **Janel Preston**, Utah CDC; **Deepa Srinivasavaradan**, New Jersey CDC Learn the Signs Act Early Ambassador

Description: This session will review the 2022 updated CDC Milestones. For the first time in almost 20 years, the CDC and the American Academy of Pediatrics (AAP) have updated guidelines for developmental milestones in the Learn the Signs. Act Early program.

Early Learning Standards and the Connection to CDC Milestones

Table: 33

Presenters: **Bethanne Vergean**, Connecticut CDC Learn the Signs Act Early Ambassador (LTSAE); **Deana Buck**, Virginia CDC LTSAE Ambassador; **Melissa Crist**, Idaho CDC LTSAE

Description: Developmental monitoring and screening are critical for detecting developmental delays in young children. In this interactive session, we will describe the alignment between two commonly used tools: the updated CDC Milestones and the Early Learning Standards. We will discuss implications of discrepancies across tools. The organization of each State’s Early Learning and Development Standards (ELDS) met State priorities and may or may not correspond with the organization of the LTSAE Developmental Milestones.

Topical Track: Improving Child and Student Outcomes

Connecticut Family Support, Tracking and Referral System (CT Family Stars): Developing Identification, Screening, Referral and Tracking Systems for Infants and Toddlers

Table: 34

Presenters: **Bethanne Vergean**, University of Connecticut; **Mary Beth Bruder**, University of Connecticut

Description: This session will provide an overview of OSEP model demonstration projects intended to support local and State systems’ capacity to ensure equitable access to and participation in Part C early intervention services through high-quality screening practices for timely and appropriate identification of developmental concerns.

Impact of Graduated Speech/Language Pathologist (SLP) Scholars Working With Students Using Augmentative and Alternative Communication (AAC)

Table: 35

Presenters: **Jillian McCarthy**, University of Tennessee Health Science Center; **Ilsa Schwarz**, University of Tennessee Health Science Center

Description: This poster is designed to highlight the outcomes of two personal preparation grants targeting the training of speech/language pathology students to work with children who use or would benefit from the use of AAC. The data—qualitatively and quantitatively—are

focused on how former scholars report using the skills learned during their training on the grants to support the educational setting, and how this training has impacted educational systems at the State, regional, and national levels.

Interdisciplinary Preparation of Adapted Physical Education Scholars

Table: 36

Presenters: **Brock McMullen**, University of Wisconsin–La Crosse; **Suzanna Rocco Dillon**, Texas Woman's University

Description: Audience members will learn about two personnel development projects that provide interdisciplinary training for adapted physical education scholars at the University of Wisconsin–La Crosse and Texas Woman's University. Information will be shared about the structure of both programs, along with preliminary data on the project's impact on improving outcomes of students with disabilities.

Virtual Assessment in Early Childhood: Lessons Learned From the Field

Table: 37

Presenters: **Ryan Grimm**, SRI International; **Kathy Hebbeler**, SRI International

Description: In this project, we interviewed State and local administrators, practitioners, and families in Part B 619 and Part C programs about their experiences with virtual assessment during the COVID-19 pandemic and afterward. We will present findings related to benefits and challenges associated with virtual assessment, as well as practical guidance on how to implement virtual assessment in early childhood successfully.

All Federal Collaborations Are Local

Table: 38

Presenters: **Dennis Gilliam**, Alabama Institute for Deaf and Blind; **Rick Huan**, Alabama Institute for Deaf and Blind

Description: There are many Federally supported initiatives and programs that serve individuals with disabilities. This session discusses the approach the Alabama Institute for Deaf and Blind has used to bring these national programs home to regional roots.

Artificial Intelligence (AI) and Individualized Education Programs (IEPs): Using ChatGPT for IEP Goals

Table: 39

Presenters: **Danielle Waterfield**, University of Virginia; **Olivia Coleman**, University of Virginia; **Nathan Welker**, University of Virginia; **Michael Kennedy**, University of Virginia

Description: The use of AI in education, particularly through tools such as OpenAI's ChatGPT, presents a groundbreaking opportunity to address two critical issues in special education: the overwhelming workload of special education teachers and the quality of IEP goals. This convergent mixed-methods study explored the potential of ChatGPT to alleviate the workload of special education teachers and improve the quality of IEP goals.

Outcomes Review of OSEP-Funded Pre-professional SLPs in Tennessee

Table: 40

Presenters: Ilsa Schwarz, University of Tennessee Health Science Center; Jillian McCarthy, University of Tennessee Health Science Center

Description: As a result of four different grant-funded projects at the University of Tennessee, we have data on a large group of SLPs with specialized skills in working with children who have high-need communication disorders, including children who are deaf/hard of hearing. This poster is designed to highlight the outcomes of these grants and the benefits OSEP grant-supported scholars in speech/language pathology provide to educational systems at the State, regional, and national levels.

Emerging From the Pandemic: What Should Educators Prioritize?

Table: 41

Presenters: Timothy Landrum, University of Louisville; Lora Hall, University of Louisville

Description: Researchers have documented that pandemic-related school closures, and the social isolation associated with the pandemic generally, contributed to a number of negative outcomes for children and youth. By most accounts, these impacts were heightened for children from lower socioeconomic backgrounds, English language learners (ELLs), and students from Black and Latinx communities. These impacts included learning loss, primarily from lengthy shifts to virtual instruction, and mental health or social/behavioral impacts that were at least partly influenced by social isolation and disruption of not only schooling but also normal routines in nearly all aspects of children's lives. In this session, we describe how a crosswalk among (a) principles of effective, explicit instruction; (b) core tenets of trauma-informed care; and (c) the foundational elements of a relationship-based focus on classroom and behavior management provides a set of evidence-based, complementary strategies and practices that can be recommended for schools and educators to prioritize in the aftermath of the pandemic.

Keeping Them in the Classroom: Chicago State University's Mentorship Program

Table: 42

Presenter: Rasha Elhage, Chicago State University

Description: This presentation will focus on the impact of mentoring programs on teacher retention, and briefly share the preliminary impact of a pilot program run by the college of education at one State university to support beginning special education teachers.

Project iSED: Improving Outcomes for School-Aged Children via Data-Based Decision Making and Interdisciplinary Collaboration

Table: 43

Presenters: **Catia Cividini-Motta**, University of South Florida; **Kwang-Sun Blair**, University of South Florida, **Alison Salloum**, University of South Florida; **Kimberly Crosland**, University of South Florida

Description: This poster will present sample outcome data from children who received evidence-based interventions through shared case studies and thesis projects completed by scholars from Project iSED, which aims to prepare school-based behavior analysts and social workers in an interdisciplinary training approach. The focus of the presentation will be on behavioral and social-emotional outcomes for children with disabilities or at risk for disabilities due to behavioral and mental health challenges, who were supported by the scholars in collaboration with the classroom teachers.

Project LINC: Innovative Interdisciplinary Personnel Prep Program

Table: 44

Presenters: **Kaitlyn Wilson**, Towson University; **Katherine Holman**, Towson University; **Gregory Knollman**, Towson University

Description: This session will share innovative aspects of Project LINC (preparing school-based Leaders in Autism through Interdisciplinary Networking and shared Competencies), an OSEP-funded personnel preparation program focused on interdisciplinary collaboration between scholars in special education and speech/language pathology. The session will focus on the elements (e.g., seminars, inclusion of mentors, hands-on interdisciplinary experience, simulated parent meetings, panels, ECHO community of practice) that have prepared scholars to meet specific program competencies and gain skills in interprofessional practices to effectively instruct and serve autistic students in schools. These program components also have strengthened collaborations between the Colleges of Health Professions and Education within the university, while increasing interdisciplinary experiences for preservice SLPs and inservice special educators providing instruction and services to students with autism in schools.

Filling a Gap in Professional Development for EI Providers

Table: 45

Presenters: Ann Biswas, National Center on Deafblindness; Haylee Berland, National Center on Deafblindness

Description: This poster describes a new professional development (PD) module that is designed to help fill a significant gap in training for early intervention providers. “Early Intervention for Children Who Are Deafblind,” created by the National Center on Deafblindness (NCDB), is available free online and can be easily incorporated into PD systems and personnel preparation programs. The module provides more than two hours of engaging, evidence-based training for EI providers working with infants and toddlers with this low-incidence disability. Attendees will learn how the module can be used in existing training efforts to improve developmental outcomes for infants and toddlers who are deafblind.

Implementing aRPy Resources in Practicum Experiences

Table: 46

Presenters: Serra Acar, University of Massachusetts, Boston; Kelly Brown, University of Massachusetts, Boston

Description: This poster will explore scholars’ reflective practices during practicum. We examined their knowledge, skills, and experiences by using a pre/post design with four checklists originally developed by the Early Childhood Technical Assistance (ECTA) Center. We also explored students’ implementation of Division for Early Childhood (DEC) Recommended Practices during their practicum. Finally, we studied students’ understanding of culturally and linguistically responsive practices through their self-reflective practices.

Interprofessional Preparation for Autistic Students Over the Lifespan

Table: 47

Presenters: Jonathan Campbell, Western Carolina University; Karena Cooper-Duffy, Western Carolina University; Johanna Price, Western Carolina University; Amy Rose, Western Carolina University

Description: This session will describe the development and initial evaluation of Project INTERACT, an interprofessional training program involving scholars and faculty from psychology, special education, and speech/language pathology at Western Carolina University. Project INTERACT focuses on interprofessional preparation to work with children with autism and adults with intellectual disability and their families. The session will describe the initial outcomes for scholars and families.

Washington Administrators Improving Multi-Tiered Systems: Evaluating a State Project

Table: 48

Presenters: **William Rasplica**, University of Washington, Bothell Goodlad Institute; **Stephanie King**, University of Washington Bothell Goodlad Institute

Description: This poster session will address the evaluation of the impact of a Statewide professional learning project for middle-level administrators supporting and initiating multi-tiered systems of support (MTSSs). Emphasis is given to research supporting the impact of middle-level administrators, including the critical role of school district special education administrators.

Intentional Implementation of Positive Behavioral and Intervention Supports (PBIS) to Support Students With (Dis)abilities

Table: 49

Presenters: **Tobey Doble Moore**, University of Connecticut; **Brandi Simonsen**, University of Connecticut; **Ashley Plumb**, University of Connecticut; **Katherine Meyer**, University of Connecticut

Description: In this session, we highlight strategies and resources from the Center on PBIS to help teachers implement, differentiate, and intensify high-leverage classroom practices to support all students within an MTSS framework in their classroom. We also share data demonstrating the impact of teachers' intentional, intensive implementation of a few high-leverage practices to improve academic engagement of students with disabilities in inclusive classroom settings.

Supporting Deafblind Students Through Trained Interveners

Table: 50

Presenter: **Ira Padhye**, Virginia Commonwealth University

Description: This session will look at the current state of educational access for students who are deafblind, and identify ways interveners can increase student success.

Interprofessional Competency in Interdisciplinary Preparation

Table: 51

Presenters: **Renee Hepperlen**, University of St. Thomas; **Bonnie Ingelin**, University of St. Thomas; **Lynn Stansberry Brusnahan**, University of St. Thomas

Description: This poster describes the adaptation of a self-assessment tool to evaluate interprofessional interactions and interprofessional values. This measure, initially developed and validated for use in health care settings, was adapted and applied to an educational environment that included social workers and early childhood special education students. This presentation provides three cohorts of pre- and post-intervention outcomes.

Statewide Plan to Disseminate Evidence-Based Strategies for Specific Learning Disability (SLD)

Table: 52

Presenters: **Kathryn Havercroft**, Eastern Illinois Area Special Education; **Melissa Jones-Bromenshenkel**, Eastern Illinois Area Special Education

Description: This presentation illustrates the successes of a Statewide technical assistance project in providing support to educators and families of students with specific learning disabilities. Ideas focused on how to network and disseminate evidence-based strategies at the State level will be discussed. Needs assessment and outcome data will be shared.

Creating Balanced Assessment Systems That Support Instruction

Table: 53

Presenters: **Sheryl Lazarus**, National Center on Educational Outcomes (NCEO); **Nancy Holsapple**, Indiana Department of Education; **Ma'Taya Hammond**, Ohio Department of Education; **Sitara Nayak**, Parent to Parent of Georgia

Description: Data-driven decision making has the potential to transform instruction, yet often there are data limitations. There is widespread recognition that State tests do not do a good job of providing data for instructional decision making. This session will highlight how States and districts can create assessment systems that use a variety of formal and informal assessments to inform standards-based, data-driven, instructional decision making.

Multidisciplinary Approach to School Mental Health

Table: 54

Presenter: **Lisa Mahaffey**, Midwestern University

Description: This session explores a role for occupational therapy on school- or district-wide school mental health teams. Occupational therapy (OT) began as part of the mental health provider role and focused on meaningful participation and efficacy in life roles. This presentation will focus on a multidisciplinary approach to addressing the mental health needs of all students that includes an OT provider along with other mental health providers.

Content Acquisition Podcasts for Students (CAP-S): Which Version Works Best?

Table: 55

Presenters: **Olivia Coleman**, University of Virginia; **Rachel Kunemund**, University of Virginia; **Danielle Waterfield**, University of Virginia; **Suzanne McClain**, University of Virginia

Description: This poster will review a randomized control trial study to compare the impact of three different formats of short student vocabulary videos called CAPs (Content Acquisition Podcasts) on understanding, retention, and application of science vocabulary terms by students—with and without disabilities—in inclusive middle school classrooms.

Changes in IDEA Early Childhood State Data Systems From 2013 to 2023

Table: 56

Presenters: **Nancy Perez**, SRI Education; **Ginger Elliott-Teague**, SRI Education; **Elizabeth Davies-Mercier**, SRI Education; **Grace Kelley**, SRI Education

Description: This poster describes the current status and changes in Part C and Part B 619 State data systems from 2013 to 2023 on 11 key indicators of a high-quality IDEA early childhood data system, using data from a biannual survey of State programs.

Onboarding Early Intervention Personnel Using the Family Guided Routines Based Interventions (FGRBI) Model

Table: 57

Presenters: **Regina Woodcock**, West Virginia Birth to Three; **Christan Coogle**, George Mason University; **Sheila Zickefoose**, River Valley Child Development Services

Description: Due to personnel shortages, many professionals joining States' early intervention programs/systems may have limited knowledge of family coaching and no experience in home visiting. Newly employed personnel may also work full time elsewhere and need training opportunities that fit into their schedules. During this session, you will learn how one State has worked with higher education to design and implement high-quality professional development opportunities that are responsive to our adult learners' needs, provide opportunities for peer-to-peer support and reflection, and incorporate fidelity measures as part of the FGRBI course curriculum.

Effective Vision Screening Birth to Three Years and Three to Five Years

Table: 58

Presenters: Angel Perez, Florida and Virgin Island Deafblind Collaborative; David Hunter, Boston Children's Hospital

Description: The objective of this presentation is to demonstrate a standardized method of vision screening from birth to three years and from three to five years of age, as well as an introduction to evidence-based tools and resources.

Personnel Development Program Office Hours and Assistance

Table: 59

Presenter: Michelle Bloom, AnLar

Description: AnLar and Westat, supporting the Personnel Development Program Data Collection System (PDPDCS), will be available to assist grantees and scholars individually with how to collect, enter, and use the data within the site. Trained Help Desk staff members will be available for personalized support and questions during the session.

Topical Track: Enhancing Assistive Technology and Accessibility

Meet Corgi: Digital Graphic Organizers to Support STEM Learning

Table: 60

Presenters: Jenna Gravel, Center for Applied Special Technology (CAST); Sherri Wilcauskas, CAST; Jose Blackorby, WestEd; Anne-Marie Knokey, CAST

Description: Corgi is a free, Google-based suite of digital graphic organizers that supports students in developing content-specific practices and habits of mind in STEM. By embedding the principles of Universal Design for Learning (UDL), Corgi supports students to develop patterns of thinking and reasoning in a format that reduces barriers and increases access for every learner. In conversations with individuals who visit our poster session, we look forward to sharing the tool, discussing findings, and exploring how Corgi might be used in their contexts to support student learning.

Connect Neurodiverse Children With Collaborative Visual Storytelling

Table: 61

Presenter: **Yiqi Xiao**, University of Illinois Urbana–Champaign

Description: This session presents a project that aims to address the social needs of neurodivergent children, embracing the social model of disability. The project has developed a combination of collaborative digital picture book creation and in-person narrative expression activities to cultivate affirming connections between neurodivergent and neurotypical children. Participants will explore how this innovative method bolsters creative expression and social interactions across both the digital and physical realms among children, leading the way toward more inclusive and creative educational practices.

The Three AEMigos: The Synergy Between Assistive Technology (AT), Accessible Educational Materials (AEM), and Technology

Table: 62

Presenters: **Kelli Suding**, CAST, The National Center on Accessible Educational Materials (AEM Center); **Michelle Soriano**, CAST, AEM Center; **Luis Perez**, CAST AEM Center

Description: Come join the fun with the CAST technical assistance (TA) specialists at the National AEM Center to explore and clarify the concepts and relationships of accessible materials, assistive technology, and technology for supporting students with disabilities. Visually explore how these components differ and complement each other, and learn about resources and best practices for implementing them.

American Sign Language in Children's Educational Media

Table: 63

Presenter: **Wendy Sapp**, Bridge Multimedia

Description: For Deaf children, the inclusion of American Sign Language is essential for access to learning media. Through a joint project with PBS KIDS, we explored the preferences of Deaf children and Deaf parents regarding the placement, size, and opacity of an ASL interpreter box. The results of this pilot study inform how ASL should be provided in media.

The AAC Learning Center

Table: 64

Presenters: **David McNaughton**, AAC Leadership Project at Penn State University; **Karla Armendariz**, AAC Leadership Project at Penn State University; **Kasie Galley**, AAC Leadership

Project at Penn State University; **Sharon Redmon**, AAC Leadership Project at Penn State University

Description: The AAC Learning Center (<https://aac-learning-center.psu.edu/moodle/>) provides free interactive online modules for use in preservice instruction with future teachers and speech/language pathologists. There are 10 modules available, covering topics such as "AAC for Children," "Alternative Access," and "Family-Centered Services in AAC." The modules are in use at over 120 colleges and universities, and over 15,000 preservice professionals have earned Certificates of Completion.

Insights From State Collaboration With the Rhonda Weiss Center

Table: 65

Presenters: **Sara Sinani**, Rhonda Weiss Center/AEM; **Alisa Fewkes**, Idaho Department of Education; **Richard Corbett**, Virginia Department of Behavioral Health and Developmental Services; **Tony Ruggiero**, Rhonda Weiss Center/AEM

Description: The Rhonda Weiss Center for Accessible IDEA Data is dedicated to making Part B and Part C IDEA data accessible to all. Hear directly from Idaho Part B and Virginia Part C staff on how the Weiss Center recently made an impact on their ability to improve access to IDEA data for people with disabilities and learn more about how your organization or State can benefit from the Weiss Center at no cost.

CONTAECT-ME: Interdisciplinary Personnel Development for Early Childhood Intervention

Table: 66

Presenters: **Deborah Rooks Ellis**, Coastal Carolina University; **Shihfen Tu**, University of Maine

Description: This session will describe the results of a five-year personnel preparation program developed to build interdisciplinary partnerships between early childhood interventionists and speech/language pathologists, with a focus on augmentative and alternative communication and tele-intervention. Scholars worked across disciplines to practice and implement strategies for working with children with high-intensity needs and their families in rural areas who may have had limited access to specialized resources.

Iterative Innovation of Curricular Materials Using Teacher Feedback

Table: 67

Presenters: **Claire Donehower**, Georgia State University; **Sarah Hansen**, Georgia State University; **Trey Vasquez**, University of Central Florida

Description: In this session, discover the transformative power of teacher feedback in shaping STEM education. Explore how educators' insights drive the evolution of curriculum materials, leading to more engaging and effective learning experiences for students. Gain practical strategies for integrating teacher input into the continuous refinement of STEM curricula, fostering innovation and excellence in the classroom.

Topical Track: Strengthening Our Workforce

Improving Education Through the Educational Doctorate Program

Table: 68

Presenters: **Kristi Santi**, University of Houston; **Jacqueline Hawkins**, University of Houston; **Monica Martens**, University of Houston

Description: The University of Houston Special Populations OSEP scholars learn how to use Improvement and Learning Science to improve the educational outcomes of PK–12 students in Title I school districts. This session will provide insights into how program faculty work with scholars in a large urban center to implement plan-do-study-act (PDSA) cycles to improve schools from within.

325L Early Childhood Collaboration: Resilient Early Intervention Leadership

Table: 69

Presenters: **Kristen Votava**, North Dakota Part C TA; **Carol Johnson**, North Dakota Part C TA; **Jordan Anderson**, North Dakota Part C

Description: Review the impact of participants involved in the Resilient Early Intervention Leadership project through data and success stories. This project brought together early childhood partners in learning about resilient leadership and early intervention through a collaborative, embracing leadership as more than a position to empower all stakeholders, including parents. Marketing, recruitment, professional development, and collaboration processes will be discussed. Data and stakeholder impact will be reviewed for each project, along with system process highlights.

Lead IDEA Leadership Competencies: How to Lead for Children and Youth With Disabilities

Table: 70

Presenters: **Paul Steinle**, American Institutes for Research (AIR); **David Bateman**, AIR; **Lynn Holdheide**, AIR; **Mary Beth Bruder**, University of Connecticut

Description: This session highlights the Lead IDEA Center’s leadership competencies—a comprehensive set of skills and knowledge for effective leaders serving children and youth with disabilities. The Center’s competencies were developed over the past year through a focused review of the literature, comprehensive environmental scans, and target audience feedback. Aligned to professional competencies that guide leadership development and practice, the Lead IDEA leadership competencies promote effective implementation of the Individuals with Disabilities Education Act (IDEA).

Interdisciplinary Simulation-Based Training for Future Special Education Professionals

Table: 71

Presenter: Stephanie Corcoran, University of Alabama at Birmingham

Description: This presentation will highlight the simulation-based learning opportunities that the Interdisciplinary Preparation of Professionals in Special Education (IPPSE) grant is providing to scholars. These learning opportunities address key competencies and skills required for today’s special education landscape. The primary goal of this training is to bridge the gap between theoretical knowledge and real-world application, fostering a dynamic interdisciplinary learning environment that prepares future special education teachers and school psychologists for the challenges they may encounter in diverse educational settings.

A COOL OASIS: Models of Coaching Ecosystems at the Elementary Level

Table: 72

Presenters: Tracey Hall, CAST; **Jenna Gravel**, CAST; **Kathleen Nicole Tuck**, Univeristy of Kansas; **Jamie Basham**, Univeristy of Kansas

Description: This poster session will illustrate the work and lessons learned in two of CAST’s OSEP projects designed to support instructional coaching with a UDL ecosystems approach. We will identify and share key features of a UDL coaching system, with examples of how these systems can reduce barriers and support learning for both educators and students. In conversation with individuals who join us, we will discuss connections to their own contexts and imagine how they might build their own version of a coaching ecosystem plan.

Promoting Collaboration Among Remote Master's Students

Table: 73

Presenters: Mackenzie Savaiano, University of Nebraska-Lincoln; **Susan Loveall**, University of Nebraska-Lincoln

Description: We will share difficulties faced and strategies learned to promote collaboration among master's students in three online special education programs. This includes scholars in our early childhood special education, teaching students with visual impairments, and orientation and mobility programs.

Sustainable Ecosystem Elements: Strategies to Guide Programming

Table: 74

Presenters: Swati Guin, AIR; Stacy Hirt, AIR

Description: The PROGRESS Center identified five interconnected elements that promote a sustainable ecosystem for developing and implementing high-quality educational programming for students eligible for special education. This presentation will share five briefs that examine the research aligned with the IDEA's underpinnings and provide evidence-based strategies and illustrative examples to guide the implementation of sustainable ecosystem components.

Preparing Teacher Leaders for Multicultural and Inclusive Classrooms

Table: 75

Presenters: Kavita Rao, University of Hawai'i at Mā noa; Sara Cook, University of Hawai'i at Mā noa

Description: This poster describes how Project PreparED HI (a 325M personnel preparation project) redesigned a Master of Education in Special Education (MEd SPED) program with a focus on developing teacher leaders who possess key skills and competencies to serve culturally and linguistically diverse students with disabilities. We will share the process of (a) developing higher education faculty knowledge of asset-based and culturally responsive/sustaining pedagogies; (b) identifying ways to translate research to practice, with a focus on developing special education teacher leaders; and (c) revising MEd SPED program syllabi and curriculum to integrate content on research-based practices for serving multicultural students with disabilities.

Training of School Psychologists With a Specialization in Early Childhood Special Education

Table: 76

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

Description: This session will discuss the training of school psychologists with a specialization in early childhood special education. Related training curricula, competencies, fieldwork, and

internships will be discussed. The authors will identify challenges and potential opportunities to enhance culturally and linguistically responsive training of school psychologists.

Dual Certification Teacher Identity Development: A Multiple Case Study

Table: 77

Presenter: Radeen Yang, University of Wisconsin–Madison

Description: During this session, we will discuss the purpose of this multiple case study and engage participants in a conversation about the findings and implications for teacher preparation. The study examined how field experiences in an elementary and special education dual certification program influenced preservice teachers' identity development and sense of preparedness to support students with disabilities. The session will also examine how preservice teacher identity in dual certification programs can inform teacher educators about positive program structures, supports, and professional relationships that will proactively foster an inclusive teacher identity for dually certified preservice teachers.

Cross-University: Special Education, Applied Behavior Analysis (ABA), and Bilingual Learners With Disabilities

Table: 78

Presenters: Rocio Rosales, University of Massachusetts–Lowell; **Claudia Rinaldi**, Lasell University; **Robai Werunga**, University of Massachusetts–Lowell

Description: Diverse students with disabilities present multiple needs that require support from personnel beyond special and general education teachers. One group of personnel that work closely with a significant number of students with IEPs is Board Certified Behavior Analysts (BCBAs). Thus, a collaborative approach between BCBAs and special education teachers has the potential to maximize behavioral and academic outcomes for students with disabilities.

Psychological Safety: A Framework for Supporting Personnel Preparation

Table: 79

Presenters: Amy Szarkowski, University of Massachusetts Boston; **Serra Acar**, University of Massachusetts Boston; **Raquel Quezada**, Cambiando El Mundo De Personas Con Discapacidad

Description: This session introduces the framework of Psychological Safety, which has been linked with increased positive outcomes for adult learners, particularly when cohorts include individuals from diverse backgrounds. It highlights how personnel preparation programs can use the Psychological Safety framework to build inclusive, meaningful, and powerful connections among learners, which in turn advances learners' ability to also support families

from a variety of backgrounds. Presented by a psychologist, an EI specialist, and a parent, this session will explore Psychological Safety from a variety of lenses.

Improving Implementation of Equitable Evidence-Based Literacy Instruction: The Massachusetts Literacy Institute

Table: 80

Presenters: Kristin Kane, National Center on Improving Literacy (NCIL); Karen Shaffer, NCIL; Sarah Sayko, NCIL

Description: In this session, the NCIL team will describe their experience refining and replicating the Massachusetts Literacy Institute with a new cohort of school-based leadership teams, including strategies for partnering effectively with Massachusetts Department of Elementary and Secondary Education staff and employing innovative ideas in their technical assistance.

Developing and Evaluating Collaborative Curriculum Around ASD

Table: 81

Presenters: Erin Rotheram-Fuller, Arizona State University; Kassandra Spurlock, Arizona State University; Maria Dixon, Arizona State University; Nancy Scherer, Arizona State University

Description: Attendees will learn about the interests and experiences driving diverse students toward collaborative SLP and ASD master's programs. Models of collaborative curriculum content, assignments, and outcomes will be provided. Student participant feedback and opportunities for enhanced collaboration from multiple disciplines around ASD will be discussed.

Developing Rural Special Education Leaders Through Collaborative Doctoral Training

Table: 82

Presenters: Pamela Williamson, University of North Florida; Ginevra Courtade, University of Louisville; David Hoppey, University of North Florida

Description: Collaborative graduate training is a recently implemented method for preparing special education doctoral students. This session focuses on the development and implementation of a graduate policy course collaboratively taught by faculty from three institutions aiming to develop special education leaders. The syllabus, lessons learned, and resources are shared.

Better Together: An ABA/SLP Interprofessional Education Training Model

Table: 83

Presenters: **Chenell Loudermill**, Purdue University; **Juliana Aguilar**, Purdue University; **Tamar Greenwell**, Purdue University

Description: Professional preparation programs are well equipped to train students in their prospective disciplines; however, training various disciplines to work together has its challenges. Specifically, the disciplines of SLP and ABA often work with the same population, children with high-intensity needs, but rarely work collaboratively. This session details an innovative interprofessional training program funded by OSEP whereby ABA and SLP graduate students train together to work collaboratively in providing high-quality services to children with high-intensity needs.

Coaching Paraprofessionals in Evidence-Based Oral Language Practices

Table: 84

Presenters: **Debbie Slik**, Florida State University, Florida Center for Reading Research; **Sonia Cabell**, Florida State University, Florida Center for Reading Research

Description: This session will highlight the effective, research-based practice of using multiple conversational turns during shared book reading with preschool children to develop oral language skills that will foster later vocabulary and reading comprehension. It will also feature the implementation of practice-based coaching as a mechanism for training early childhood education paraprofessionals on how to implement and scaffold conversations with preschoolers during shared book reading. Paraprofessionals are integral members of early childhood classrooms, and when trained in evidence-based practices, they can be valuable assets in teaching young children literacy skills.

The Power and Possibilities of Interdisciplinary Preparation in EI/ECSE

Table: 85

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

Description: This presentation will highlight the importance of interdisciplinary preparation that addresses the EI/ECSE Standards, cross-disciplinary competencies, and DEC Recommended Practices. Research supporting an interdisciplinary approach will be featured, along with the outcomes of a successful graduate-level interdisciplinary preparation program for occupational therapy, physical therapy, and early childhood special education. The session will feature a three-phase case study approach and provide actionable strategies for IHEs to foster interdisciplinary collaboration.

Enhancing Georgia's Blueprint: Part C Leadership Curriculum

Table: 86

Presenters: **Kevin Byrd**, Georgia Department of Public Health; **Micole Talley**, Georgia Department of Public Health; **Mesha Robinson**, Georgia Department of Public Health – Babies Can't Wait; **Tamela Baker**, Georgia Department of Public Health – Babies Can't Wait

Description: Over the past three years, Georgia has implemented its first-ever leadership curriculum for Part C leaders. In this session, we will describe the curriculum content, implementation approach, and evaluation data from the curriculum. Lessons learned from two out of the three cohorts of Part C leader trainees will also be shared.

West Virginia: SPP/APR Related Requirements Finder

Table: 87

Presenters: **Tonya Rutkowski**, West Virginia Department of Education; **Tamara Westfall**, West Virginia Department of Education; **Jonathan Shank**, West Virginia Department of Education

Description: Based on OSEP's 2023 Part B SPP/APR Related Requirements document, this Excel-based tool allows users to enter keywords into a text box to search for regulatory requirements related to each SPP/APR indicator. States may find this useful for categorizing findings of noncompliance in the age of Indicator 18.

An Analysis of the Employment Survey by Scholars in a Federally Funded Interdisciplinary Training Program in Adapted Physical Education (APE) and PBIS

Table: 88

Presenters: **Jiabei Zhang**, Western Michigan University; **Kate LaLonde**, Western Michigan University; **Christy Chambers**, Western Michigan University; **Yuanlong Liu**, Western Michigan University

Description: The purpose of this study was to analyze the employment status of scholars enrolling in the Federally funded interdisciplinary training program in APE and PBIS. All 13 scholars prepared by this Federally funded project have been successfully employed by a high-need school as APE teachers or special education teachers and have been evaluated as qualified teachers by their employers.

Improving Reflection and Practice: EI Competencies

Table: 89

Presenters: **Carol Johnson**, North Dakota Part C Technical Assistance; **Kristen Votava**, North Dakota Part C Technical Assistance

Description: This presentation reviews the use of EI competencies designed by stakeholders to support the reflection and practice of EI professionals in their growth as leaders in EI. The competency areas include family-centered practices, professionalism, evidence-based practice, collaboration and consultation, and administration and supervision.

Topical Track: Making Transitions Successful for All

Project CAPE and Adult Community Transition Program Collaboration

Table: 90

Presenters: **Melissa Bittner**, California State University Long Beach; **Amanda Young**, California State University Long Beach

Description: Project CAPE (Certification in Adapted Physical Education) scholars collaborate with Long Beach Unified School District's Adult Community Transition program. Scholars teach APE, Archery for All Abilities, an aquatics practicum, Camp Nugget junior counselors, and job opportunities within the Kinesiology department.

OSEP Scholar-Created Transition Resources: Zarrow Institute Showcase

Table: 91

Presenters: **Malarie Deardorff**, University of Oklahoma–Zarrow Institute; **Tasa Peterson**, University of Oklahoma; **Emily Kendall**, University of Oklahoma; **Peighton Pratt**, University of Oklahoma

Description: From 2020 through 2024, scholars from the OSEP personnel preparation grant for Secondary Transition Scholars at the University of Oklahoma–Zarrow Institute have created transition resources to promote effective partnerships between IEP team members and the community and to promote evidence- and research-based practices to improve post-school outcomes for students with disabilities. This presentation will showcase the free resources (assessments, curricula, lesson plans, bell ringers, and infographics) housed on the Zarrow Institute website and Teachers Pay Teachers, designed by our scholars during and after their programming.

Slow but Steady: Improving Employment Preparation for Students

Table: 92

Presenter: Stacy Dymond, University of Illinois Urbana–Champaign

Description: This session will describe a model used in Illinois to support educators in creating substantive changes within their school district or educational program that improve employment preparation for students with extensive support needs. We will describe our work with various schools, the benefits and challenges associated with school/university partnerships, and the factors that influence their success.

Topical Track: Communicating, Disseminating, and Implementing Effectively

Effective Implementation Reinvented Through State Systemic Improvement Plans (SSIPs)

Table: 93

Presenters: Melanie Upright, Johns Hopkins University; **Molly Connor**, Maryland State Department of Education; **Cecilia Leger**, Johns Hopkins University; **Marny Helfrich**, Maryland State Department of Education

Description: Maryland used an innovative approach to create a systemic framework for effective implementation of best practices in local infants-and-toddlers programs with SSIPs. In this session, learn how high-performance teams were developed and mobilized across State, district, and local levels, about the use of streamlined protocols for continuous improvement, and about the relationship of team performance to improved outcomes.

EI/ECSE Personnel Recruitment and Retention Innovative Practices

Table: 94

Presenters: Ted Burke, ECTA; **Charlene Robles**, ECTA

Description: This session will present strategies and practices that can be implemented to attract, prepare, and retain an adequate number and diverse group of State and local EI/ECSE personnel. These strategies aim to reinforce the quality and racial and ethnic diversity of the workforce and the successful inclusion of children with disabilities across various settings.

Project SPEECH 2.0: A Focus on Interdisciplinary Language and Literacy

Table: 95

Presenters: Mary Little, University of Central Florida; **Debra Knox**, University of Central Florida; **Melissa Carli**, University of Central Florida

Description: Explore how Project SPEECH supports interdisciplinary preparation of high-quality special education teachers and speech/language pathologists to serve students with persistent and severe learning challenges that require the most intensive interventions within knowledgeable, efficient systems of community-, school-, and district-based teams and supports. Program graduates receive a Master of Education in Special Education or a Master's in Speech Language Pathology coupled with an Interdisciplinary Language and Literacy Intervention Graduate Certificate.

Better Together: University–School Partners Combat Shortage of Teachers of the Deaf

Table: 96

Presenters: **Elaine Smolen**, Teachers College, Columbia University; **Maria Hartman**, Teachers College, Columbia University; **Casey Reimer**, Washington University School of Medicine in St. Louis; **Lauri Nelson**, Utah State University

Description: Universities and programs that serve children who are deaf or hard of hearing (DHH) often share the goal of increasing the number of professionals who are highly qualified to work with DHH children and their families, but shared efforts toward that goal have been limited. This poster will present a collaboration between a network of DHH schools and five universities to address the nationwide shortage of teachers of DHH students through novel recruitment and retention strategies.

Actualizing Least Restrictive Environment Through Universal PreK (and How to Pay for It)

Table: 97

Presenters: **Leslie Fox**, WestEd; **Heidi White**, Colorado Department of Education; **Beth Cole**, WestEd

Description: This poster session will provide SEA directors and 619 coordinators with a framework for participants to assess, identify, strategize, and align funding mechanisms for effective inclusion of preschool children with disabilities. The financial supports and resources identified and utilized by LEAs in Colorado to ensure preschoolers with IEPs have access to high-quality, inclusive, early childhood programs as participants in the State's Universal Preschool initiative will be shared. This session will include an overview of funding basics and how SEA and 619 coordinators can nurture innovative funding approaches by LEAs.

Grad – A Four-Letter Word We Want to Proclaim for All Students

Table: 98

Presenter: **Laura Moran**, Pennsylvania Training and Technical Assistance Network (PaTTAN)

Description: Did you know students have a 75 percent chance of dropping out of school if they miss two or more days of school a month, or their behavior is interfering with school success, or they fail English language arts or math? This session provides an overview of Pennsylvania’s SSIP to increase graduation rates for students with disabilities. In addition, the benefits of using an early warning system (EWS) and other effective strategies and resources will be presented to support students who are not on track for graduation.

Fostering Collaboration Through an IHE Community of Practice

Table: 99

Presenter: Rebekah Hornak, SISEP

Description: In an era marked by constant change, the role of education leadership preparation programs is pivotal in shaping leaders equipped to navigate the complexities of the educational landscape. This presentation will explore a community of practice (CoP) to bring various programs together to explore Implementation Science to foster collaborative learning and drive positive change.

Bridging the Gap With a Mentor Demonstration Site Program

Table: 100

Presenters: Oliver Edwards, University of Central Florida; Mary Little, University of Central Florida; Cynthia Pearl, University of Central Florida; Melissa Carli, University of Central Florida

Description: The Mentor Demonstration Site (MDS) program linking Project Bridges 2.0 with exemplary Central Florida schools will be featured. The purpose of the program is to highlight, celebrate, and share the implementation of selected resources and evidence-based practices by project scholars/educators within their classrooms and schools. MDS program design, resources, and implementation strategies will be shared.

Implementation Fidelity When the Intervention Is Locally Defined

Table: 101

Presenters: Meagan Karvonen, Accessible Teaching, Learning and Assessment Systems, University of Kansas; Lindsay Ruhter, Accessible Teaching, Learning and Assessment Systems, University of Kansas

Description: In the Special Educator Technology-Based Training of Trainers (SETTT) for Success project, teacher trainers learn how to design and implement PD for special education teachers, with the ultimate goal of improving academic instruction for students with complex support needs. The PD content and methods are not standardized—nor are trainer supports or the

ways in which sites configure the SETTT for Success for their use. In this poster, we describe these sources of variability and the methods and criteria we use to evaluate fidelity when so little about the intervention is standardized. We also describe how lessons learned in the development and pilot phases informed changes for the dissemination phase of the project.

Part C Internal Controls, or How to CYA (Cover Your Accounts)

Table: 102

Presenters: **Meg Nelson**, Center for IDEA Fiscal Reporting (CIFR); **Leslie Fox**, CIFR

Description: Internal controls are used to make sure money is handled properly. They help prevent mistakes and fraud, and ensure that financial reports are accurate. This poster is designed to outline some of the safeguards used to keep everything running smoothly and honestly within State agencies and local programs.

Lessons Learned From Using a Virtual Community of Practice With EI Professionals

Table: 103

Presenters: **Savannah Hobbs**, University of Denver; **Rashida Banerjee**, University of Denver

Description: Nationally, there is a need for high-quality EI professionals to provide services for young children with delays or disabilities and their families. Unfortunately, many States are experiencing high turnover of EI professionals, and this project offered professional development in identified areas of need through a collaboration with EI Colorado and the University of Denver's Morgridge College of Education. Professional development was implemented using the ECHO-DU model: a virtual, evidence-based, professional learning model that connects professionals to resources and best practices and has been shown to improve workforce capacity and retention.

New Support Solutions That Center Families and Improve Responsiveness

Table: 104

Presenters: **Heather Olivier**, FACT Oregon; **Christy Reese**, FACT Oregon

Description: FACT Oregon Parent Training and Information (PTI) will share its one-to-one peer-led Support Line model and its recent overhaul through investments in technology, program management, and training. New systems and processes help FACT Oregon handle increased call volume, provide support that is specific as well as culturally and linguistically responsive, ensure effective oversight, and track trends that help inform the PTI's overall workplan.

Evidence-Based Customized Professional Development and Technical Assistance

Table: 105

Presenter: Angela Kirby, PaTTAN, Central

Description: This session will highlight PaTTAN's Statewide model for evidence-based customized professional development and technical assistance.

Impact of National Center on Intensive Intervention (NCII) Tools Charts on State Education Agency Guidance

Table: 106

Presenter: Rebecca Zumeta Edmonds, National Center on Intensive Intervention (NCII); Caitlyn Majeika, NCII

Description: Given the increasing Federal and State policy focus on use of evidence-based programs and assessments, the NCII tools charts can provide a useful tool for SEAs as they develop policy and guidance for local schools and districts. This presentation describes the ways in which SEAs have interpreted and used NCII tools chart information in States throughout the country.

Technology Demonstrations

Topical Track: Advancing Equity

How Embracing AI Has Improved Bookshare

Table: 107

Presenter: Ayan Kishore, Benetech

Description: This presentation demonstrates how technologies like artificial intelligence and machine learning have been incorporated into Bookshare to remove barriers and improve the product for our students. This session will take an in-depth look at how these technologies are improving the Bookshare experience and discuss how embracing these advancements expands the impact of OSEP projects.

Meet Z.B., Your Students' Socially Assistive Companion

Table: 108

Presenters: Shaunn Smith, Unlocking Children's Potential (UCP) of Central Florida; **Tiffanie Zaugg**, University of Central Florida

Description: Explore the innovative role of Z.B., a socially assistive avatar, in the math classroom, where it not only aids students in staying focused on their tasks but also fosters enhanced communication skills. This session will reveal how Z.B. seamlessly integrates into educational environments to support both learning and interpersonal development, making math more engaging and accessible for students.

Topical Track: Enhancing Assistive Technology and Accessibility

Creating Accessible Digital Materials and Presentations

Table: 109

Presenter: Krystle Merry, University of Arkansas

Description: In this session, participants will learn how to create accessible digital materials using accessibility features in Adobe, Google, and Microsoft for PDFs, documents, and slides, and sharing images or files on social media for events. This session also will include tips and tricks for creating accessible presentations, such as using the accessibility checker in PowerPoint, turning on live captions, and using headings or styles.

It's Time to ADAPT Your Publicly Available IDEA Data!

Table: 110

Presenter: Fred Edora, Rhonda Weiss Center for Accessible IDEA Data; **Nichole Bui**, Rhonda Weiss Center for Accessible IDEA Data

Description: A key activity of the Weiss Center is the development of an open source software solution called ADAPT (the Accessible Data Analysis and Publishing Tool), which allows users to render publicly available IDEA data in ways that make it more comfortable and accessible for users. This technology demonstration will showcase the features and capabilities of ADAPT and how it can be best utilized by States to make IDEA data more accessible.

Accessible Education: All4Voicing – Changing Audio Description Creation

Table: 111

Presenters: Maria-Victoria Diaz, Dicapta; **Juliana Olarte**, Dicapta

Description: Join us for a demonstration of All4Voicing, an innovative platform that facilitates the creation of audio descriptions for educational content, developed by Dicapta with support in part from the project EnhAccess under the TV Access's OSEP program. This session will showcase how All4Voicing simplifies the audio description creation process with its intuitive interface and comprehensive toolkit, making educational materials more accessible for students with visual disabilities. Learn how this innovative solution can help educators and institutions foster an inclusive learning environment.

The Future of Braille Is Here: The Monarch Multi-line Refreshable Braille Tablet

Table: 112

Presenters: Paul Schroeder, American Printing House for the Blind; **Nicole Gaines**, American Printing House for the Blind

Description: The American Printing House for the Blind, along with partners at HumanWare and the National Federation of the Blind (NFB), has developed its first multi-line refreshable braille device: the Monarch. With textbooks in the new eBraille file format, students will soon be able to access their instructional materials as well-formatted braille with integrated digital graphics on this device. This demo will introduce participants to the features of the Monarch and provide an opportunity to interact with the device.

Training TVI Training Teams Using the CViConnect App Across Seven States

Table: 113

Presenters: Dawn Anderson, Department of Blindness and Low Vision Studies, Western Michigan University; Robert Wall Emerson, Western Michigan University

Description: The project uses professional development and structured mentoring to create teams of teachers of the visually impaired (TVI) who become trainers and experts in the area of brain-based visual impairment. They become skilled in assessment of vision for students with cortical visual impairment (CVI) and in the use of the CViConnect app to provide interventions both in school and at home. The data from the first year of our training teams providing training and mentoring will be shared, along with preliminary data on student outcomes demonstrating which interventions lead to improved vision for their students.

Topical Track: Strengthening Our Workforce

An Online, Adaptive Professional Learning Model to Support WRITE

Table: 114

Presenters: Jocelyn Washburn, University of Kansas Center for Research on Learning; Suzanne Myers, University of Kansas Center for Research on Learning

Description: This session will explore the Adaptive Professional Learning Model online tool (APLM Online), which supports coaches to partner with teachers as they implement WRITE. WRITE is an auto-scored progress monitoring tool that helps teachers use data to select evidence-based writing interventions. The APLM Online includes an infrastructure profiler (an easy-to-read display of system infrastructure and resources, to guide team conversations about systems change), and interactive coaching tools, including protocols for teacher goal setting and attainment scaling, a coaching conversation guide, and a coaching log. Session participants will have the opportunity to log in to the APLM Online, explore its features, and engage in conversations with researchers and each other about how the tools might assist with implementation of evidence-based practices.

Maximizing Moments: Transforming Teacher Time With AI Chatbots

Table: 115

Presenter: Tiffanie Zaugg, University of Central Florida

Description: Discover how AI chatbots can revolutionize the educational landscape by significantly reducing paperwork, allowing educators to dedicate more time to what truly matters: engaging with students. This session will explore practical strategies and real-world examples of AI integration that streamline administrative tasks, fostering a more interactive and personalized learning environment.

Topical Track: Communicating, Disseminating, and Implementing Effectively

Data They Can Use: CADRE's Dispute Resolution Dashboard Using Power BI

Table: 116

Presenters: Melanie Reese, Center for Appropriate Dispute Resolution (CADRE); Arsham Zamani, Applied Enterprise Management (AEM)

Description: Discover how CADRE transformed its static National and State Dispute Resolution Data into a dynamic online public-facing data dashboard, enabling real-time comparisons, in-depth analysis, and customizable reporting. Attendees will gain insight into the design process and will get hands-on experience in navigating the dashboard.

Leveraging Technology to Increase Connection Rates in Early Childhood

Table: 117

Presenters: Mindy Allen, Family Resource Center for Disabilities and Special Needs; Iris Junglas, College of Charleston School of Business

Description: This session will include a two-part technology demonstration on the College of Charleston Computer Science Capstone team's project for Data Collection and Database, as well as an interactive presentation on a data initiative for maternal healthcare and early childhood development communities. Recognizing a dire need for a digital transformation effort, the College of Charleston School of Business and Information Technology invited three undergraduate students from the Computer Science department to formulate a holistic, strategic IT plan for the Family Resource Center for Disabilities and Special Needs office. Our online guide, the Nesting Guide, is a directory that categorizes and disseminates comprehensive preconception, prenatal, and cradle-to-kindergarten data.

Topical Track: Improving Child and Student Outcomes

COACHED: An Evidence-Based Observation and Feedback Platform for All

Table: 118

Presenters: Michael Kennedy, University of Virginia; Christine Powell, University of Virginia

Description: Session participants will learn about COACHED 2.0 (Capturing Observations and Collaboratively sHaring Educational Data) and have immediate access to evidence-based coaching tools and professional learning materials. This online platform allows an observer to document specific teaching practices and automatically translates captured data into useful feedback that can then be personalized.

Next Generation Science Standards Integration With ESCOLAR

Table: 119

Presenters: Fatima Terrazas-Arellanes, University of Oregon; Bailey Miller, University of Oregon

Description: This presentation will showcase project ESCOLAR (Effective Scholastic Curriculum for Online Learning and Academic Results) for upper elementary school teachers and administrators. ESCOLAR provides free, online, evidence-based science curricula that are Next Generation Science Standards (NGSS) aligned and have proven effective.

Social Skill Learning With Virtual Reality Opportunities to Implement Social Skills (VOISS); Implementation With VOISS Advisor

Table: 120

Presenters: Amber Rowland, University of Kansas; Sean Smith, University of Kansas; Maggie Mosher, University of Kansas

Description: Social skill deficits have long-term impacts on student relationships, learning, and employment. Research shows that students can learn and practice social skills safely through virtual reality. Come learn how to support student generalization of learned social skills through a free, web-based educator professional development platform, and play with virtual reality, too!

FLITE STEM Coaching: Building the Bridge in Special Education and STEM

Table: 121

Presenters: Lisa Dieker, University of Kansas; Tolulope Sulaimon, University of Central Florida

Description: The FLITE STEM Coaching project provides free resources, data-tagging tools, and professional development to build the bridge between special education and STEM instruction. This session will provide resources for schools wanting to elevate their instruction and coaching in STEM-related areas for students with disabilities.

WEGO: Writing Efficiently With Graphic Organizers

Table: 122

Presenters: **Anya Evmenova**, George Mason University; **Kelley Regan**, George Mason University

Description: This demonstration will walk you through all the features of a WEGO technology-based graphic organizer (TBGO) with embedded evidence-based strategies. The WEGO tool aims to (a) improve essay writing by students with and without high-incidence disabilities in upper elementary and middle school, as well as (b) support teachers in data-driven decision making about their writing instruction. All of the student features as well as the teacher dashboard will be demonstrated.

Using Center for IDEA Fiscal Reporting (CIFR) Calculation Tools to Improve State Fiscal Processes

Table: 123

Presenters: **Laura Johnson**, Center for IDEA Fiscal Reporting (CIFR); **Tom Munk**, CIFR

Description: CIFR staff will provide an in-depth demonstration of interactive Excel tools designed to help Part B and Part C State staff accurately report fiscal data to OSEP and improve fiscal processes.

