

# 2016 OSEP Project Directors' Conference Poster Agenda

**Session A: Monday, August 1, 1:00 – 2:00 pm ET**

**Session B: Tuesday, August 2, 1:00 – 2:00 pm ET**

## Poster Session A: Monday, August 1

### **Data Tools of the Center for the Integration of IDEA Data (CIID) Table #1**

**Presenters:** Anna Mark and Bill Heunnekens, AEM Corporation

**Description:** The CIID provides technical assistance to State educational agencies (SEAs) to integrate IDEA data and increase their capacity to report the high-quality data required under Part B Sections 616 and 618 and make more informed decisions about reported educational outcomes. In this session, CIID will showcase tools and products supporting data integration efforts in SEAs.

### **New IDEA Data Center (IDC) Tools for Part C/Section 619 Data Users Table #2**

**Presenters:** Haidee Bernstein, Westat; Debbie Cate, University of North Carolina at Chapel Hill

**Description:** This presentation will aim to increase awareness of new IDC tools related to increasing the quality of Part B and C data, guiding States to more accurate Part C exiting data, and inclusive services for Parts B and C. The tools shared will include: Part C Exiting Data Toolkit, Part C Exiting Data Matrix, Part C Exiting Data Variation White Paper, Part C Success Gaps White Paper, the B6 Toolkit, Interactive Application, scenarios, webinars, and Local Percentage Template for Reporting on Educational Environments for Children.

### **Using CEEDAR Center Technical Assistance Tools to Retool Professional Learning Systems Table #3**

**Presenters:** Erica McCray and Margaret L. Kamman, University of Florida

**Description:** In this poster session, presenters will share and demonstrate technical assistance products developed by the CEEDAR Center. The poster and computer demonstration will also provide examples of how States are employing these products to reform teacher and leader preparation policy, practice, and program evaluation to ensure readiness to support students with disabilities.

### **Project SPD: Mentor Demonstration Classroom Program Table #4**

**Presenters:** Cynthia Pearl and Samantha Mrstik, University of Central Florida

**Description:** This presentation will provide an overview of major mentor demonstration classroom (MDC) program components. A program overview, materials related to the application and selection process, and evaluation tools will be provided. Initial results will be shared from a study that interviewed MDC teachers about success and longevity in classrooms serving students with severe and profound disabilities.

**Establishing Content Validity of the Quality Indicators for Classrooms Serving Students With Autism Spectrum Disorders (ASD) Instrument** Table #5

**Presenters:** Eleazar Vasquez III, Matthew T. Marino, Cynthia Pearl, and Wilfred Wienke, University of Central Florida

**Description:** This poster will describe a study that sought to provide content validation for quality indicators included in an observation instrument developed to evaluate classrooms serving students with ASD. A panel of 103 subject-matter experts consisting of a mixture of field personnel and university faculty provided feedback regarding construct validity. Results were analyzed using two approaches: a simple aggregation of responses in the form of averages, with an *a priori* threshold for the determination of what would be considered acceptable; and Lawshe's (1975) Content Validity Ratio methodology. All items were deemed to demonstrate content validity, and each subsection of the instrument had a high Content Validity Index.

**Evaluating Program Graduate Impact On Students: Measuring the Impact of Providing Support Services to Students in Inclusive Settings** Table #6

**Presenters:** Greg Welch and Malinda Eccarius, University of Nebraska-Lincoln

**Description:** This poster will summarize a program evaluation process for graduates of a personnel development program for support service providers, specifically itinerant teacher-consultants of students who are deaf or hard of hearing. The evaluation is based on the impact of the graduates on their students, using data from both academic achievement and improved access to instruction in the academic environment. This poster will include the logic model developed by the presenters during participation in a three-year work group focusing on the difficulty of measuring the value added by support service providers.

**Retaining Nontraditional Learners** Table #7

**Presenter:** Stacy Dymond, University of Illinois

**Description:** Nontraditional learners are older than most typical university students, participate part time, and simultaneously work while attending school and balancing family responsibilities. In this session, we will share findings from a study we conducted about what facilitated and hindered participation of nontraditional learners in our graduate-level teacher preparation program.

**Future Quest Island: A Middle School College- and Career-Readiness Adventure**

**Table #8**

**Presenters:** Lori Cooney and Debra Hart, University of Massachusetts Boston

**Description:** In this poster session, we will demonstrate animation and gaming strategies on Future Quest Island, an online standards-based curriculum tool created for teachers of middle school students with disabilities. Presenters will 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.

**Scaling Up 21st Century Skills Across States**

**Table #9**

**Presenters:** Allison Lombardi, University of Connecticut; Margo Izzo and Andrew Buck, The Ohio State University

**Description:** This session describes quantitative findings and lessons learned across four years of implementing college and career technology curricula across three States. Intervention students improved information technology literacy skills, transition knowledge, and reading scores compared with comparison students. Implications for embedding transition services into the core courses are discussed.

**Stepping Up Data-Based Decision Making Practices for Infants and Toddlers**

**Table #10**

**Presenters:** Jay Buzhardt, Charles Greenwood, and Dale Walker, University of Kansas

**Description:** Current research in special education, response to intervention, and educational policy supports the use of progress monitoring and data-based decision making for children with or at risk for disabilities. The Infant-Toddler Individual Growth and Development Indicators (IGDIs) project and its web-based tools provide one of the few sets of tools available to support these practices for programs serving infants and toddlers. This poster describes the IGDI measures and online support, with an emphasis on the tools and protocols under development to support their use for intervention decision making. This poster will also present data from focus groups, advisory board panels, and usability testing that were used to inform iterative development.

**Training Teachers in Function-Based Interventions**

**Table #11**

**Presenter:** Su-Je Cho, Fordham University

**Description:** Preservice teachers pursuing special education certification must be prepared to effectively deal with problem behavior that can have an adverse effect on the learning and safety of students. This session will focus on the effects of training preservice teachers in function-based interventions. The participants were 21 preservice teachers working on dual certifications. We used in-class, lecture-based training with ongoing written feedback while the candidates were working with a student with problem behavior. The results showed that the participants successfully completed function-based interventions for students with problem behavior. The session will conclude with tips for instructors of preservice teachers in teaching behavior intervention courses.

**Intervention in a Juvenile Detention Facility**

**Table #12**

**Presenters:** Jolan Smith and Lois A. Weinberg, California State University, Los Angeles, and University of California, Los Angeles

**Description:** *I.T. v. Los Angeles County* alleged violations of disability laws in the treatment of youth with developmental disabilities (DD) in juvenile detention facilities. A settlement agreement required that youth with DD be identified and provided appropriate individualized services, supports, behavioral management, and discharge planning. This poster will describe the results of an evaluation of the implementation of the agreement through multiple sources of data. Technical compliance was high, but findings revealed high rates of youth referrals for aggressive behavior with few interventions provided. Multi-agency discharge plans did not have measurable goals or progress monitored to determine effectiveness of the strategies implemented within the facility or upon discharge.

**Building a Virtual Bridge Between Research and Practice**

**Table #13**

**Presenter:** Mary Morrison, pepnet 2

**Description:** This poster will provide an overview of pepnet 2's Community of Practice (CoP) for the Deaf Learner Initiative. This CoP provided the platform for researchers from nine research institutions and practitioners from across the country to engage in dialogue regarding current practices, strategies, and the ongoing development of evidence-based practices. Each of the 16 monthly discussions began with participants downloading and reading 2-3 articles on topics such as: What Is Evidence, Academic Rigor, Literacy and Academic Outcomes, Intelligence and Cognition, Advocacy, Executive Function, Resilience and Persistence, and Parental Involvement. Each series of readings was followed by facilitated discussions.

**Learning to Teach: Practice-Based Preparation in Teacher Education** Table #14

**Presenters:** Abigail Foley, American Institutes for Research; Amber Benedict, University of Florida

**Description:** Recently, the Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR Center), the Center on Great Teachers and Leaders (GTL Center), and the National Governors Association (NGA) released a Special Issues Brief to provide examples of how educator preparation programs and their faculty can work with local districts to fully incorporate effective, deliberate opportunities to practice within both coursework and field experiences that encompass the features of deliberate practice: practice that is spaced and varied over time, coupled with coaching, feedback, scaffolding, and reflection. This poster session will present nine specific practice-based approaches in both coursework and field experience that reflect these features as demonstrated by a series of practical examples from the field.

**Intensive Intervention in Results-Driven Accountability (RDA)** Table #15

**Presenters:** Beyza Seflek and Nick Croninger, American Institutes for Research

**Description:** This presentation will examine a major requirement of RDA, the State Systemic Improvement Plan (SSIP). States are to use SSIPs to analyze strategies for improving identified outcomes for students with disabilities, create plans to support those strategies, and determine how to evaluate progress. This presentation examines cross-center collaboration of the National Center for Systemic Improvement (NCSI) and the National Center on Intensive Intervention (NCII) in States that include implementation of intensive intervention in their SSIPs. It is our hope that the work between the two centers will allow for effective scale-up of systems to improve outcomes for students with disabilities.

**The IDEA Data Center (IDC)—Building State Capacity for High-Quality IDEA Data** Table #16

**Presenters:** Linda Lynch, Kay Gallagher, and Wesley Williams II, Westat

**Description:** IDC provides technical assistance (TA) to build capacity within States for collecting, reporting, analyzing, and using high-quality IDEA data. IDC provides universal/general TA through its website, tools and products, webinars, interactive institutes, presentations, listserves, newsletters, and social media. IDC provides targeted TA to States, school districts, and local early intervention programs with a need for high-quality IDEA data, and provides intensive TA to States with long-term and complex IDEA data quality challenges. Attendees will learn how to contact their IDC TA State Liaisons, become registered IDC website and listserve users, access and provide feedback on IDC resources and services, and more.

**HSUfit: Partnership for Fitness, Fun & Friendship**

**Table #17**

**Presenter:** Jayne McGuire, Humboldt State University

**Description:** HSUfit is a collaborative program led by Humboldt State University, which pairs youth with disabilities from the community with college students as peer partners. While the youth and their partners are focusing on fitness, fun, and friendship, their parents are invited to join a wellness class at the same time. Although HSUfit's primary focus is on recreation and fitness, the youth are developing college- and career-readiness skills. Together with their peer partners, they develop goals related to fitness, cooperation, and communication. Each week, the partners focus on their goals while engaging in activities.

**Kansas State Performance Plan Systemic Improvement Evaluation**

**Table #18**

**Presenters:** Kerry Haag and Colleen Riley, Kansas Department of Education; Amy Gaumer Erickson, University of Kansas

**Description:** While seemingly a simple concept, leveraging resources and aligning State-level initiatives can be a daunting task. The Kansas IDEA State Systemic Improvement Plan evaluation plan will be presented by KSDE staff and technical assistance system network (TASN) evaluators. Derived from established SPDG processes and centered on elements of the Kansas MTSS Integrated Framework, the evaluation follows implementation science principles. Self-correcting feedback loops at the teacher, school, district, and State levels support implementation of evidence-based practices. Example measures will be shared, such as an implementation readiness checklist, a school staff survey, a collaborative team progress planner, and a family engagement survey designed for schools implementing the Kansas MTSS Integrated Framework.

**Supporting Induction of Early Intervention (EI)/Early Childhood Special Education (ECSE) Personnel Through an Online Community of Practice Table #19**

**Presenters:** Kimberly A. Hile and Mary-Alayne Hughes, University of Illinois at Urbana-Champaign

**Description:** This poster will highlight efforts to support graduates of the OSEP-funded Preparing Culturally Responsive Early Intervention/Early Childhood Special Education Personnel (PCRPE) project through their induction year. An online Community of Practice (CoP) has been designed to connect graduates during their first year as novice EI/ECSE personnel, providing them with an opportunity to engage in dialogue and to support one another as they apply their knowledge and skills to daily experiences with children and families. Presenters will describe the CoP components, highlighting both synchronous and asynchronous modalities and the formative and summative evaluation tools that have been developed.

**Early Childhood Searchable Database (The ACCEPT Project) Table #20**

**Presenters:** Reem Muharib and Vivian I. Correa, University of North Carolina at Charlotte

**Description:** This poster session will provide conference attendees with an overview of a U.S. Department of Education funded collaboration project between four North Carolina community colleges and an institution of higher education. The purpose of the Advancing Community College Efforts in Paraprofessional Training (ACCEPT) Project is to assist community college faculty in preparing early childhood practitioners in working with young children with diverse abilities and their families. Of particular interest to conference attendees is the searchable database of resources found on this website that supports early childhood faculty, practitioners, and administrators in their efforts to implement research and evidence-based instruction in the early childhood setting.

**Behavior Analytic Consultation Within Tier 2 PBIS Table #21**

**Presenter:** Kwang-Sun Cho Blair, University of South Florida

**Description:** This presentation will introduce quantitative data on the implementation of Tier 2 PBIS by classroom teachers through behavior analytic consultation and resulting student behavioral outcomes at the classroom level. Data from nine classrooms in three high-need urban elementary schools will be presented.

**Bilingually Certified Speech-Language Pathologists (SLPs)**

**Table #22**

**Presenters:** Connie Summers and Vanessa Mueller, University of Texas El Paso

**Description:** To improve the quality of training that SLPs receive, some graduate SLP programs have incorporated additional training into their curriculum. According to the American Speech-Language-Hearing Organization, ASHA, there are only three programs out of 235 in the U.S. that offer a bilingual certification as part of their SLP master's degree program, with 17 additional programs offering types of specialized bilingual training. One such program is found at UTEP, where a bilingual certification was first offered in 2006 to address these identified needs and improve the quality of services to bilingual clients in the region. The program and implementation experience of the SLP program at UTEP might prove valuable to similar programs wanting to increase the amount or quality of training to prepare their students—especially those training to become bilingual SLPs—to serve children from culturally and linguistically diverse backgrounds.

**Developing an Evidence-Based Practice (EBP)**

**Table #23**

**Presenter:** Kimberly Rombach, State University of New York (SUNY) at Courtland

**Description:** This poster will provide a visual representation of a balanced approach to developing an EBP. It will provide a graphic portrayal of the different sources of knowledge that contribute to an EBP and a way to identify the degree of influence that each source may have on teachers' decision making.

**Learning From Problems of Practice: Implications for Personnel Development**

**Table #24**

**Presenters:** Ariane Gauvreau and Susan Sandall, University of Washington

**Description:** This poster will describe the Problems of Practice activity as a teaching tool for early childhood personnel development and describe our experiences using this in our OSEP-funded project. Within Problems of Practice activities, students submit a problem they are experiencing in fieldwork. Instructors then select problems for discussion in a weekly seminar. Using a consultancy protocol in peer groups, students discuss these problems and present solutions. Survey and focus group data suggest that students found this activity to be helpful, informative, and meaningful to their current and future practice, but preferred discussions to be less structured.

**Training Preservice Professionals to Coach Parents**

**Table #25**

**Presenters:** Louise A. Kaczmarek and Susan Killmeyer, University of Pittsburgh

**Description:** The session will focus on strategies to teach preservice professionals to coach parents to deliver a social communication intervention to young children with autism. Strategies include an activity for promoting frequent feedback, practicing with parents and children without autism, and reflective viewing of video models.

**A Review of Effective Practices for Transdisciplinary Personnel Development in Early Intervention/Early Childhood Special Education (ECSE)**

**Table #26**

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

**Description:** This session will illustrate some of the effective practices that transdisciplinary teams need to serve increasingly diverse families with unique cultural backgrounds, circumstances, and structures (e.g., hybrid families). This session will present the content, processes, and outcomes of a transdisciplinary graduate program. The information presented is based on the collaborative experiences of faculty representing multiple disciplines (physical therapy, occupational therapy, ECSE, early childhood education) and family members who have collaborated for almost 20 years to provide transdisciplinary personnel preparation.

**University Students' Training and Knowledge of Hearing and Hearing Loss**

**Table #27**

**Presenters:** Lori Pakulski and Erika Squires, University of Toledo

**Description:** Self-reported knowledge and training related to addressing the needs of children who are at risk for or have hearing loss will be presented from preservice speech-language pathology, education, and health profession students at a Midwestern university. Findings showed speech-language pathology students who were enrolled in a specialty certificate program reported the most training and experience, and the highest confidence in working with this population. Students in education and the health professions reported relatively little training and experience, and low confidence in meeting the needs of this population. They did, however, report a high interest in learning more, suggesting the need for interdisciplinary training programs.

**Technology Implementation: Project WeGotIT!**

**Table #28**

**Presenters:** Anya S. Evmenova and Kelley Regan, George Mason University

**Description:** Project WeGotIT! (Writing Efficiently with Graphic Organizers – Teachers Integrating Technology) is one of the Stepping-Up Technology Implementation projects. It aims to increase effective implementation of technology-based graphic organizers with embedded self-regulated learning strategies to improve essay writing across subjects and grades. This poster will share the results from a series of research studies that guided the iterative development of intervention.

**Validating an e-Assessment Reading Monitoring System**

**Table #29**

**Presenters:** Simon Hooper and Susan Rose, University of Minnesota

**Description:** Progress monitoring systems used by teachers of students who are deaf or hard of hearing typically are time consuming, provide inadequate information for decision making, and do little to promote learning. This poster will focus on Avenue: PM, a web-based progress monitoring system designed to increase literacy outcomes for students with varying degrees of hearing. The software uses a game-like design, immediate feedback, and self-monitoring features. Our presentation will report on a series of formative studies with teachers and students in natural school settings.

**Unlocking Futures for Students With Traumatic Brain Injury (TBI)**

**Table #30**

**Presenter:** Theresa S. Armstrong, The George Washington University

**Description:** This poster presentation will present an innovative master's degree program that prepares professionals and preservice teachers to effectively serve students with TBI in general and special education. It highlights the program curriculum and instructional methods, and emphasizes assessment of TBI, professional community building, field internships in schools and other community organizations, and assessment of teachers' impact in implementing effective practices in classroom and community settings.

**Next Generation Teacher Leaders: An Update**

**Table #31**

**Presenters:** Jennie L. Jones, Melissa Sullivan, and Marcia Rock, University of North Carolina at Greensboro

**Description:** Collins outlined cognitive apprenticeship as a process focused on cognitive and metacognitive skills. Through a combination of expert modeling, coaching, and fading, novices learn to apply factual and conceptual knowledge to multiple contexts and carry out complex tasks. In this session, we will review the components of a cognitive apprenticeship in special education teacher education research, and detail how rigorous research experiences have supported us in our journey to the directed doctoral research phase.

**Putting Research Into Action in Early Intervention and Early Childhood Special**

**Table #32**

**Presenters:** Serra De Ament and Yaoying Xu, Virginia Commonwealth University

**Description:** Project KSR is an OSEP-funded grant for preparing EI/ECSE professionals for high-needs communities. A Project KSR-developed course aims to enhance project scholars' knowledge and skills to address the research-to-practice gap within the EI and ECSE fields. This course challenges scholars to select a persistent challenge encountered within EI/ECSE practice, identify evidence-based practices, conduct a literature review, and develop a research plan. Eight scholars who completed the course report greater understanding of how to identify and adapt using EBPs without compromising treatment fidelity. Faculty note improved quality of scholars' understanding and use of research literature; scholars articulate a commitment to using research to inform future practice.

**Scholar Perspectives of Personnel Development**

**Table #33**

**Presenters:** Cynthia Baughan and Vivian I. Correa, University of North Carolina at Charlotte

**Description:** Project faculty will share perspectives and experiences across two cohorts of scholars enrolled in Project Early Childhood Special Education Leaders (ECSEL), a personnel development program grant in early intervention/early childhood special education (EI/ECSE). We will highlight scholar-reported perspectives and experiences related to the project's community-of-practice cohort model, advocacy and leadership opportunities, and development of scholar research projects.

**Child Outcomes Data: A Critical Lever for Systems**

**Table #34**

**Presenters:** Kathy Hebbeler and Donna Spiker, SRI Education; Christina Kasprzak and Megan Vinh, University of North Carolina at Chapel Hill

**Description:** Early childhood outcomes data are essential to implementing Results-Driven Accountability, but building a high-quality outcomes measurement system remains a work in progress. This session will describe how States are improving data quality and using data for program improvement, and showcase resources to build State capacity in data-informed decision making.

**Demonstrating Evidence Across the Project Cycle**

**Table #35**

**Presenters:** Jill Lammert and Tom Fiore, Westat

**Description:** OSEP-funded grantees and grantee evaluators often face challenges establishing credible evidence they can use to (1) make ongoing project improvements, (2) establish clear linkages between project activities and outcomes, and (3) judge whether project goals are ultimately met. The Center to Improve Project Performance (CIPP) has created a tool that discusses the different types of evidence that can be used throughout the project cycle to assess and improve implementation and demonstrate results. The tool includes links to resources that grantees and evaluators can use when implementing and evaluating their project.

**Geese Flocking Together Produce Great Outcomes**

**Table #36**

**Presenters:** Randy Soffer, Nicole Walters, Candace Calvillo, Nkeiru Uchem, and Lynette O’Neal, University of St. Thomas

**Description:** This poster will draw a parallel between the teamwork of migratory geese and cohort learner outcomes. Geese fly together. Within the cohort group, all learners formed a bond, with a common focus and sense of purpose that allows each member to work toward achieving comparable goals. Geese stay in formation. Through the cohort group, members share their knowledge and expertise with each other, working together and staying together to ensure outstanding performance by all. Geese share responsibilities. The cohort members are a diverse group with varying talents, skills, and expertise. The members depend on each other and willingly share responsibility in tasks when assigned or as needed. There is no one set leader. Each member is willing to follow at certain points in the best interests of the group. Geese honk. The members of the cohort group communicate with each other and offer encouragement for both professional and personal success. Much like geese that honk to encourage others to keep up speed, cohort members communicate and help to keep each other in line. Geese leave no goose behind. Cohort members stand by each other, too.

**Ask the Experts: Navigating the Personnel Development Program (PDP) Data Collection System (DCS)**

**Table #37**

**Presenters:** Karen Schroll, Amy Bitterman, and Myriell McKinnon, Westat

**Description:** The PDPDCS collects information from over 350 Personnel Development Program grants, their funded scholars, and the employers of those scholars. This poster session will highlight the resources available to grantees for submitting timely data. DCS staff will be available to provide live demonstrations and to discuss technical issues with PDP grantees and doctoral scholars who are in attendance at the conference. This poster will feature site navigation to better utilize web-based resources.

**Online Modules to Promote the Use of Autism Evidence-based Practices (EBPs)**

**Table #38**

**Presenters:** Ann M. Sam and Ann W. Cox, University of North Carolina

**Description:** The increased prevalence of autism spectrum disorder (ASD) has created a national need to prepare teachers and other educational staff to implement EBPs with students with ASD. Teachers, however, struggle to use EBPs with fidelity. AFIRM (Autism Focused Intervention Resources and Modules) consists of self-paced learning modules and resources for each of the 27 EBPs for students with ASD. AFIRM increases knowledge of the EBPs for teachers in educational settings. This presentation will include user demographics and data on users' knowledge acquisition of each of the EBPs from pre- to post- assessments.

**Preparing Leaders to Work With Diverse Families**

**Table #39**

**Presenters:** Meghan M. Burke, Hedda Meadan, and Rosa Milagros Santos, University of Illinois

**Description:** In this session, we will share information about Project Family IMPACT, a personnel development program designed to educate leaders about working with diverse families. We will describe the need to have leaders conduct high-quality research about diverse families and will discuss the literature establishing the need for leaders in family research. We will also describe how our project prepares future leaders to conduct such research. Our program includes specific academic coursework, project seminars, internships, and traineeships. Notably, each training program activity has a special emphasis on working with traditionally underserved families.

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

**Table #40**

**Presenters:** Robert Pennington and Ginevra R. Courtade, University of Louisville

**Description:** Recent shifts in expectations for students with MSD have resulted in an increased emphasis on instruction of academic content to this unique population. This presentation will describe the Special Education Personnel with Expertise in Core Content Knowledge (SPECCK) Project programs developed to support the preparation and certification of 30 scholars in MSD and elementary education who are highly qualified to deliver evidence-based practices to teach core academic skills to school-age students with MSD.

**Preservice Early Childhood Special Education (ECSE) Leadership in Assistive Technology (AT): Advancing Practice Through Blogging and Professional Development Workshops**

**Table #41**

**Presenters:** Eun Kyeong Cho and Leslie J. Couse, University of New Hampshire

**Description:** This presentation shares one ECSE teacher preparation program's efforts to prepare preservice teachers in leadership to advance the ECSE/early intervention (EI) field in using AT. In the program, new ECSE/EI professionals are encouraged to share their AT expertise through public dissemination (e.g., the creation of blogposts and the provision of professional development workshops for practicing ECSE/EI professionals and families) of their knowledge gained from coursework and field experience. This poster will share current efforts and examples.

**The Successful Implementation of edTPA® With Early Childhood Special Educators**

**Table #42**

**Presenter:** Stephen J. Hernandez, Hofstra University

**Description:** This poster presentation will detail the techniques and strategies used in the successful implementation of the edTPA® portfolio development process for teacher candidates in early childhood special education at Hofstra University. edTPA® is performance-based assessment for beginning teachers. It is designed to support teacher candidate learning and provide data that support preparation program growth and renewal. Aligned with college- and career-readiness standards, Interstate Teacher Assessment and Support Consortium (InTASC) Standards, and major teacher evaluation frameworks, edTPA® assesses teaching behaviors that focus on student learning. As a summative capstone assessment, the successful passing of edTPA® is required for all initial teacher certification candidates in New York State.

**Working With Families Using a Community of Wealth Approach**

**Table #43**

**Presenters:** Wendy Peia Oakes and Margarita Jimenez-Silva, Arizona State University

**Description:** The Early Childhood Special Education Scholars program prepares future teachers to work with children with special needs from culturally and linguistically diverse backgrounds. This poster will share challenges, strategies, and classroom examples of transitioning from a traditional model of family engagement to one that draws on a community of wealth approach.

**Preparing Special Education Doctoral Scholars to Conduct Research in Urban Environments**

**Table #44**

**Presenters:** Joseph John Morgan, Kyle Higgins, Joshua Baker, and Tracy G. Spies, University of Nevada, Las Vegas

**Description:** Research indicates that evidence-based practices focused on improving the learning outcomes of high-needs (e.g., living in poverty, English learner, attending an underperforming school) students with disabilities are limited. To address this paucity of research, it is important to train doctoral scholars in variables related to urban education that will support the design of high-quality research. This presentation will focus on an OSEP-funded leadership project, Project CULTURED, designed to provide doctoral scholars in special education with the knowledge and skills needed to implement high-quality, meaningful research in urban environments. This presentation will discuss program design and scholar success.

## Poster Session B: Tuesday, August 2

### **Bridging Comprehension Levels and Audio Description**

**Table #1**

**Presenters:** Wendy Sapp and Matthew Kaplowitz; Bridge Multimedia

**Description:** Audio description is an essential tool to help children with visual impairments understand the content in educational television programming, and the benefits of audio description extend to children with other disabilities and to English learners. Creating the most effective description requires that it match the comprehension level of the intended audience, but how do you determine comprehension level? This poster will integrate research and promising practices from our OSEP-funded TV Access grant to present and demonstrate an emerging method for determining the comprehension level for audio description based on the intended audience and the content of the program.

### **Preparation of Pediatric Audiologists To Serve Children (Birth to Age 21) Who Are Deaf or Hard of Hearing and Families**

**Table #2**

**Presenter:** L. Maureen Valente, Washington University in St. Louis

**Description:** Our program has developed a Pediatric Audiology Specialization (PAS) within our Doctor of Audiology (AuD) program. Primary objectives are to enhance services for children and families and to address the shortage of professionals in this area. This session will discuss recruitment, as well as requirements beyond our standard AuD curriculum. Program scholars engage in and integrate a wealth of vast learning opportunities that are collaborative in nature. They develop two learning modules each year of the five-year grant and disseminate these to parents and families. These modules are centered on 10 topics in pediatric audiology, and they are available to all through <http://pacs.wustl.edu/kidshearinghealth/>.

### **Culturally Responsive Special Education Faculty**

**Table #3**

**Presenters:** Patricia Peterson, Kumja Moran, and Judith Ulrich, Northern Arizona University

**Description:** There is a need for more doctoral students and faculty to focus on preparing special education teachers in Culturally and Linguistically Diverse Exceptional (CLDE) education. It is important to increase the number of faculty competent in the CLDE area who can effectively address diversity issues as well as prepare future teachers who will teach students with disabilities from diverse backgrounds. The LEADER program produces special education faculty who effectively address culturally/linguistically diverse special education student issues by conducting research, developing policies, and preparing teachers to appropriately serve the needs of culturally diverse students with disabilities.

**Essential Classroom Elements for Students With Emotional/Behavioral Disorders**

**Table #4**

**Presenters:** Douglas Cheney and Thomas Grant, University of Washington, Seattle

**Description:** Establishing effective classrooms for students with emotional/behavioral disorders (EBD) is an elusive goal. The use of effective practices is uneven in U.S. schools, and students with EBD have poor graduation, postsecondary enrollment, and employment outcomes. Several authors propose classroom practices for students with EBD. Recently, Tsai, Cheney, and Walker (2013) validated four domains encompassing 19 empirically based practices for classrooms serving students with EBD. This poster will explain the components and practices for effectively educating students with EBD.

**A Survey of Graduates to Assess Implementation of Evidence-Based Practices (EBPs)**

**Table #5**

**Presenter:** George H.S. Singer, University of California, Santa Barbara

**Description:** This poster will present the results of a survey of 50 graduates from the University of California, Santa Barbara Moderate/Severe Education Specialist credential program. Fifty graduates were emailed about an online survey asking about their use of several EBPs derived from a review of the literature on EBPs for students with moderate/severe disabilities. With an 80 percent response rate, graduates reported using all practices and finding them effective in reaching students' IEP goals.

**Ask the Experts: Navigating the Personnel Development Program (PDP) Data Collection System (DCS)**

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**Providing Multiple Supports to Secondary Special Education Teacher Interventionists (SSETI)**

**Table #7**

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

**Description:** CSUDH, in partnership with Los Angeles Unified School District, was awarded an OSEP grant (Hamdan & Esposito, 2014) designed to recruit, prepare, and retain 80 secondary special education teachers (over a five-year period) who have the skills needed to implement multi-tiered interventions for students with persistent learning difficulties. Candidates are provided with multiple strands of support, delivered through CSUDH's California STEM Institute for Innovation and Improvement (Hamdan, 2014). This poster session will provide an overview of the (1) SSETI program, (2) Lab School, and (3) Teacher Support Institute, and will provide a summary of first-year implementation success and challenges.

**Online Interprofessional Learning About Therapy Teams in Schools and Early Intervention (EI)**

**Table #8**

**Presenters:** Colleen Schneck, Dana Howell, and Shirley O'Brien, Eastern Kentucky University; Christine Myers, University of Florida

**Description:** This poster will present a mixed-methods study that describes changes in attitudes toward interprofessional online learning and teams among preservice graduate students in an online class about schools or EI offered as a part of the PREPaRE personnel development training grant. Occupational, physical, and speech therapy students who were training to work in schools or EI were surveyed and interviewed about their attitudes toward interprofessional learning and the team approach. Survey analysis showed improved understanding of the benefits of online interprofessional training.

**Preparation for Autism Spectrum Disorder (PASD)**

**Table #9**

**Presenters:** Rita Coombs Richardson and Rachel Martinez, University of Houston-Victoria

**Description:** The poster describes a personnel development grant, PASD. The purpose of PASD is to prepare 40 special education teachers of students with autism spectrum disorder (ASD) to improve outcomes for students in high-need schools. PASD integrates relevant coursework and experiences leading to an M.Ed. in special education with an ASD concentration. Outcomes include 40 high-quality scholars establishing ongoing partnerships with internships in two school districts, and integrating technology for service delivery.

**Training Future Teachers in Nevada**

**Table #10**

**Presenters:** Cori More and Joshua Baker, University of Nevada, Las Vegas

**Description:** This poster presentation will highlight the impact of an OSEP teacher preparation grant at the University of Nevada, Las Vegas. Data collected during the first two years of the grant not only show that teachers are leaving fully prepared to work with students with intellectual disabilities and autism, but also show that the grant has helped support the marketing and recruitment of future low-incidence teachers in the Las Vegas valley. This poster will highlight the huge need for low-incidence teachers in Nevada as well as highlight the achievements of recent graduates of the grant program.

**Access to Core Content: Graduate Preparation Programs in Moderate to Severe Intellectual Disability (MSD)**

**Table #11**

**Presenters:** Robert Pennington and Ginevra R. Courtade, University of Louisville

**Description:** Recent developments in the research on teaching academics to students with MSD and a shift in the legislative lens toward accountability for all students has precipitated a need for personnel development programs to align their programs within this framework. In this poster session, the presenters will describe their approach to training undergraduate and graduate level personnel in methods used to promote access to the general education curriculum by students with MSD. The session will provide examples of curricula, assignments, tools, and assessment instruments.

**FLIP Your LIDS: Interdisciplinary Preparation in Low-Incidence Disabilities**

**Table #12**

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

**Description:** This poster will provide an overview of the Future Leaders in Providing Your Low-Incidence Disability Services (FLIP Your LIDS) model, which includes a three-course transcribed certificate available to master's students in special education and graduate-level scholars in programs that prepare the personnel with whom they routinely collaborate (counseling, curriculum and instruction, early childhood, elementary education, educational leadership, psychology, and secondary education). This interdisciplinary program is designed to provide *all* educators opportunities to develop the knowledge and skills needed to meet not only the legal mandate but also the social justice goals of IDEA.

**Implementation Analysis of Inclusive Practitioners**

**Table #13**

**Presenters:** Pamela Williamson and Bree Jimenez, University of North Carolina at Greensboro

**Description:** Students with low-incidence disabilities benefit from learning the general curriculum in inclusive classrooms. However, general education teachers report feeling unprepared to teach students with moderate/severe disabilities. Project TLC prepares general education teachers to serve students with moderate/severe disabilities. Through application of implementation science and using case study methodology (Yin, 1994), we address how six TLC scholars enacted their roles as teachers, leaders, and collaborators to benefit students with disabilities in inclusive settings. Preliminary analysis suggests that entering disposition, including receptivity to training, beliefs, and persistence, influenced the implementation of evidence-based practices for students with moderate/severe disabilities in general education classrooms.

**An Interdisciplinary Project to Promote Culturally Responsive Transition Policies, Planning, and Practices**

**Table #14**

**Presenters:** Edwin Achola and Kristi Hagans, California State University, Long Beach

**Description:** The importance of improving transition services for students with disabilities is grounded in the poor postsecondary outcomes for students with disabilities. This poster presentation will focus on two key project objectives: (1) Recruit high-quality individuals, including members of historically underrepresented groups, to the fields of school psychology and special education; and (2) Train school psychologists and special educators to provide culturally relevant, evidence-based transition services. This presentation will highlight recruitment and training strategies used to address culturally responsive transition planning.

**Measuring Success: Single-Case Designs in Practice**

**Table #15**

**Presenters:** Linda Milosky and Tanya Eckert, Syracuse University

**Description:** Practitioners working with children with disabilities have increased their use of evidence-based methods, improving intervention rationales and outcomes. However, direct application of procedures used in large randomized control trials may prove challenging in many ways. Ancillary use of single-case designs (SCDs) can provide compelling data about responses to interventions. This poster will present our experiences with teaching master's-level speech-language pathology students and their supervisors how to implement SCD principles during an intervention. This poster will address rewards, challenges, and future directions, based on implementation of over 40 SCDs in both the clinical and educational settings as part of our OSEP Personnel Development Grant.

**Preparing M.A. Degree/Autism Specialists to Sustain Use of Evidence-Based Practices**

**Table #16**

Presenter(s): Laura Hall, Yasemin Turan-Qian, and Bonnie Kraemer, San Diego State University

**Description:** The aim of any personnel development program is to prepare educators to implement evidence-based practices that impact individuals with disabilities and their families. Although the goal of preparing graduates that remain in the field at least three years after graduation is made clear by OSEP, program-specific data on the retention of, and sustained effective practices by, graduates is scarce. This session will share results from follow-up studies obtained from nine cohorts of graduates of a university M.A. degree/autism specialization program, contributing to information about factors that support retention and sustained effective practices.

**Personnel Development in Intensive Interventions**

**Table #17**

**Presenters:** Cynthia Pearl, Mary Little, Dena Slanda, University of Central Florida

**Description:** This poster will describe an OSEP-funded personnel development program in special education, early intervention, and regular education, which works with high-need, school-aged students with severe and persistent disabilities. The framework is built within a coordinated, efficient system of personnel development of scholars within a pre-existing master's degree personnel development program focused on intensive interventions.

**Supporting Students With Severe and Persistent Educational Needs in Urban Schools**

**Table #18**

Presenter(s): Joseph John Morgan, Monica Brown, and Nancy Brown, University of Nevada, Las Vegas

**Description:** The achievement of students with learning disabilities and emotional and behavioral disorders tends to be significantly lower than their typical peers. While many resources and interventions have been directed toward this achievement gap, the needs of students continue to be unmet. This presentation will focus on an OSEP-funded program, Project SPEN:TT, designed to train in-service teachers in evidence-based practices to support the achievement of students with severe and persistent educational needs. Specifically, this presentation will discuss the coursework, the design of a needs assessment, and a problem-based learning approach being implemented throughout the program.

**School-Based Behavior Analyst Preparation: Recommendations for Supporting Children with Autism**

**Table #19**

**Presenters:** Kwang-Sun Cho Blair and Kimberly Crosland, University of South Florida

**Description:** This presentation illustrates a master's degree program that prepares school-based behavior analysts to contribute to the provision of evidence-based practices programs in applied behavior analysis for children with autism. It will provide data on teacher and child outcomes and discuss what has been learned through preparation of school-based behavior analysts.

**Perception of Graduates on Program Improvements**

**Table #20**

**Presenters:** Su-Je Cho, Rhonda Bondie, and Linda Cheung, Fordham University

**Description:** The use of evidence-based practices (EBPs) has been suggested as an effective way of increasing the quality of teacher education. Institutions of higher education have undergone program improvements to include various EBPs. However, there is little research on how stakeholders perceive the program improvements. This study investigated how graduates perceived the program improvements. Overall, they reported that the revised curriculum prepared them to be highly effective teachers. In addition, they provided several useful tips for improving the program to be more rigorous and accountable. The program's strengths and reported needs will be the highlight of this session.

**Leadership Training in Adapted Physical Education (APE) and Pediatric Physical Therapy**

**Table #21**

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

**Description:** This poster will present 10 years of outcomes achieved in our leadership training projects at the University of Michigan. Outcomes discussed will include the number of scholars trained, the university faculty positions obtained, the number of research publications the scholars have produced, and the research grants the scholars have obtained. The poster will also present data on how many of the undergraduate and graduate students trained each year by scholars since completing their leadership training have gone on to pursue a career in APE and pediatric physical therapy.

**The Importance of Family Voices in Informing Faculty About the Preparation of Early Childhood Educators**

**Table #22**

**Presenters:** Vivian I. Correa, Reem Muharib, Kate Algozzine, and Mark D'Amico, University of North Carolina at Charlotte

**Description:** To determine families' perspectives on the content and skills needed in preparing future early childhood educators to work with young children with disabilities, we conducted focus group interviews and surveyed parents at three centers serving children with disabilities. The three themes that emerged from the parent interviews were that (1) individualization was crucial in helping children with disabilities meet their academic and social goals, (2) communication was key to the successful development and learning of children with disabilities, and (3) a necessary component of communication was showing respect for both children and their families.

**Follow the Money: Collecting and Reporting High-Quality Fiscal Data**

**Table #23**

**Presenters:** Cecelia Dodge and Dave Phillips, WestEd; Jenifer Harr-Robins, American Institutes for Research

**Description:** This poster will give participants an opportunity to explore the tools that the Center for IDEA Fiscal Reporting (CIFR) offers to help build State capacity to collect and report accurate fiscal data. By building State knowledge of the IDEA fiscal requirements, and their capacity to collect and report related fiscal data accurately, CIFR works to help States build the strong fiscal foundation needed to implement their program improvement efforts.

**Teachers of the Deaf-Blind: A Developing Role**

**Table #24**

**Presenters:** Susan Patten, Utah Deaf-Blind Project; Cyral Miller, Texas School for the Blind and Visually Impaired; Cathy Nelson, University of Utah; Amy Parker, National Center on Deaf-Blindness

**Description:** As awareness grows for the intervener model in serving students who are deaf-blind, the need for qualified teachers is a growing theme within the deaf-blind network's national community of practice. This poster will share information about the need for qualified teachers to provide appropriate assessment, provide support to the intervener and other educational team members, and provide direct instruction to students. In response, there have been active dialogues with leaders at the Council for Exceptional Children, innovative State models for preparing and growing teachers with expertise in deaf-blindness, and increasing documentation on the role of teachers of students with deaf-blindness. By partnering in new ways with regional and local resources, States are cultivating knowledgeable teams to educate students with deaf-blindness.

**Building Early Childhood Comprehensive and Integrated Systems of Personnel Development (CSPDs) for Workforce Development**

**Table #25**

Presenter(s): Mary Beth Bruder, Early Childhood Personnel Center

**Description:** The Early Childhood Personnel Center (ECPC) was funded to facilitate the development, implementation, and evaluation of statewide early childhood CSPDs. This poster will present the intensive technical assistance process used to do this across five States.

**Transdisciplinary Personnel Preparation Research: Current Challenges and Needs, and Directions for the Future**

**Table #26**

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

**Description:** This session will discuss the research needs related to transdisciplinary personnel preparation. The discussion will focus on how to evaluate the effectiveness of inter-professional early intervention/education. The information presented is based on the collaborative experiences of faculty members representing multiple disciplines (physical therapy, occupational therapy, early childhood special education, early childhood education) and family members. This poster will share the issues, challenges, and needs related to transdisciplinary personnel preparation research, as well as directions for the future.

**PROMISE: College and Career Interventions for SSI Youth**

**Table #27**

**Presenters:** Kelly Nye-Lengerman, Michael Gamel-McCormick, and Leon Barnett, Association of University Centers on Disabilities

**Description:** Promoting the Readiness Of Minors In Supplemental Security Income (PROMISE) is an interagency collaboration of the U.S. Departments of Education, Health and Human Services, and Labor, and the Social Security Administration. In this randomized control trial, State agencies have partnered to develop and implement six model demonstration projects that provide coordinated services and supports to youth with disabilities receiving supplemental security income benefits and to their families in order to improve post-education and career outcomes.

**Transforming Transition in Oklahoma Through Personal Development at the Graduate Level**

**Table #28**

**Presenters:** Kendra Williams-Diehm and Amber McConnell, University of Oklahoma

**Description:** The Individuals with Disabilities Education Act (IDEA) mandates that transition education, assessment, planning, instruction, and coordinated activities occur for students with an individualized education program (IEP) who are 16 years of age and older. However, most of today's Oklahoma special educators were not required to learn about transition education in their preservice programs. The University of Oklahoma has received two personnel development grants (2012 and 2016) and one leadership grant (2016) with the primary focus of preparing individuals for secondary special education and transition. This presentation will discuss the impact these grants have had on the State of Oklahoma and the promotion of transition in public schools.

**The Final Report of Implementing a Federally Funded Hybrid Online Master's Degree Program in Adapted Physical Education**

**Table #29**

**Presenter:** Jiabei Zhang, Western Michigan University

**Description:** A hybrid online master's degree program in adapted physical education has been developed and implemented at Western Michigan University since the fall of 2009. This poster will share the report of the data collected for this program over the past five years. A total of 54 scholars were recruited and enrolled in this program. Seven measures were used to collect data for evaluating the implementation of this program; the data collected indicated that the program has been effective.

**Mentoring Underrepresented Early Childhood Scholars: Navigating the Maze of Higher Education**

**Table #30**

**Presenters:** Patricia M. Blasco and Cindy Ryan, Western Oregon University

**Description:** This poster will describe outcomes from Promoting Inclusion in Early Childhood Educators (Project PIECE). Project PIECE provides training and financial support for early childhood educators to obtain a bachelor's degree with a teaching authorization in early childhood education (ECE) and an endorsement in early intervention (EI)/early childhood special education (ECSE) from a graduate-level blended ECE/EI/ECSE program. The overall goal of the project was to recruit, retain, and graduate scholars from underrepresented backgrounds from urban and rural areas of Oregon. There are currently 33 scholars in the program.

**Scaling Up Response to Intervention (RTI) as a School Improvement Strategy**

**Table #31**

Presenter(s): Dia Jackson, American Institutes for Research; Jennifer Gonzales, Arkansas Department of Education

**Description:** This poster will highlight how the Arkansas Department of Education has intentionally aligned ESEA Flex requirements, their State Systemic Improvement Plan, and their SPDG goals to improve RTI implementation in a targeted district. Following the principles of implementation science, Arkansas has leveraged multiple initiatives to create the foundation for a cohesive RTI framework. This poster will showcase how States can leverage initiatives and collaborate across general and special education to build capacity of State, regional, and district leaders in RTI implementation.

**Multi-tiered System of Supports (MTSS) Implementation Checklist for Literacy**

**Table #32**

**Presenters:** Jennifer Hiler, Wyoming Department of Education; Susan Wagner and Amy Lance, Data Driven Enterprises

**Description:** The Wyoming MTSS team has developed an MTSS Implementation Checklist for Literacy and Behavior. The purpose of the checklist is to determine the extent to which school personnel are implementing the core features of school-wide MTSS for both literacy and behavior. District- and building-level teams utilize the checklist at interim points during the year. The checklist is part of a process that encourages discussion and provides guidance and next steps surrounding the four essential components.

**ESSA: Serving Our Military, Native American, and Civilian Students**

**Table #33**

**Presenters:** Vicki Farnsworth, Military Parent Technical Assistance Center (MPTAC); Judy Wiley, Native American Parent Technical Assistance Center (NAPTAC); Debra Jennings, Center for Parent Information and Resources (CPIR)

**Description:** This poster session will include different posters from the three OSEP-funded National Parent Technical Assistance Centers: The Branch (MPTAC), Native American Parent Technical Assistance Center (NAPTAC), and Center for Parent Information and Resources (CPIR). We will share how the Every Student Succeeds Act (ESSA) affects students in each of our areas of expertise. Since there are provisions that impact each of our populations, we want to share how these students, educational agencies, and families may be affected. Poster topics are: changes from NCLB to ESSA, the value and importance of Impact Aid, and the benefits of the Military Student Identifier.

**Technical Assistance for Intensive Intervention**

**Table #34**

**Presenters:** Nick Croninger and Beyza Seflek, American Institutes for Research

**Description:** The National Center on Intensive Intervention (NCII) builds district and school capacity to support implementation of data-based individualization (DBI) in reading, mathematics, and behavior for students with severe and persistent learning and behavioral needs. This presentation will identify structures, resources, and practices needed for quality school-level implementation of DBI by explaining our development process. We will discuss the initial creation of an implementation rubric to track the fidelity of schools' efforts to integrate DBI into their structures of support, discuss the various roadblocks that arose as DBI was implemented, and finish with lessons learned as a result of the challenges faced.

**Internships & Experience-Based Opportunities to Enhance Doctoral Leadership Training**

**Table #35**

**Presenters:** Rosa Milagros Santos, Kimberly A. Hile, Christine Spence, Loretta Hayslip, and Jami Swindell, University of Illinois

**Description:** Beyond the coursework and other requirements of doctoral students, we posit that experience-based opportunities and internships can further enhance the training of doctoral students as they prepare for leadership roles in academia and other settings. In this poster, we will share experience-based opportunities, including internships that students, funded through Project Blend, engage in to round out their preparation to become future leaders in early intervention/early childhood special education.

**Using Innovation Configurations to Assess Evidence-Based Practices (EBPs)**

**Table #36**

**Presenter:** Barbara Fink Chorzemp, State University of New York (SUNY) New Paltz

**Description:** To enhance their existing graduate programs in childhood and adolescent special education, faculty at one institution (SUNY New Paltz) embedded EBPs into all courses as part of their 325T grant, Project PREP for Success. To ensure this was achieved, faculty used Innovation Configuration (IC) rubrics (adapted from ICs designed by Reschly, Holdheide, and colleagues) to analyze the extent to which EBPs are included in courses over three data points in four years (at the beginning, middle, and end of the project). This poster will present findings across the three data points for six ICs and plans for sustainability of practices.

**A Content Analysis of 10 Educational Journals: Are We Putting Students First?**

**Table #37**

**Presenters:** Marcia L. Rock and Whitney Idol, University of North Carolina at Greensboro

**Description:** In this session, we, as scholars and faculty from the Linking Important Networks of Knowledge to Lead (LINK-2-LEAD) Special Education Teacher Education research project, will present a content analysis of 10 educational journals. Using content analytics, we investigated teacher development research to better understand how student outcomes have been examined in these journals. In this interactive poster session, we will discuss findings from previous content analyses as well as the contributions our findings add to the existing literature. Join in this session not only to learn the results, but also to engage in a dialogue about the issues special and general teacher education researchers face when including student outcomes as a measure of effectiveness.

**Using Evidence-Based Practices to Support Teacher Program Completers**

**Table #38**

**Presenters:** Kristin Stang, Debra Cote, and Sara Head, California State University, Fullerton

**Description:** The Preparation and Retention of Collaborative, Effective, and Successful Specialists (PROCESS Project) is a special education preservice program improvement grant. The PROCESS Project team restructured the existing Education Specialist Mild/Moderate teacher education program at California State University, Fullerton (CSUF). Improvements were centered on the provision of training and fieldwork opportunities for Education Specialist candidates to serve students with high-incidence disabilities. The PROCESS Project has allowed CSUF faculty, students, and district partners access to resources that would not otherwise have been possible. Many initiatives started by the Project have been institutionalized.

**Technology as an Implementation Strategy for Tier 3 Supports**

**Table #39**

**Presenters:** Carol Ann Davis and Scott Spaulding, University of Washington

**Description:** This poster will describe (and demonstrate) the development of a technology tool to serve as a blended implementation strategy that increases fidelity and use of positive behavior supports in the classroom by teams and teachers. This session will (1) describe the barriers to implementing behavior supports in the classroom, (2) provide a demonstration of the application and a description of the underlying issues of implementation and their relation to the app, and (3) review the outcomes and iterative process of implementation.

**Online Science Units Promote Education Equity**

**Table #40**

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

**Description:** Project ESCOLAR (eText Supports for Collaborative Online Learning and Academic Reading) is designed to develop and test an innovative, online learning curriculum to prepare middle school students (especially those with disabilities) for college coursework and careers in science, technology, engineering, and mathematics. The project website ([escolar.uoregon.edu](http://escolar.uoregon.edu)) provides online science units aligned with Next Generation Science Standards, Common Core State Standards, and online professional development. This poster will present first-year results of a three-year randomized controlled trial, demonstrating the curriculum’s feasibility and effectiveness, and emphasizing education equity and achievement gap reduction for students with disabilities.

**Meeting District, School, Teacher, and Student Needs with the iPad-Based KinderTEK (KTEK) Math Program**

**Table #41**

**Presenter:** Mari Strand Cary, University of Oregon

**Description:** KTEK is an iPad-based, early elementary math program. Students at risk for math difficulties use the app for individualized instruction, assessment, practice, and review, as well as rewards, progress monitoring, and formal reporting. Educators can dynamically adjust student instruction and use KTEK reports for data-based decision making and instructional planning. We will report on KTEK’s delivery flexibility, customization, implementation resources, and formative evaluation with stakeholders in the lab and in homes, daycares, and schools. Our goal is to help educators implement KTEK effectively with a wide array of students in a variety of contexts and allow students to enjoy and learn from their individualized math adventures.

**Innovation for Education: Bookshare and DIAGRAM+**

**Table #42**

**Presenter:** Lisa Wadors Verne, Benetech

**Description:** This poster session will display two OSEP-funded projects: Benetech Innovation 4 Education and DIAGRAM+. We will discuss the availability of free tools for students with disabilities as well as innovative tools for multi-modal access to educational information.

**Building State Capacity: Strategies and Outcomes**

**Table #43**

**Presenter:** Marcia Kolvitz, The University of Tennessee, Knoxville

**Description:** This poster provides an overview of pepnet 2’s State capacity-building efforts. It features States’ strategies for supporting systems change and addressing the transition, postsecondary education, and training needs of students with hearing loss to be employable in today’s workforce. This effort uses an interagency approach, as recommended by the Federal Partners in Transition workgroup, to coordinate transition services for students and youth with disabilities. Due to the low-incidence nature of this population, additional care must be taken to ensure that the tools and strategies appropriately address their academic and linguistic needs.