A Special Education Partnership
September 15, 2014

Sponsored by:
University of South Wales
School of Education
Faculty of Arts and Social Sciences

University of Nevada Las Vegas
College of Education
Department of Educational & Clinical Studies
## John B Reid Theatre

<table>
<thead>
<tr>
<th>Time</th>
<th>Event</th>
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<tbody>
<tr>
<td>9:00 - 9:10 am</td>
<td>Welcome</td>
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<tr>
<td>9:10 - 9:30 am</td>
<td>Opening Address</td>
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<tr>
<td>9:30 - 10:30 am</td>
<td>Keynote</td>
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<tr>
<td>10:30 - 12:00 pm</td>
<td>Concurrent Presentations</td>
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<td>12:00 - 12:45 pm</td>
<td>Lunch</td>
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<td>12:45 – 2:45 pm</td>
<td>Concurrent Presentations</td>
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<td>2:45 – 3:45 pm</td>
<td>Panel Discussion</td>
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<td>Conference Closing</td>
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## ASGM Lower Ground Floor

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<th>Time</th>
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<tbody>
<tr>
<td>10:30 - 11:00 am</td>
<td>Morning Tea &amp; Poster Presentations</td>
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## John B Reid, Hugh Dixson, and Colonial Bank Theatres

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<th>Time</th>
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<tr>
<td>11:00 am – 12:00 pm</td>
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## John B Reid Theatre

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<th>Time</th>
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<tr>
<td>5:00– 7:00 pm</td>
<td>Conference Cocktail Party</td>
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Poster Sessions

**ASGM Lower Ground Floor**

10:30 am - 11:00 am *Monday*

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<th>Poster A</th>
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*Research-to-Practice: Writing to Inform Innovative and Effective Teaching Practices*

Kyle Higgins, Ph.D. & Randall Boone, Ph.D.
University of Nevada Las Vegas, Las Vegas, NV USA

Special education has called for the use of evidence-based practices within all educational environments. Yet a gulf of execution persists between the pedagogical *intentions* identified through research, and the *actions* of educators in classrooms. This poster will discuss the translation of intervention research into practice-based teaching and its subsequent journal dissemination.

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*Embedding Reflective Practices into Clinical Field Experiences*

Nancy Beyers Brown, M.Ed. & Joseph John Morgan, Ph.D.
University of Nevada Las Vegas, Las Vegas, NV USA

This poster will discuss the importance of observation protocols and reflective practices in clinical field experiences. A description of the requirements for each clinical field experience will be provided. The Critical Concept Protocols (CCPs), Student Reflective Surveys, Professional Learning Communities, and Field Experience Assessment Team (FEAT) will be explained. Materials will be shared.
## John B Reid Theatre

**11:00 am - 12:00 pm Monday**

### Session A 11:00 – 11:15 am

**Evidence-based Practices to Improve Achievement in Computation with Regrouping and Word Problems**  
Bradley Kaffar, Ph.D.  
St. Cloud University, St. Cloud, MN USA

Mathematics is one of the most challenging aspects of the school curricula for many students, particularly multi-digit computation with regrouping and word problems. The results of research reveals increased math achievement when teachers use explicit instruction, a graduated sequence of lessons, and cognitive strategies to teach computation and problem-solving skills. The results of a study that investigated the effects of these evidence-based practices to teach second- and third-grade students will be discussed. Practical implications from the study will be summarized.

### Session B 11:20 – 11:35 am

**Teaching Secondary Level Mathematical Concepts to Students with Math Disabilities**  
Kim J. Paulsen, Ed.D.  
Vanderbilt University, Nashville, TN USA

Secondary students with mathematical disabilities often struggle with high-level math concepts such as fractions, algebra and geometry because they lack the needed basic skills (e.g., basic fact retrieval, place value). Regardless of the teaching approach special educators select, they must explicitly implement the interventions. This presentation will provide an overview of seven principles to consider when developing and implementing interventions for students with math disabilities. Also discussed will be suggestions for teaching mathematical academic vocabulary, the concrete/representational/abstract method of teaching mathematical concepts, and the use of graphic organizers to teach algorithms.

### Session C 11:40 – 11:55 am

**Academic Discourse in the Content Areas**  
Tracy Griffin Spies, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV USA

The impetus behind the design and implementation of the Common Core State Standards (CCSS) was to establish criteria for college and career ready students by the end of high school. There is both an explicit and implicit understanding that in order for students to demonstrate mastery of the CCSS and be identified as college and career ready, students must demonstrate ever-increasingly sophisticated language skills. This presentation will discuss (a) the role of discourse within the development of academic language in the content areas, and (b) guiding questions educators can use to analyze content-area discourse to identify high priority areas for explicit language instruction for learners with exceptional language needs.
**Hugh Dixson Theatre**  
11:00 am -12:00 pm *Monday*

### Session A 11:00 – 11:15 am  
**Teacher Portfolios: An Effective Way to Assess Teacher Performance and Enhance Learning**  
Jeffrey I. Gelfer, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV USA

Administrators routinely seek alternative methods of evaluating staff, while staff search for methods to represent the breadth and quality of their efforts. One method found to be effective for gathering and organizing teacher products is the portfolio. This presentation will discuss the procedures that teachers can use when developing their own portfolio assessment to generate data for making decisions about their teaching performance and effectiveness.

### Session B 11:20 – 11:35 am  
**Preparing Teachers to Unwrap Content Standards to Differentiate Instruction for All Learners**  
Joseph John Morgan, Ph.D. & Nancy Beyers Brown, M.Ed.  
University of Nevada Las Vegas, Las Vegas, NV USA

Students with disabilities increasingly are being included in the general education environment, particularly in secondary content classrooms. However, students with disabilities are not showing increased academic achievement. This presentation will review a process developed to train teachers to unwrap standards using a lattice task analysis to provide access to the curricula, as well as create standards-based assessments to track progress. Implications for the achievement of students with disabilities will be discussed.

### Session C 11:40 – 11:55 am  
**Tools and Strategies for Making Co-teaching Work**  
Nancy Beyers Brown, M.Ed. & Joseph John Morgan, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV USA

A large percentage of students with disabilities are being educated in the general education environment for a majority of the academic day. Many educators have chosen co-teaching as the most appropriate method of educational service delivery to meet the needs of this population of students. To ensure the success of this delivery method, co-teaching teams should engage in active communication, co-planning and preparation, shared instructional delivery and assessment, and conflict resolution. This presentation discusses a variety of tools and resources that co-teaching teams can use to establish a successful classroom environment for all students.
**Colonial Bank Theatre**  
11:00 am -12:00 pm Monday

<table>
<thead>
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<th>Session A 11:00 – 11:15 am</th>
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| *Conceptual Acquisition of Problem-Solving Skills Among Young Children with Disabilities*  
Lindsay Lile Diamond, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV USA

This presentation will discuss the results of a study to identify a method to teach young children with developmental disabilities to recognize the steps needed to solve a problem. Two interventions were compared: (a) literacy-based structured problem-solving instruction, and (b) literacy-based structured problem-solving followed by center-based direct instruction. Results of the study indicate a significant difference between both groups from pretest to posttest. Data will be presented and materials shared.

<table>
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<th>Session B 11:20 – 11:35 am</th>
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| *Building Partnerships with Families of Children with Autism Spectrum Disorder*  
Yun-Ju Hsiao, Ph.D.  
Washington State University Tri-Cities, Richland, WA USA

Establishing positive partnerships among families and professionals to optimize the competence of all children with and without disabilities is important in education. These partnerships support the child in achieving equal opportunity, independent living, full participation, and economic self-sufficiency in life as well as benefit the families and professionals indirectly. This presentation will discuss the current status of partnerships between parents of children with ASD and teachers who provide services to them. Implications for practice will be discussed.

<table>
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<th>Session C 11:40 – 11:55 am</th>
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| *Inclusive Early Childhood Environments: Using Instructional and Assistive Technologies to Promote Play and Learning*  
Catherine Doyle Lyons, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV USA

Internationally, young children are growing up in a digital age exposed to technologies in their homes, schools, and community. Technology, interactive media, and assistive technology are increasingly used in early childhood programs to supplement the curricula and support young learners. Planned and purposeful use of these can enhance play and learning. This presentation will discuss the implications for practice when using these technologies in inclusive early childhood programs to promote independence, play, and learning.
John B Reid Theatre  
12:45 -1:45 pm Monday

Session A 12:45 – 1:00 pm
**Improving Post-school Outcomes of Diverse Youth through Community Transition Teams**
Ginger Blalock, Ph.D.
University of New Mexico, Albuquerque, NM USA

Students with disabilities from diverse backgrounds and/or rural areas need even more strategic K-12 transition education than their peers without disabilities to be ready for adulthood. This presentation will describe community transition teams as a grounded model by which to improve post-school outcomes to capitalize on community strengths, address local needs, and promote sustainability. The varied functions and potential outputs of local or regional teams, methods for creating and maintaining the teams, needs assessment and action-planning procedures, and tools for evaluating accomplishments will be discussed. Examples of activities, outputs, and tools will be shared.

Session B 1:05 – 1:20 pm
**An Exploration of the Alienation Experienced by Diverse Parents of Children with Disabilities**
Regina Brandon, Ph.D.
San Diego State University, San Diego, CA USA

Despite the known advantages of parental involvement, concerns still exist concerning the participation of culturally and linguistically diverse parents of children with disabilities. The results of a study designed to: (a) analyze the alienation experienced by African American parents of children with and without disabilities, and (b) examine the relationship of African American parents to the educational system in order to determine the degree of alienation they felt toward public education will be discussed. Implications for practice will be presented.

Session C 1:25 – 1:40 pm
**Teacher Perceptions of the Transition Process for Students with Developmental Disabilities Attending NSW Special Schools**
Iva Strnadová, Ph.D. & Therese M. Cumming, Ph.D.
University of New South Wales, Sydney, Australia

This presentation will examine the current state of transitions for students with developmental disabilities attending special schools in NSW, Australia. Responses from 32 special schools to an open-ended survey were analyzed using inductive content analysis. The analysis revealed that although many schools have transition processes in place, there is a need for a mandated, student-centered planning and support processes.
Hugh Dixson Theatre
12:45 - 1:45 pm Monday

Session A 12:45 – 1:00 pm
Program Evaluation and Improvement of Classroom Practices for Students with Emotional/Behavioral Disabilities
Doug Cheney, Ph.D.
University of Washington, Seattle, WA USA

For the past three decades, serious concerns have been expressed regarding the social and academic outcomes of students with emotional/behavioral disabilities (EBD). One shortcoming of the studies focusing on these student outcomes has been the lack of assessment of any program evaluation or professional development within the classrooms serving these students. This presentation will discuss the development, use, and data regarding the Participatory Evaluation & Expert Review for Classrooms Serving Students with Emotional and Behavioral Disabilities (PEER-EBD; Walker & Cheney, 2007).

Session B 1:05 – 1:20 pm
Exploring the Perceptions of Academic Social Skills of Students with Emotional and Behavioral Problems
Nicole Dobbins, Ph.D.
University of North Carolina Greensboro, Greensboro, NC USA
Joseph John Morgan, Ph.D.
University of Nevada, Las Vegas, Las Vegas, NV USA

The perception of the importance of social skills by educators and students with emotional/behavioral disabilities (EBD) must be understood before appropriate direct instruction can be provided. This presentation will discuss the results of a study that explored the perceived level of importance of social skill instruction held by teachers and students with EBD. Practical implications will be discussed.

Session C 1:25 – 1:40 pm
Resiliency: Parental Perceptions of Student Educational Achievement
Vita L. Jones, Ph.D. & Dawn R. Person, Ph.D.
California State University Fullerton, Fullerton, CA USA

This presentation focuses on two case studies in which parents were asked their perceptions of resiliency and student success in high school. One case study used surveys and the Delphi method and the other study used interviews and grounded formal theory. Results from both studies will be presented and discussed. Similar characteristics of resiliency were noted in both studies. A discussion of resiliency and its importance to student educational achievement will be discussed.
Colonial Bank Theatre
12:45 - 1:45 pm Monday

Session A 12:45 – 1:00 pm
Building Bridges: A Program Evaluation Framework for Counselors in Schools
Wendy J. Hoskins, Ph.D.
University of Nevada Las Vegas, Las Vegas, NV USA

Counselors working in schools find themselves at a crossroads, wanting to provide services to all students and needing to be accountable to stakeholders for the services they provide. Stakeholders who have a vested interest in counseling services include: students, parents, teachers, administrators, funding entities, school accrediting bodies, referral sources, and community members. This presentation will examine a framework for school counselors to reduce barriers, garner the support of stakeholders, and advocate for expanding services through review of the Accountability Bridge Program Evaluation Model.

Session B 1:05 – 1:20 pm
Restoring Justice to Special Needs Students: An Anti-Bullying Intervention Model for School Counselors and Special Educators
Shannon Smith, Ph.D.
University of Nevada Las Vegas, Las Vegas, NV USA

Students with special needs are at greater risk of being bullied than general education students. School Counselors can ally with Special Educators to be advocates for victims of bullying. This presentation will present an anti-bullying model based upon restorative justice, and illustrate utilization of this model with a case example.

Session C 1:25 – 1:40 pm
Collaboration Between Researchers, Speech and Language Therapists and SLT Students in Slovenia
Damjana Kogovšek, Ph.D.
University of Ljubljana, Slovenia, Europe

Collaboration between different partners (e.g., researchers, speech and language therapists, students, teachers) is considered to be beneficial for all involved. Given the time and resources required in these collaborations, it is worth asking why dialogue is important. This presentation will discuss the results of a collaboration study focused on: (a) the voices (e.g., speech and language professionals, researchers, students) that should be heard in defining good education programs, and (b) how different perspectives can be represented equally. Implications for choice and opportunities in Slovenia will be discussed.
John B Reid Theatre
1:45 - 2:45 pm Monday

Session A 1:45 – 2:00 pm
Using iPads to Impact the Sentence Writing Formation of Young Students with Language-based Disabilities
Cathi Draper-Rodriguez, Ph.D.
California State University, Monterey Bay, Monterey Bay, CA USA

This presentation explores the effects of a language-building iPad application on the language skills of young children. Data from a study that used a pretest, posttest design with a control group to determine the effects on the sentence formation skills of 30 first through third grade students with identified language-based disabilities will be discussed.

Session B 2:05 – 2:20 pm
Teaching the Use of an iPad for Choice Making Using the ChoiceBoard Creator App
Jennifer Stephenson, Ph.D.
Macquarie University, Sydney, Australia

This presentation will report the findings from a study on a choice-making intervention to teach a young student with a severe intellectual disability, autism, and complex communication needs to use the Choiceboard Creator app on an iPad to make valid choices in three settings. Although the aim was to teach the use of six pictures (displayed simultaneously) in each setting, the student only achieved mastery of three pictures in the free play setting, two pictures in morning circle, and five in morning tea. The multiple baseline design across settings and picture groups demonstrated control of the intervention over valid choice making.

Session C 2:25 – 2:40 pm
Universal Design for Learning: Can it be Reliably Operationalized?
Jim Gardner, Ph.D.
University of Oklahoma, Norman, OK USA

Universal design for learning (UDL) requires the systematic consideration of a variety of variables, resources, and instructional practices. In a research context, when describing or considering whether UDL is effective, should educators contemplate it as single evidenced-based practice or as a series of evidenced-based practices that must be combined across an extensive range of contexts and conditions? From another perspective, what precisely needs to be documented in a research study to validate UDL as an independent variable? This presentation will contemplate the dilemma researchers face in operationalizing UDL with regards to fidelity of implementation.
Hugh Dixson Theatre  
1:45 - 2:45 pm Monday

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**Session A 1:45 – 2:00 pm**

*Attitudes and Skills of Teachers with Regard to the Implementation of Inclusive Education in Austria*

Ewald Feyerer  
Pädagogische Hochschule OÖ, Institute of Inclusive Education, Linz, Austria

The approach and attitude combined with a teacher’s expertise is essential to achieve an inclusive school system. This presentation will discuss a research project in which the following questions were asked (a) which approaches and attitudes towards an inclusive school system should students and graduates of teaching academies be made aware of, and (b) what is the consequential impact on their overall education? The presentation will focus on the goals and the design of the research project, and provide the results of the quantitative questionnaire in relation to the SACIE-R scale.

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**Session B 2:05 – 2:20 pm**

*Creating Systemic Change to Create More Inclusive Classrooms for Students with Disabilities*

Tom Pierce, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV

Dale Warby, Ed.D.  
College of Southern Nevada, Las Vegas, NV USA

Over the past 20 years, inclusive practices for students with disabilities have been a major discussion item. There may be no more volatile issue in the field today. The story of Nevada PIE (NVPIE), an organization comprised of donors, teachers, university faculty, and families, will be told. NVPIE has created positive systemic change in a school district of over 300,000 students and impacted the inclusion of students with disabilities throughout 300+ schools. Results from this longitudinal project will be presented with suggestions for the future.

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**Session C 2:25 – 2:40 pm**

*Addressing Complex Issues: Actualizing Full Inclusion for All Students*

Monica Brown, Ph.D.  
University of Nevada Las Vegas, Las Vegas, NV USA

Inclusive education has garnered widespread support in much of the developed and developing world. Educators are addressing the social and moral obligations to educate all students. Since passing the 1992 Disability Discrimination Act in Australia, schools in Australia are educating large numbers of students with disabilities in general education classrooms. As with many places around the world new to inclusive education, Australia has moved away from *why* these children/youth should be educated in general education classrooms to grappling with *how* teachers can do this effectively. This presentation will explore the inclusive practice in Australia and its effective use with students with disabilities.
Colonial Bank Theatre
1:45 - 2:45 pm Monday

Session A 1:45 – 2:15 pm
Geospatial Mapping and Student Success: Building Bridges and Finding Lost Treasure
Peter Winograd, Ph.D.
University of New Mexico, Albuquerque, NM USA

Katharine W. Winograd, Ed.D.
Central New Mexico Community College, Albuquerque, NM USA

One of the most challenging problems that educators face in changing policy comes from the deep inequities that exist among children, families, and communities. These inequities are linked to political, social, economic, racial and ethnic divisions within communities and are complicated by long histories of tension and mistrust. If policy change is to happen in constructive and sustainable ways, then disparate communities must be brought together in ways that build consensus about what should be done. Geospatial mapping is a potentially powerful methodology for engaging multiple audiences in constructive conversations about educational inequities in ways that lead to policy changes and the implementation of educational initiatives aimed at improving the success of all students. This presentation will provide an analysis of how geospatial mapping is being used to help diverse communities build bridges with each other and work together to ensure that more students reach their full potential.

Session B 2:20 – 2:45 pm
A High School Turnaround Initiative: Interventions and Effects on Academic Proficiency Exams
Sherri Strawser, Ph.D.
University of Nevada Las Vegas, Las Vegas, NV USA

René A. Zender, Ph.D.
Clark County School District, Las Vegas, NV USA

This presentation will describe a study concerning the implementation of a package of interventions for teacher professional development and its impact on student academic improvement. This study investigated the effects of teacher professional development on high school students’ proficiency exam scores (math and reading). The teacher professional development, implemented as part of a Turnaround Intervention Package (TIP), incorporated formative student assessments, Professional Learning Communities, differentiated instructional practices, and a measure of classroom instruction and environment. Implementation of the TIP will be discussed and results of the study presented.
John B Reid Theatre
2:45 - 3:45 pm Monday

Evidence-based Practice in Special Education:
Where are we going? Where have we been?

Discussants:

Mark Carter, Ph.D.
Macquarie University
Sydney, Australia

Iva Strnadová, Ph.D.
University of New South Wales
Sydney, Australia

Kim J. Paulsen, Ed.D.
Vanderbilt University
Nashville, TN USA

Members of the Panel will discuss the history of and current state of evidence-based practices in Australia and the United States, and what constitutes a strong evidence base. Participants will be invited to ask questions and contribute to the discussion.