

INTERNATIONAL ASSOCIATION OF  
**SPECIAL EDUCATION**

**14<sup>TH</sup> BIENNIAL CONFERENCE | JUNE 21-25, 2015**

“New Dimensions Toward Education, Advocacy, and Collaboration for Individuals with Special Needs”

**WROCŁAW, POLAND | THE UNIVERSITY OF LOWER SILESIA**

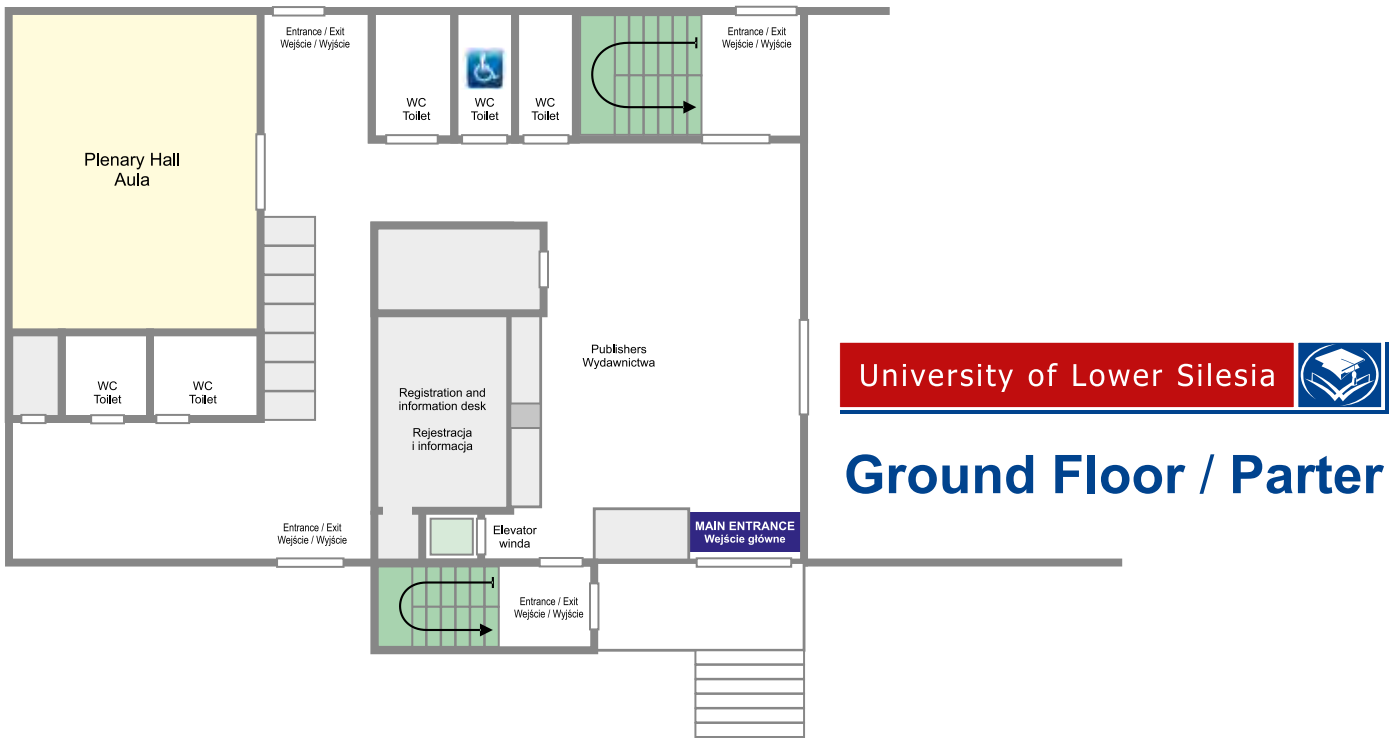


**CONFERENCE PROGRAM**



University of Lower Silesia



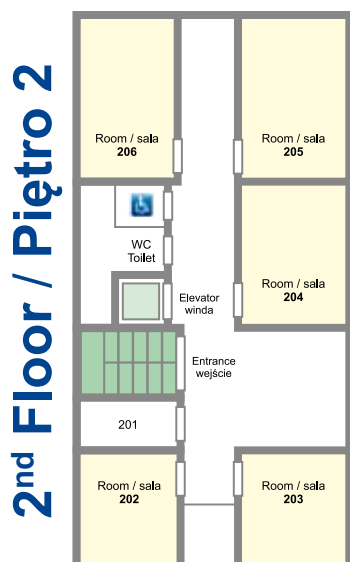


University of Lower Silesia 

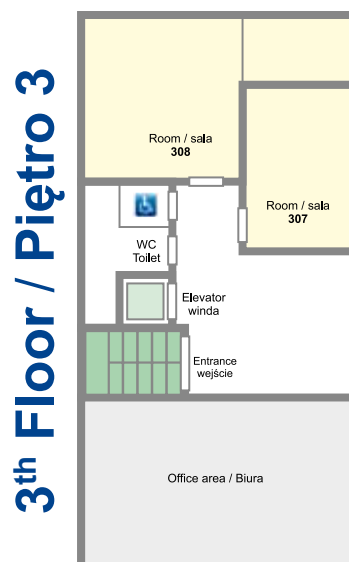
## Ground Floor / Parter



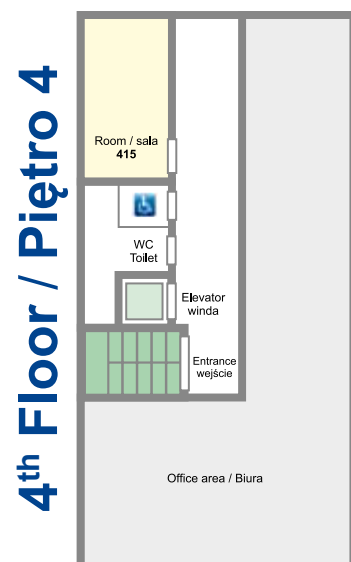
## 1st Floor / Piętro 1



## 2nd Floor / Piętro 2



## 3rd Floor / Piętro 3



## 4th Floor / Piętro 4

## 2015 CONFERENCE CHAIRS



**Dr. Jim Chapple**



**Prof. Małgorzata Sekułowicz**



**Agnieszka Sekułowicz, M.A.**

It is our pleasure to welcome you to the International Association of Special Education's (IASE) 14th Biennial Conference in beautiful Wrocław, Poland. Two years ago we began our dialogue with the University of Lower Silesia to plan an event that would be both memorable and professionally engaging. We feel that through our collaborative efforts we have created a conference that will be outstanding. This year's conference theme is "New Dimensions toward Education, Advocacy, and Collaboration for Individuals with Special Needs".

We are pleased to offer the latest in research, best practices, and innovations in the vast number of sessions at this conference. As more and more countries around the world strive towards the goals of educating all, many are now turning towards increasing their inclusive practices and approaches in order to meet the needs of all learners. It is exciting to know that over 300 educational practitioners, researchers, policy makers, and community members from over 35 countries from North and South America, Europe, Africa, Asia, and Australia are here to participate in this remarkable event.

We would like to thank the University of Lower Silesia for collaborating with IASE. We hope that the conference allows each person to see new dimensions for delivering services and best practices throughout the world. It is our wish that every conference delegate acquires new knowledge, makes new friends, and leaves the conference inspired to return to their homeland and make a difference in the lives of persons with special needs.

On behalf of the three of us, our local arrangements committee and faculty and staff of the University of Lower Silesia, we welcome you to the 14th Biennial IASE Conference.

# WELCOME MESSAGES



**Dr. Iris Drower, IASE President**

On behalf of the International Association of Special Education's (IASE) Board of Directors, committees and the general membership it is my pleasure to welcome you to our 14<sup>th</sup> Biennial Conference in Wrocław, Poland. Your co-chairs, Dr. James Chapple and Professor Małgorzata Sekułowicz, have put together an excellent program of special showcase sessions, a room designed to highlight our Volunteer Service Project sites, and a wide range of diverse and enlightening sessions to enable our conference participants to explore the latest research, best practices, and innovations to make the world a better place for each child and young adult with disabilities. They must have great powers of premonition, because the conference theme of "New Dimensions toward Education, Advocacy and Collaboration for Individuals with Special Needs" is more than apropos at this time.

This is an exciting time for IASE as we continue to build capacity, create sustainability, and be responsive to the needs of our members, youth, and all the individuals we impact around the globe. There is a huge potential to increase and activate our members to be part of IASE conversations as we search for viable solutions to enhance the education for all. So, let's celebrate!



**Prof. Mirosława Nowak-Dziemianowicz, Dean of Pedagogical Faculty, University of Lower Silesia**

Dear Friends and Fellow Researchers from all parts of the globe,

Welcome to the Faculty of Education of the University of Lower Silesia. I am pleased to see you in Wrocław, Poland at our University. It is a great pleasure, because we meeting here to discuss very important issues and seeking answers to questions. How can education help people in their growth to provide a fair livelihood? How can education, regardless of social status, health, resources or obstacles, bring us to a life of dignity?

Our gathering here today marks our will to participate in this task. We want to be there for every member of our community, addressing their problems, shortcomings and suffering. Right before our eyes the old and well-known rules of social life are disappearing; the overbearing powers of the market and economic figures are taking over such values as human dignity. During the conference days, our meeting becomes something more. My wish is that our lectures, our discussions, our quarrels maybe - will become a spark for further learning, studying and experiencing. I wish all of you, my friends, that our meeting becomes a step to make the change for the lives of those of us, who needed it the most.

## Honorary patronage from:

Minister of Science and Higher Education: Professor Lena Kolarska-Bobińska



Minister of Education: Joanna Kluzik-Rostkowska



Governor of Lower Silesia: Tomasz Smolarz





**Prof. dr hab. Bogusław Śliwerski, Dr h.c., Chairman of the Education Committee,  
Polish Academy of Sciences**

Ladies and Gentlemen! Honorable Participants and Organizers of the 14<sup>th</sup> Biennial Conference of the International Association of Special Education in Wrocław!

The fact, that we meet to take part in the world conference on special needs education at University of Lower Silesia (ULS), a private institution, which in the last 15 years became one on the most important academic units in Poland, is the best proof that the new meets the achievements of our predecessors in the pursuit of fulfilling special needs. Not long ago, distinguished Professor Władysław Dykcik wrote: *A creative pursuit of trends and ideologies in special education taken in the last two decades of 20th century shows us the dynamics and growing array of themes that have been dealt with and activities that have been undertaken. It is clear that the modern trends and worldviews – especially European – are well represented, and there are more and more attempts to combine with alternative education, e.g. humanist, personalist, critical pedagogy, cultural pedagogy, anti-education or catholic pedagogy.*<sup>1</sup>

Professor Dykcik divided special needs education into various schools of thought and action. All share the same goal of improving the situation of special-needs students by providing tools for self-realization. His holistic vision of the social world and adaptive functions of special-needs persons, include such paradigms as: Ecological view on the world, Favourable bioarchitecture, Social safety and prophylaxis for special-needs persons in the cities and countryside, Creation of the psychological spaces for life guidance and cultural activities in the neighbourhood, Legal protection and fair access to goods, Solving special needs education problems and rehabilitating using technology and mass-media.<sup>2</sup>

The academia in Wrocław, including the ULS special-needs educators, confirms in their in-depth research that it is important to develop and apply various forms of special education, as well as create new language to describe it. Modern day is a current of dangers, unpredictable accidents, cultural and educational challenges. Special education must address the issues of human existence, daily being-in-the-world and identity, created by social relations; it must be open to interdisciplinary, interpretative research on how a special-needs person communicates and interacts in their society in overall.

I am delighted, that we can host fellow researchers from all parts of the globe in Wrocław. We can share our newest discoveries, exchange models, experiences and practical tips how to help anyone, who needs a helping hand because of their disabilities, fragility or sociogenetic conditions. You are in the right time and place to make the politicians and all responsible parties aware of economic, social, political, religious and educational aspects of how the so-called OTHERS enter their life roles and create their identity. They should not be excluded from social life. They should rightfully function in an open society.

The positivist paradigm is very often considered the one and only rightful in education. However, it should be enriched with other paradigms: interpretive, antinaturalist, person-centered. Interpreting a disabled person as a being reduced to its physicality, affected by cause-and-effect relations and prone to manipulation is one-sided. It is essential to add the other side, to capture the very sense of that person's life, the meaning in their actions. Jolanta Rzeźnicka-Krupa, a special education scholar, once wrote: It is meaningful to discover the subjectivity of the disabled person, their individual, unique way of experiencing their existence, how they give meaning to the moment of their own biography and how they perceive their own disability (if it really possess such importance, as we are used to consider it having).<sup>3</sup>

In recent years we see how special education changes; it changes inside and out, its relation to the humanistic thought, its stance in the dialogue about cultural strangeness and otherness of a special-needs person. The literature from all around the world emphasizes the need to develop all movements: critical, emancipative, hermeneutic and phenomenological as well as ethnocentric. Reconstruction of assumptions of the reality a disabled person hold is a problem far more important, than only of anthropologic praxis. We strive to achieve situation, where the world of the OTHERS can be speak loudly with its own words, without metanarration, where a varied theoretical perspectives can lead us to a description and interpretation equally varied, not rooted in the dominating paradigm, but in favour of "negotiating the reality" instead of decoding the "exotic".<sup>4</sup>

Special needs education in Poland is also facing great changes in the patterns the theory and practice. It shows mostly in the explosion of comparative studies and growing interest in international and intercultural research. It is crucial for those who wish to deal with integration, assimilation and inclusion. Grzegorz Szumski has stated: *Comparative research, focused on building the typology, is not theoretical, but pre-theoretical. It means that it acquires the desirable orientation of modern methodology, but often they do not rise enough to meet their standards. In comparative studies on inclusive education we can still find positivist, pre-Popper orientation.*<sup>5</sup>

The 14<sup>th</sup> Biennial Conference of the International Association of Special Education in Wrocław is a big chance for all of us, who are to some extent potentially disabled or endangered with a disability. It is a huge event on a world scale, a moment in history to remember. I wish all of you, dear Participants, lots of satisfaction – spiritual, intellectual and personal – in taking part in the meetings and discussions, an intrinsic value to every human being. On behalf of all my fellow Researchers and Professors I would like to thank Professor Małgorzata Sekułowicz and the management of ULS in Wrocław for this important event for Special Education.

<sup>1</sup> W. Dykcik, Wprowadzenie w przedmiot pedagogiki specjalnej jako nauki, w: Pedagogika specjalna, red. Władysław Dykcik, Wydawnictwo Naukowe UAM, Poznań 2002, p. 32.

<sup>2</sup> W. Dykcik, Pedagogika specjalna wobec aktualnych sytuacji i problemów osób niepełnosprawnych, Wydawnictwo Naukowe UAM, Poznań 2005, s. 80-83.

<sup>3</sup> J. Rzeźnicka-Krupa, Niepełnosprawność i świat społeczny. Szkice metodologiczne, Kraków: Oficyna Wydawnicza „Impuls” 2009, p. 73.

<sup>4</sup> A similar approach on the changes practical and theoretical special education in the last thirty years can be seen in works by Małgorzata Kupisiewicz. See: M. Kupisiewicz, Paradygmaty pedagogiki specjalnej – główne kierunki przemian w Polsce w ostatnim trzydziestoleciu, *Człowiek-Niepełnosprawność-Społeczeństwo* 2006 nr 2.

<sup>5</sup> G. Szumski, Integracyjne kształcenie niepełnosprawnych. Sens i granice zmiany edukacyjnej, Wydawnictwo APS, WN PWN, Warszawa 2006, p. 27-28.

# 14th Biennial IASE Conference

## Board Members and Planning Committees

### IASE Board Members

Iris Drower, President, USA  
Jim Chapple, President-Elect, USA  
Paula Leitz, Past President, USA  
Virginia MacEntee, Secretary, USA  
Steven Leitz, Treasurer, USA  
Małgorzata Sekułowicz, Member-at-Large, Poland  
Sajjad Khan, Member-at-Large, Bangladesh  
Ambumulire Phiri, Member-at-Large, Malawi

### IASE Committee Chairs

Mary Gale Budzisz,  
Volunteer Service Project, USA  
Morgan Chitiyo, Journal Editor, USA  
Marg Csapo,  
Volunteer Service Project, Canada  
Marcel Lebrun, Scholarship, USA  
Steve Leitz, Webmaster, USA  
Karen Nave, Membership, USA  
Shamani-Jeffrey Shikwambi,  
National Chair Coordinator, USA  
Renata Ticha, Newsletter, USA

### National Chairs

Girma Berhanu, Sweden  
Anupriya Chadha, India  
Darlington Changara, Zimbabwe  
Meng Deng, China  
Tolulope Eni-Olorunda, Nigeria  
Bronwen Hewitt, United Kingdom  
Yousaf Masih, Pakistan  
Swaleha Mohamedali, Tanzania  
Ambumulire Phiri, Malawi

### Exhibit Chair

George Chitiyo, USA

### Program

Co-Chairs: Jim Chapple, USA  
Morgan Chitiyo, USA

#### Reviewers:

Diane Chambers, Australia  
Lily Dyson, Canada  
David Hamilton, Australia  
Priti Haria, USA  
Brenda Lazarus, USA  
Jeremy Lynch, USA  
Vicki McGinley, USA  
Carol Strax, USA  
Marshall Strax, USA  
Raschelle Theoharis, USA

### Auction

Conference Chair: Sal Zimmerman, USA  
Melina Alexander, USA  
Barry Bullis, USA

### Registration

Co-Chairs: Steve Leitz, USA  
Dianne Chambers, Australia  
Priti Haria, USA  
Paula Leitz, USA  
Lightness Mbila, Tanzania  
Swaleha Mohamedali, Tanzania  
Małgorzata Sekułowicz, Poland  
Zamda Shaffir, Tanzania  
Carol Strax, USA  
Eunice Tondi, Tanzania

### Local Arrangements Committee

Committee Chair: Agnieszka Sekułowicz  
Małgorzata Oleniacz  
Dariusz Rutkowski  
Agnieszka Sokolowska-Kasperiuik  
Karolina Bodziony  
Khrystyna Andrunevchyn  
Lidia Figiel  
Agnieszka Kurzeja  
Justyna Małecka  
Maryna Musiał

### International Public Relations

Rabiul Hasan, Bangladesh

### Conference Proceedings

M. Lynn Aylward, USA  
George Chitiyo, USA  
Morgan Chitiyo, Chair, USA  
Elizabeth Dalton, USA  
Priti Haria, USA  
Greg Prater, USA

### Children and Adult Art Exhibit

Co-Chairs: Kathleen Brown, USA  
Clarissa Rosa, USA

# Schedule At-A-Glance

## Sunday, June 21

### REGISTRATION OPENS 3:00 - 7:00 p.m.

Pick up your registration materials.  
Drop off auction items and art work.  
In the Lobby of University of Lower Silesia  
located at Strzegomska 55

### Welcoming Reception

7:00 - 9:00 p.m.  
Aula Lecture Hall

**Welcome by Professor Małgorzata Sekułowicz**  
Chair of Local Arrangements Committee

**Entertainment by Emilia Pieczkowska and the Colorino Band** - children from music classes at the Special Education Centre for Children who are blind. Directed by **Agnieszka Szymajda**.

### Opening Remarks:

**Professor Bogusław Śliwerski**, Chairman of the Education Committee, Polish Academy of Sciences, Warsaw

**Professor Dorota Gołębnik**, Vice Rector University of Lower Silesia

**Concert by A Vista Quartetto** (Marzena Malinowska, Malwina Kulisiewicz (violins), Zofia Kowalczyk (viola), Emilia Danilecka (cello):  
"Chopin for string quartet"

### Refreshments and Cash Bar

### Morning Break

10:15 - 10:30 a.m.  
Behind Aula Lecture Hall

### Concurrent Sessions 1

10:30 - 11:30 a.m.

### Concurrent Session 2

11:45 a.m. - 12:15 p.m.

### Box Lunch

12:15 - 1:00 p.m.  
Behind Aula Lecture Hall

### Concurrent Sessions 3

1:00 - 2:00 p.m.

### Concurrent Sessions 4

2:15 - 3:00 p.m.

### Afternoon Break

3:00 - 3:15 p.m.  
Behind Aula Lecture Hall

### Concurrent Sessions 5

3:15 - 4:00 p.m.

### Film Preview

4:15 p.m.  
"Powerful Medicine: Simple Magic"  
Hosted by **Kevin Spencer**

## Monday, June 22

### 7:00 a.m. Registration Opens

View exhibits, children and adult art  
In the Lobby of University of Lower Silesia

### Opening Plenary Session 1

8:15 - 10:15 a.m.  
Aula Lecture Hall

**Welcome by Iris Drower**, IASE President  
Dignitary Remarks:

**Professor Robert Kwaśnica**, Rector University of Lower Silesia, Wrocław

**Professor Michał Fedorowicz**, Director of Educational Research Institute, Warsaw

**Professor Mirosława Nowak-Dziemianowicz**,  
Dean of Pedagogical Faculty, University of Lower Silesia, Wrocław

Keynote Address: **Professor Iwona Chrzanowska**

Presents: "Problems of Pedagogy and Special Education"

## Tuesday, June 23

### IASE General Membership Meeting

8:00 - 9:15 a.m.  
Aula Lecture Hall

### Plenary Session 2

9:30 - 10:45 a.m.  
Aula Lecture Hall

Keynote Address: **Susan Conners**, National Tourette Syndrome Association, Author of *The Tourette Syndrome/OCD Checklist: A Practical Resource for Parents and Educators*  
Presents: "Tourette Syndrome and Associated Disorders in the Classroom"

### Morning Break

10:45 - 11:00  
Behind Aula Lecture Hall

### Concurrent Sessions 6

11:00 - 12:00 p.m.

### Box Lunch

12:15 - 1:00 p.m.  
Behind Aula Lecture Hall

# Schedule At-A-Glance

**Concurrent Sessions 7**  
1:00 - 2:00 p.m.

**Concurrent Sessions 8**  
2:15 - 3:00 p.m.

**Afternoon Break**  
3:00 - 3:15 p.m.  
Behind Aula Lecture Hall

**Concurrent Sessions 9**  
3:15 - 3:45 p.m.

**Gala Dinner**  
5:00 - 11:00 p.m.  
Wrocław Congress Center by Centennial Hall

**5:00 p.m.** – Bus transportation from conference hotels

**6:30 - 7:15 p.m.** – Cash Bar

**7:15 p.m.** – Entertainment program “Wheel of Fortune” based on Orff’s “Carmina Burana” by theatrical group “The Mask”. An occupational therapy workshop from Caritas of the Archdiocese of Wrocław. The actors are adult people with intellectual disabilities.

**7:30 p.m.** – Dinner

**8:15 p.m.** – Concert by B.O.B. Trio Band: Bartosz Rodzeń (guitar), John Szymajda (keyboards, trombone), Cyprian Sobiński (drums). Original songs, as well as free interpretations of music by Wayne Shorter, Herbie Hancock, John McLaughlin, Miles Davis and Krzysztof Komeda.

**9:00 p.m.** – Live Auction

**10:00 p.m.** – Light Show at Wrocław Multimedia Fountain

**11:00 p.m.** – Bus transportation to the hotels



"Wrocławska fontanna" by Piotr Walczak & Konrad.  
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## Wednesday, June 24

**Concurrent Sessions 10**  
8:00 - 9:00 a.m.

**Concurrent Sessions 11**  
9:15 - 10:15 a.m.

**Morning Break**  
10:15 - 10:30 a.m.  
Behind Aula Lecture Hall

**Concurrent Sessions 12**  
10:30 - 11:30 a.m.

**Concurrent Sessions 13**  
11:45 - 12:15 a.m.

**Box Lunch**  
12:15 - 1:15 p.m.  
Behind Aula Lecture Hall

**Plenary Session 3**  
1:15 - 3:00 p.m.

Keynote Address: **Kevin Spencer**  
Presents: “It’s Not an Illusion: Engaging Students with Special Needs”

**Closing Ceremony**  
3:00 - 3:15 p.m.  
Conducted by **Professor Małgorzata Sekułowicz**  
**Morgan Chitiyo** presents Research Awards

**IASE Board and Transition Meeting**  
3:30 - 5:30 p.m.  
Invitation only  
Room 106

## Thursday, June 25

**Optional Paid Tours**  
8:00 a.m.  
Meet at the university parking lot

**Tour 1**  
Center for Education and Rehabilitation of the Disabled – Special School Educational No.1 – Lower Silesian Special Center No. 13 for Blind and Partially Sighted (all schools in Wrocław)

**Tour 2**  
The Society of Saint Celestine Rehabilitation Center, Mikoszków near Strzelin



## Conference Highlights

### Volunteer Service Project Room

As a special feature of this year's conference we have designated room 108 as the Volunteer Service Project (VSP) meeting place. All VSP concurrent sessions will be held in this room as well as displays from the many service projects in which IASE is currently involve at this time. Be sure to check out, not only the presentations in this location, but also stop in to peruse the displays and materials for purchase.

### Invited Showcase Sessions

Another new feature of our conference is four invited Showcase Sessions. These two hour presentations are on topics of significant interest to our conference theme. Be sure to watch for these listed showcase sessions in the conference program to find those of interest to you. All Showcase Sessions will be held in the Aula Lecture Hall.

### Key to reading the Conference Program:

- L lecture session
- RT round table discussion
- MP multiple presentation session (two presentations in the session room)
- P poster session

## Conference Menu



It is a traditional Polish custom to serve your guests hearty and delicious food if they are visiting you. Our caterer, Michal Szaor from Diapol Catering, will be providing us with a host of traditional Polish specialties for our morning and afternoon breaks, as well as our box lunches all of which are part of your conference registration fees. We hope you enjoy his selections.

**Monday, June 22, 2015 • Opening Plenary Session • 8:15 - 10:15 a.m.**

Aula Lecture Hall

**Welcome**

**Iris Drower, IASE President**

**Greetings**

**Professor Robert Kwaśnica,**  
Rector of the University of Lower Silesia

**Professor Michał Fedorowicz,**  
Director of Educational Research Institute, Warsaw

**Professor Mirosława Nowak-Dziemianowicz,**  
Dean of Pedagogical Faculty, University of Lower Silesia, Wrocław



**Keynote Speaker**

Professor Iwona Chrzanowska

**Title “Problems of Pedagogy and Special Education”**

Prof. Dr. Hab. Iwona Chrzanowska is the Head of the Department for the Special Educational Needs in the Department of Educational Studies, and she is the Proxy Dean of the Faculty of Educational Studies for the Special Educational Needs in Adam Mickiewicz University. She is a member of the expert committee of Pedagogical Sciences and the chairman of the Committee of Special Education at the Pedagogical Sciences of the Polish Academy of Sciences. She is a member of the Corps of the National Center for Science Experts and Chief Editor of the Journal Interdisciplinary Contexts of Special Education (University Publishing House, Adam Mickiewicz University in Poznan). She has authored six monographs, co-edited four collective monographs, and authored more than 60 texts in scientific journals and collective monographs (Polish and foreign) on the following issues: disability, special needs education, inclusive education, the exclusion of education, employment and social topics.



## Monday, June 22, 2015 • Concurrent Sessions 1 • 10:30 - 11:30 a.m.

### **Teaching Fraction Problem Solving to Students with Autism Spectrum Disorder** L 1.1

Students with autism spectrum disorders (ASD) are often included in the general education curriculum. Examining strategies to increase student learning is important. The session will focus on the results of a study that examined teaching mathematics problem solving to students with ASD using a student-operated video modeling intervention.

Presenter: Gulnoza Yakubova, Duquesne University, USA

Room: 415

### **The Continuing Violence towards Disabled People: Disability Hate Crime** L 1.2

The history of violence towards people with disabilities is discussed briefly. Disability Hate Crime is explored using a case study of the press coverage of the Pilkington story and others. Several themes emerged: use of language, people with disabilities as burdens and people with disabilities being defined by their disability.

Presenters: Sue Ralph, University of Northampton, UK; Liz Bonnet, University of Northampton, UK

Room 106

### **Highlights and Stories from the IASE Volunteer Service Project Site in Malawi** RT 1.1

This session will present issues and adventures experienced by Volunteer Service Project site personnel, IASE members who have volunteered, and IASE coordinators who have developed the following sites in Malawi: Mzuzu University Department of Education and Mwayi Trust.

Presenters: Lynn Alyward, Canada; Karen Nave, USA; Ambumulire Phiri, Malawi; Sandra Trevethan, Malawi  
Moderators: Mary Gale Budzisz, USA, and Marg Csapo, Canada

Room 108

### **Self-Determination: Building Capacity for Youth Leadership** L 1.3

Often youth with disabilities miss career development opportunities which negatively affect their transition. Developing self-determination skills and adult ally relationships can help youth access opportunities leading to effective careers and successful lives. The session will highlight the self-determination framework and effective strategies for building leadership capacity in youth with disabilities.

Presenters: Mariola Rosser, National Association of State Directors of Special Education, USA; Pamela Leconte, George Washington University, USA

Room 110

### **Making Accommodations and Modifications to Lessons for Secondary Students with Learning Disabilities** L 1.4

Accommodations and modifications allow educators to make the content of the lesson more accessible for exceptional learners. This session will equip educators with quick and easy accommodations and modification strategies they can use to differentiate learning materials for their students in both reading and math classrooms.

Presenter: Jay Maqsood, Democracy Prep Public School, USA

Room 111

### **Practical Solutions Eradicating Bullying for Individuals with Autism and Other Special Needs** L 1.5

Many with autism and other special needs experience bullying in school, the community, and in adulthood causing life-long negative implications such as lowered self-esteem, difficulties in relationships, and depression. Parents, educators, clinicians, and others will be informed how to identify and eradicate bullying on the individual, classroom, and school-wide levels.

Presenter: Stephen Shore, Adelphi University, USA

Room 112

### **International Inclusive Service Learning to Support Positive Outcomes for Students with Disabilities** L 1.6

Students with disabilities are often segregated and viewed as second-class citizens. Inclusive service learning (ISL) is a means to support greater inclusion and positive changes in community attitudes. Processes and outcomes associated with a high-school ISL program between the US and Costa Rica will serve as the basis of discussion.

Presenters: Brian Aberly, University of Minnesota, USA; Renata Ticha, University of Minnesota, USA

Room 113

### **Swords, Dragons, & Diet Coke: The First Day of School** L 1.7

Historically exclusion, institutionalization, and segregation of individuals with disabilities are clearly evident. This presentation addresses these global precepts while simultaneously emphasizing the importance of educators employing Civic Professionalism and Media Literacy Integration to deconstruct and obliterate the unquestioning dynamics of these archaic-and sadly used-practices.

Presenter: Michael Fitzpatrick, Morningside College, USA

Room 114

**Arusha, Hear! Project to Improve Deaf Students Learning Skills Using ICT** L 1.8

The goal is to improve the learning environment of students who are deaf. To achieve this we will discuss the importance of providing laptops, data projectors, and Internet connections. Also intensive continuing training for teachers, the development of the skills of all pupils in ICT and hiring support staff for the unit is critical.

Presenters: Antti Komulainen, Meru Primary School, Finland; Eva Forssen, University of Applied Science, Finland; Eunice Tondi, City Council of Arusha, Tanzania

Room 202

**Neurofeedback and Autism** L 1.9

Based upon a brainwave change, Neurofeedback is a promising supporting therapy for children on the spectrum. This presentation will try to explain the mechanism of how it is done and what effects could be expected. Case studies will be presented, too.

Presenter: Natasa Dolovic, Angerona Rehabilitation Center, Croatia

Room 203

**Special Travelers: A Community Integration Model** L 1.10

The integration of individuals with special needs is a critical, global issue. Regardless of the educational model, the transition into meaningful, productive adult lives is challenging. This collaborative model focuses on systematically transferring the skills taught in the educational settings, into the everyday community-based settings where they will be needed.

Presenter: Meghan Mulvenna, Special Travelers, LLC, USA

Room 204

**The Toa Nafasi Project in Tanzania: Results and Next Steps** L 1.11

In this multimedia presentation, we will discuss a research and service project to identify and support students with mild disabilities in an inclusive school setting in Tanzania. We will explain the assessment process, community partnership development, and local capacity building in the school and the project.

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

Room 205



**Intercultural Simulation Using BAFA BAFA** MP 1.1

An intercultural simulation is embedded in a Family, School Community Relations course at two universities. This simulation training system is called BAFA BAFA and involves simulating into two existing differing cultures. Students become part of, and identify with the culture they belong, and experience what it is like to interact as newcomers visiting the other culture. Results from student surveys will be shared.

Presenters: Martha Michael, Capital University, USA; Sharon Matthews, College of St. Rose, USA

Room 206

**Chronic Sorrow & Parental Involvement During the IEP at the Elementary Level** MP 1.1

The purpose of this study is to determine if there is a significant difference in active parental involvement in the IEP. This session will discuss family members of students with high incidence disabilities who have reached the acceptance stage of the chronic sorrow process than those who have not.

Presenter: Quintella Bounds, Chicago State University, USA

Room 206

**Postsecondary Students with Disabilities: The Need for Advocacy and Transition Education** L 1.12

This presentation focuses on a quantitative study that surveyed college students with disabilities and their experiences with self-advocacy training and transition planning. Attendees will discuss the startling results of this study and how information can be applied to vastly improving postsecondary outcomes for students with disabilities.

Presenter: Heather Taylor Wizikowski, California State Polytechnic University, USA

Room 307

**Co-Teaching in Teacher Preparation Clinical Practice: Transforming Culture and Practice in Schooling** L 1.13

Research suggests that applying a co-teaching clinical practice approach in teacher preparation programs facilitates differentiation of instruction, increases pupil academic achievement, and develops teacher candidates dispositions and skills to cooperatively think, plan, and teach. Come learn how to foster and structure co-teaching in your schools and teacher preparation programs.

Presenters: Jacqueline Thousand, California State University San Marcos, USA; Andrea Liston, Point Loma Nazarene University, USA

Room 308

## Monday, June 22, 2015 • Concurrent Sessions 2 • 11:45 a.m. - 12:15 p.m.

### Learning in an Inclusive Community

L 2.1

How can you create an engaging and welcoming classroom? This session will address techniques and strategies needed to create an inclusive environment. You will learn how to teach students skills so that they are comfortable with differences and equip them with the ability to confront challenges. Inclusion is about creating a community in which all children and families feel welcomed and valued.

Presenter: Shamani-Jeffrey Shikwambi, Middle Georgia State College, USA

Room 108

### Co-operation with Parents in the Process of Early Intervention: A Different Approach

L 2.2

Cooperation with parents in the process of early intervention is very important. There are many different models and forms of collaboration. Which one is best and why? I would like to find an answer to this question.

Presenter: Grażyna Walczak, The Maria Grzegorzewska University, Warsaw, Poland

Room 106

### From Locked Homes to Secured Societies: Opening Doors of Opportunity through New Dimensions

L 2.3

Since the inception of Lebenshilfe almost 35 years ago, I felt the immediate need to drive these people into the society as useful contributors. This requires societal transformation in a positive way to understand these people. Through "New Dimensions" I will share how I have won the appreciation and acceptance of those with mental challenges into society.

Presenter: Sarah Devi, Lebenshilfe, India

Room 110



### Transitions for Students with Disabilities: Do Students Have a Voice and Choice?

L 2.5

Based on the results of several studies conducted in Australia, the Czech Republic, and the USA, the presenter will make recommendations to assist schools and other relevant stakeholders in improving student self-determination and participation in the transition process.

Presenter: Iva Strnadova, University of New South Wales, Australia

Room 112

### Collaborating with Schools to Prepare Teachers to Provide Advocacy for ALL

L 2.6

This presentation will share the results of studies conducted regarding alumni perceptions about their pre-service school/university partnership program. These non-traditional partnership programs, when originated, were "new dimensions" in terms of preparing teachers as advocates for all students.

Presenters: Greg Prater, Northern Arizona University, USA; Emilie Rodger, Northern Arizona University, USA

Room 113

### The problems of support of children with special needs in mainstream schools in the Subcarpathian Province

L 2.7

The content of the presentation is to diagnose the educational situation of children with special needs in mainstream schools in the Subcarpathian Province. The results of the study clearly confirm that the process of change has already started in terms of preparedness of schools to adopt a child with special educational needs. At the same time they point at the continuous occurrence of many barriers and negligence in meeting the special needs, providing help for both children with disabilities and their parents.

Presenter: Krystyna Barłóg, University of Rzeszów, Poland

Room 202

### Between Dreams and Reality – a Difficult Path to Empowerment of Young Couples with Down syndrome

L 2.8

I am attempting to evaluate and estimate the price paid by people with the Down syndrome for their decision to lead an independent life as family units. Adults with Down's syndrome who live in partnership and who plan to start a family participated in this study. The analysis of the information collected through the interviews with these couples is the inspiration of the reflection on the empowerment of people with intellectual disabilities.

Presenter: Joanna Kruk-Lasocka, University of Lower Silesia, Poland

Room 203

**Dual Immersion Programs and Inclusion****L 2.9**

Dual immersion programs are increasing throughout the United States. However, there is little evidence to support program outcomes for students with special needs. This presentation will detail findings of a research study on dual immersion programs, and inclusion policies including identified methods for inclusion of students with special needs.

Presenters: Melina Alexander, Weber State University, USA;  
David Byrd, Weber State University, USA

Room 204

**Positive New Media Usage by Special Needs Children L 2.10**

The Internet and new media usage by children and adolescents is often perceived through the lens of risk (e.g. harmful content, cyberbullying, pornography). This is particularly true in case of special needs children treated as more vulnerable. This lecture adopts different perspectives and is focuses on opportunities of ICT use.

Presenter: Jacek Pyżalski, Adam Mickiewicz University, Poznań, Poland

Room 205

**The Use of Visual Schedules in Dealing with On-Task Behavior L 2.11**

This study will focus on the following questions: Does the use of a classroom wide visual schedule increase the on-task behavior of a student with autism in the general education classroom? Does the use of a classroom wide visual schedule increase the on-task behavior of all students in the classroom?

Presenter: Nicholas Korn, Vail School District, USA

Room 206

**Theory of Mind Development Among Children with Disabilities****L 2.12**

During the lecture we will present results from a small pilot study concerning differences in a level of development of Theory of Mind among Polish seven-year-old children with disabilities (mild intellectual disabilities and hearing impairments), who learn in special, integrative and inclusive schools.

Presenters: Joanna Smogorzewska, The Maria Grzegorzewska University; Gregorz Szumski, The Maria Grzegorzewska University, Warsaw, Poland

Room 307

**Special Education in Sweden: Mapping Out Issues of Inclusion, Equity, and Social Justice L 2.13**

This paper provides a comprehensive presentation and discussion of special education in Sweden. It provides the participant with a better understanding of Sweden's general special education system today: legislative acts that ensure equal access to education; the special education context; the history of special education and service in Sweden; the expansion of special education starting in the 1960's and 1970's; current prevalence data; a clarification of differentiation, inclusion, and categorization.

Presenter: Girma Berhanu, University of Gothenburg, Sweden

Room 308

**A Practical Model for Special Education School-Parent Collaboration in Indigenous Communities L 2.14**

Poverty, lack of social support, limited access to education and high risk for health problems, cause indigenous communities to face an inordinate number of hardships. When children have special needs these problems multiply exponentially. This presentation will discuss an overview of indigenous experiences within the context of special education; research was conducted among the Bedouins in Israel and a practice-oriented model and principles.

Presenter: Iris Manor-Binyamini, University of Haifa, Israel

Room 415

**Monday, June 22, 2015 • Invited Showcase Session • 1:00 - 3:00 p.m.**

Aula Lecture Hall

**A Consultative Model for Providing Technical Assistance to School Personnel in Service to Children with Autism**

Presenters: John Wheeler, East Tennessee State University; Stacy Carter, East Tennessee State University

This session will describe a consultative model used for providing technical assistance and building capacity within schools for serving children and youth with autism. The need for research in this area is becoming increasingly more urgent to address the growing numbers of children identified with autism.

## Monday, June 22, 2015 • Concurrent and Poster Sessions 3 • 1:00 - 2:00 p.m.

### **Politics, Socioeconomics and Special Education: Are They Related: An Empirical Study** L 3.1

Why does special education vary across the globe? A structural equation model linking socioeconomics and politics to special education was tested on data from 144 countries. The empirical model accounted for 82% of the variance in special education coverage, 84% in school life expectancy and 73% in life expectancy.

Presenter: Dimitris Anastasiou, Southern Illinois University Carbondale, USA

Room 415

### **Enhancing Adolescents' Acquisition of Content Using Collaborative Structures in Inclusive Settings** L 3.2

This session will model two effective and engaging strategies for reinforcing content vocabulary and concepts with adolescents. Students from diverse backgrounds in inclusive settings were utilizing Class wide Peer Tutoring and Numbered Heads together. Participants will role play each strategy. Applications to various content areas and age groups will be offered.

Presenter: Barbara Mallette, State University of New York at Fredonia, USA

Room 106

### **Highlights and Stories from the IASE Volunteer Service Project Sites in India** RT 3.1

This session will present issues and adventures experienced by Volunteer Service Project site personnel, IASE members who have volunteered, and IASE coordinators who have developed the following sites in India: SPJ Sadhana School, Don Bosco, Lebenshilfe, Vimukti Girls School, and Sankalp Centres.

Presenters: Anupriya Chadha, India; Sarah Devi, India; Iris Drower, USA, Radhika Khanna, India; Virginia MacEntee, USA, Karen Nave, USA  
Moderators: Mary Gale Budzisz, USA, and Marg Csapo, Canada

Room 108

### **Methods of Data Analysis for Small Samples: Nonparametric Tests** L 3.3

The purpose of this session is to highlight the options that are available to researchers and practitioners regarding the analysis of data for small samples often used when studying populations of learners with special needs.

Presenters: George Chitiyo, Tennessee Technological University, USA; Morgan Chitiyo, Duquesne University, USA

Room 110

### **Mzuzu University Center for Inclusive Education: A Strategy for Advocacy and Collaboration** L 3.4

Recognizing the challenges faced by educators in the sub-Saharan country of Malawi, the authors highlight an innovative strategy for advocacy and collaboration. Serving as a platform for interdisciplinary collaborative research, resources for strengthening teacher education programs and community partnerships, a Center for Inclusive Educations seems to be a more culturally sensitive approach for addressing various elements of inclusion and exclusion.

Presenters: Ambumulire Phiri, Mzuzu University, Malawi; Lynn Aylward, Acadia University, Canada

Room 112

### **Teaching Responsible Behaviour with Developmental Therapy-Developmental Teaching** L 3.5

Dr. Marita Bergsson successfully adapted Mary M. Wood's approach to the frameworks of the German school system and built up a vast growing DT-DT network all over Germany. Two teachers from these schools Kurt-Tucholsky-Oberschule and Hufeland-Schule Berlin Buch, will present on how DT-DT has affected their teaching.

Presenters: Bernd Guenther, Kurt-Tucholsky-Oberschule School, Germany; Alexander Schmidt, Hufeland-Schule School, Germany

Room 113

### **Parental Feeding Practices in Turkish Children with Autism** MP 3.1

This session presents information that confirms that the Feeding Strategies Questionnaire (FSQ) can assess the feeding strategies of parents and their children with autism spectrum disorder (ASD) in Turkey. The results of this study will be shared in regards to age groups, gender, severity of disability, and comorbidity.

Presenter: Bekir Fatih Meral, Sakarya University, Turkey

Room 111

### **The Effects of Feeding Problems on Health-Related Quality of Life in Children with Autism** MP 3.2

This session will share information regarding a study to examine health-related quality of life (HRWOL) of children with autism spectrum disorder (ASD) in terms of feed strategies, feeding, and mealtime problems. Results of this study will be shared.

Presenter: Bekir Fatih Meral, Sakarya University, Turkey

Room 111

**Melbourne International Specialist School - Bring the Visual and Performing Arts to Asia** L 3.6

This presentation takes you on the journey between two schools and the challenges of forming an international relationship between the curriculum, the staff, the cultures, and the regulatory education authorities to enable a relationship between Australia and Singapore. The story of two schools is a combined vision.

Presenters: Juliet Cooper, Melbourne Specialist International School, Singapore; Jayne Nadarjoo, Melbourne Specialist International School, Singapore

Room 202

**Web 2.0 Tools Across Classrooms: Incorporation for Collaborative Online International Learning** L 3.7

Collaborative online international learning, a field that addresses pedagogy and scholarship in technology, collaboration, and cultural competencies is emerging. Four specific assignments and initial research using Web 2.0 tools used within and across classrooms will be presented. Strengths and barriers of each will be discussed.

Presenter: Vicki McGinley, West Chester University of PA, USA

Room 203

**Inclusive School and Community Practices: Supporting Students on the Spectrum** L 3.8

ASD is a lifelong condition. Children with ASD grow up to become adults with ASD. In order to support students on the spectrum in ways that truly impact their future, educational plans must reflect rich and deep collaborative practices across multiple environments. This presentation will discuss a model of inclusive education that includes the school setting and expands beyond the classroom into the community.

Presenter: Camille Brandt, Minnesota State University Moorhead, USA

Room 204

**The Value of Qualitative Research in Special Education** L 3.9

Qualitative research is valuable to the field of special education yet often misunderstood and underused. This session will focus on the multiple uses of qualitative research in the field of Special Education, providing real-life examples of rich, descriptive data and findings from teachers, families, and children.

Presenter: Martha Howard, Tennessee Technical University, USA

Room 205

**FUN in Executive FUNctioning Skill Development** L 3.10

This activity-based workshop identifies the two types of executive functioning skill areas, their practical application in the school environment and how teachers can facilitate the development of the skills using experiential challenge activities which will be demonstrated through audience participation. The final focus is the transference of the skills to the classroom using an inquiry-based format.

Presenters: David Lauchmen, Khartoum American School, USA; Leena Salih, Khartoum American School, Sudan

Room 206

**Implementing Response to Intervention (RTI) in Elementary Schools in Tamil Nadu, India** L 3.11

This presentation provides an overview and implications for implementing the Response to Intervention (RTI) framework in model elementary schools with limited resources in Tamil Nadu, India. It will address project challenges, including working in two languages (English and Tamil), as well as successes in building capacity for RTI in India.

Presenters: Renata Ticha, University of Minnesota, USA; Brian Abery, University of Minnesota, USA

Room 307

**Examining Effectiveness of Genre-Specific Comprehension Strategies for Students with Learning Disabilities** L 3.12

Two special education teachers implemented an explicit comprehension strategy named Critical Analysis of Argumentative Text (CAAT) to investigate the effects of the strategy on 11 elementary students' ability to summarize and analyze argumentative texts. This strategy not only allowed students to deeply understand the intricate structure of an argument, but helped them to use this structural knowledge of argument to compose convincing arguments.

Presenter: Priti Haria, Stockton College, USA

Room 308





**Perceptions of Inclusive Practices by Pre-service Teachers in Poland** P 3.1

This presentation highlights a recent study conducted with pre-service teachers in Poland. The study surveyed the perceptions and attitudes of pre-service general education teacher candidates related to inclusion of students with disabilities. In addition, the study surveyed the level of preparedness of the teachers to accommodate students with disabilities.

Presenters: Janice Myck-Wayne, California State University, Fullerton, USA; Kristin Stang, California State University, Fullerton, USA; Anna Basińska, Adam Mickiewicz University, Poznań, Poland

Room Second Floor Lobby

**Integration of Special Education into Pre-Service General Education Programs** P 3.2

Inclusion of children and youth with disabilities in general education is an important issue in teacher education programs. Four special education courses were designed and required for education majors. They address special education knowledge and skills needed by general educators to adapt and accommodate students with disabilities in inclusive settings.

Presenter: Jannis Floyd, Mansfield University, USA

Room Second Floor Lobby

**Teachers' Attitudes towards Inclusive Education of Students with Special Educational Needs** P 3.3

The authors present the results of quantitative research conducted among 138 teachers from special, inclusive and mainstream schools in Poland. The analysis pointed to the teachers' increasing (compared to 2003) general openness towards inclusive education and some key variables of their attitudes.

Presenters: Katarzyna Ćwirynkało, University of Warmia and Mazury, Olsztyn, Poland; Agnieszka Żyta, University of Warmia and Mazury, Olsztyn, Poland

Room Second Floor Lobby

**Am I Losing My Mind? Teachers' Responses to Mindfulness Practice** P 3.4

This presentation discusses the qualitative study on teachers' perception of mindfulness in the classroom. We will present preliminary findings from research conducted with a group of teachers of students with the educational diagnosis of emotional disturbance and their perceptions of the usefulness of mindfulness training for teachers and its effect on their classroom.

Presenters: Nikki Murdick, St. Louis University, USA  
Amrita Chaturvedi, St. Louis University, USA

Room Second Floor Lobby

**Expectations of Parents of Deaf and Hearing Impaired Children in the Education System** P 3.5

Expectations of parents of deaf and hearing impaired children in the educational system are different because of their personal situations. There are many complex experiences in raising children attending special mass and integration schools. This study included 45 parents.

Presenter: Iwona Jagoszewska, University of Wrocław, Poland

Room Second Floor Lobby

**Good Practices in the Special Education Teacher Training - towards the Practical Competence** P.3.6

Academic training of special pedagogues is based on several pillars. The first is a general humanistic knowledge. The second involves professional competence in the field of knowledge about the development and biopsychosocial needs of people with disabilities. The third - a methodical competence. Its implementation requires special activities at several levels. The presented concept includes examples of good practices in this field.

Presenters: Zenon Gajdzica, Silesian University, Cieszyn, Poland; Dorota Prysak, Silesian University, Cieszyn, Poland; Magdalena Belza, Silesian University, Cieszyn, Poland

Room Second Floor Lobby

**Monday, June 22, 2015 • Concurrent and Poster Sessions 4 • 2:15 - 3:00**

**Transitioning from a SEN Child to an Employee with Dreams; A Tanzanian Bottleneck** L 4.1

I have been living my dream to change the lives of children for nearly three decades, but its' highlight has been Tanzania's most recent breakthrough in special education. With the implementation of job employment for children with moderate to severe learning disabilities, it is now a proud moment for our nation's special needs caretakers.

Presenter: Swaleha Mohamedali, Jaffery Academy, Tanzania

Room 415

**Supporting Teachers of Students with Autism Spectrum Disorders in China** L 4.2

In China, educational opportunities for students with Autism Spectrum Disorder (ASD) are limited. One challenge is training teachers in evidence based practices. This session describes the program and curricula provided by Stars and Rain, a center in Beijing PRC devoted to supporting parents and teachers of individuals with ASD.

Presenters: Kathleen Puckett, Arizona State University, USA; Hope Tian, Stars and Rain Center for Autism, China

Room 106

**Free Education Policy Contributions for Learners with Hearing and Visual Impairments in Zambia** L 4.3

The introduction of free education in Zambia was considered to be a major solution to break down the huge inaccessibility of children at the time the free education policy was pronounced in 2002. There were more than one million Zambian children who could not access primary education. Forty-three percent of those children had disabilities. This study was conducted to establish if the free education policy resolved the problem of inaccessibility to school for children with disabilities.

Presenter: Thomas Mtonga, University of Zambia, Zambia

Room 110

**Current Research and Implications for Increasing Assessment Self-Efficacy among Educational Professionals** RT 4.1

Self-efficacy is a person's belief in their capacity to complete tasks or reach goals. It is a strong predictor of future performance that can be increased by fostering supportive learning environments and experiences. This presentation examines the value of improving assessment self-efficacy and provides suggestions on how this may be accomplished.

Presenter: Karen Sealander, Northern Arizona University, USA

Room 111

**Let's Swap Classrooms: A Day in the Life of a Kindergarten Teacher and a College Professor** L 4.4

In our ever growing and changing world of education, one thing remains constant - our success centers on our ability to build effective relationships with our students and exposing them to various aspects of life. Find out the results when a kindergarten teacher and a college professor exchanged their classrooms for a day.

Presenter: Shamani-Jeffrey Shikwambi, Middle Georgia State University, USA

Room 113



**Disrupting the Prison Pipeline for Youth with Disabilities** L 4.5

Black and brown youth with disabilities are denied needed services, and instead are funneled into the juvenile justice system. Analyzing the educational and justice systems, we explored ways parents, teachers, administrators, probation officers, and others could promote a shift from a youth control complex to a youth care complex.

Presenter: Heather Dalmage, Roosevelt University, USA

Room 114

**Authentic Assessment in Action: A Programmatic Approach to Curriculum Development** L 4.6

This presentation describes an undergraduate special education program which integrates multiple means of assessments into general and adapted curriculum coursework. Multiple sources of evidence, including edTPA, are collected through an electronic portfolio platform to provide strong foundation for data based decisions within the program. Presenters will share a collaborative approach to identifying, implementing, and reporting on means of assessments of learning outcomes.

Presenters: Debbie Metcalf, East Carolina University, USA; Kathi Wilhite, East Carolina University, USA; Lora Lee Smith Canter, East Carolina University, USA

Room 204

**Modeling Collaboration in Teacher Education: A Framework for Team Teaching** L 4.7

Modeling collaboration and co-teaching between general and special educators in university-level teacher education classes demonstrates firsthand the effectiveness and versatility of this up-and-coming instructional model. Researchers will examine experiences adapting this model to higher education and will report data measuring attitudes about co-teaching from both instructors and students.

Presenters: Melissa Martin, University of Tennessee Knoxville, USA; Beau Whitsett, University of Tennessee Knoxville, USA

Room 206

**The Role of MOOCs in Transforming Higher Education for Digital Natives: The Good, the Bad and the Ugly** L 4.8

Since 2008, Massive Open Online Courses (MOOCs) have been transforming the form and delivery of content in higher education. In 2011 Stanford University launched the first well-published MOOCs, which had enrollments of over 100,000 students. Ongoing research is evaluating the learning effects of online instruction vs. face-to-face synchronous instruction. This study examines the positive and negative implications of MOOCs specifically for urban, rural, and global student populations.

Presenter: Raquel Schmidt, State University of New York College Buffalo, USA

Room 307

**Issues/Answers in the Development and Delivery of Services for Twice-Exceptional Students** L 4.9

Understanding the needs of twice-exceptional students is key to proper identification and development of successful programming. By nature of their asynchronous abilities, twice-exceptional students require a learning environment that values differences, provides challenges and supports learning difficulties. This presentation outlines issues related to identification, programming and teacher preparation with respect to the twice-exceptional student.

Presenters: William Morrison, Bowling Green State University, USA; Mary Rizza, Bowling Green State University, USA

Room 308

**Aggression prevention at school from students' point of view** P 4.1

The author has presented and analyzed the figures of self-research on aggression prevention at school. The main goal of this research was identification and circumscription pupils' and teachers' ways of reaction against the aggression and reducing this behavior in the context of directions of school-based aggression prevention programmers.

Presenter: Anna Karlyk-Ćwik, University of Lower Silesia, Poland

Room Second Floor Lobby

**Life Quality of the Fathers of Intellectually Disabled Children** P 4.2

This research study consisted of 222 fathers, where 111 fathers had children with intellectual disabilities and 111 fathers had healthy children. The Quality of Life Questionnaire was administered. The method comprised of 40 questions on life quality grouped into four spheres: satisfaction, ability/productivity; possibility of action/independence, and social affiliation/integration. Results will be shared.

Presenter: Dorota Tomczyszyn, The John Paul II Catholic University in Lublin, Poland

Room Second Floor Lobby



**Augmentative and Alternative Communication in a Regular Classroom Routine: A Case Study** P 4.3

This study describes the use of graphic systems in the routine of a preschool classroom through a collaborative program. This was carried out among researchers, teachers, regular and special needs students, and a student with a disability. The program highlighted the participation of the student with a disability during a school routine.

Presenter: Debora Deliberato, Faculdade de Filosofia e Ciências, UNESP de Marlia, Spain

Room Second Floor Lobby

**Inclusion and Collaboration with Practical Activities for Students with Special Needs** P. 4.4

The aim of this poster session is to present activities, suggestions, and hints for the primary classroom teacher and the resource room teacher to assist in effective inclusion. Ideas in math, language arts, science, and art are included. Participants will receive a handout booklet.

Presenter: Madalen Sugrue, Anaconda Public Schools, USA

Room Second Floor Lobby

**Educational Approaches towards Children with ADHD, ADD and Learning Disabilities** P. 4.5

Success of a pupil is not only affected by the extent of this disorder, but it also depends on procedures that a teacher uses to minimize their future impact. The aim of this paper is to summarize current methods of working with pupils with ADHD/ADD and Learning Disabilities.

Presenter: Jan Hucik, College of Health and Social Work of St. Elizabeth, Slovakia

Room Second Floor Lobby

**Information and Computer Technology for Individuals with Autism** P 4.6

The goal of this presentation is to explore the effective use of information and computer technology to assist individuals with autism. The presentation will focus on how new technologies such as iPad have been used for communication by individuals with autism. Limitations of computer technology will also be discussed.

Presenter: Zandile Nkabinde, New Jersey City University, USA

Room Second Floor Lobby

## Monday, June 22, 2015 • Concurrent and Poster Sessions 5 • 3:15 - 4:00 p.m.

### **Journal of the International Association of Special Education** L 5.1

The Journal of the International Association of Special Education (JIASE) is a peer-reviewed journal focusing on special education research and practice issues from around the world. The purpose of this presentation is to provide participants with information about how to publish with the journal.

Presenter: Morgan Chitiyo, Duquesne University, USA

Room 106

### **Embracing Learning Differences through a Global Fellowship for Teacher Coaches** RT 5.1

Fifteen teacher coaches from thirteen countries are collaborating with each other and experts in the field to understand, recognize, and address learning differences, build effective instructional coaching skills, and learn and grow with each other to support all learners. Come learn and grow with us as we explore best practices.

Presenter: Rachel Brody, Teacher for America, USA

Room 111

### **Challenging Behaviors: Staff Development Needs of Special Education Paraprofessionals** L 5.2

The evolved role of the paraprofessional requires effective behavioral management skills. Training paraprofessionals on addressing behavior of students with disabilities are a critical component of quality special education programs. This Delphi study researched training needs of paraeducators and developed practical recommendations for professional development in the area of behavior managements

Presenter: Zhanna Dosymbekova-Preston, Murrieta Valley Unified School District, USA

Room 307

### **Inclusion in a Transformational School District: Building the Plane While Flying** L 5.3

The purpose of the presentation is to assist school districts in crisis transformative positions to increase special education inclusion in the general education environment. Addressed is special education inclusion in an urban, homogeneously populated school district that has historically placed special education students in self-contained isolated settings out of the general education population. Of primary concern is compliance with state and federal mandates as well as the effect on student academic and behavioural outcomes.

Presenter: Marianne Fidishin, Gary Community School Corporation, USA

Room 112

### **Improving Middle School Student Outcomes through Literacy Intervention Programs** L 5.4

Literacy intervention programs in middle schools occur less frequently particularly in inclusive education settings. Participants will be challenged by current research and real-life outcomes from a middle year's boy's school. Participants will leave recognizing the needs and benefits of implementing literacy intervention in their own inclusive school settings.

Presenter: Leonie White, Anglican Church Grammar School, Australia

Room 113

### **Children with Disabilities** L 5.5

The presenters share how to write and implement self-modeling narratives (SMNs). SMNs are stories that explain a situation using the student himself to demonstrate the desired behavior. We will share our research showing that the combination of bibliotherapy, vicarious reinforcement, and self-modeling in the SMNs is effective in changing behavior.

Presenter: Holly Pae, University of South Carolina Upstate, USA

Room 114



Samples of Children's Art from the students of Jaffery Academy's Intellectual Enhancement Unit (SEN) in Arusha, Tanzania.

**Tips for Actively Advocating and Supporting Rural Special Education from ACRES** L 5.6

The American Council for Rural Special Education provides leadership and support for individuals with exceptional needs, families, professionals, and their rural communities through (a) research dissemination, (b) a national conference, and (c) political advocacy. Members surveyed share suggestions for supporting rural special education and developing a rural special education support organization.

Presenters: Britt Tatman Ferguson, National University, USA; Anne Ferguson, University of California Berkeley, USA

Room 202

**Adult Siblings in the Face of their Brother's or Sister's Disability - A Case Study** L 5.7

Parents who have children with disabilities have a lot of problems in their lives. The disability is not only a cause of parental problems, but also for their other healthy children. In our presentation we will present research biographies of five siblings of adults with disabilities on the basis of qualitative analysis.

Presenters: Małgorzata Sekułowicz, University of Lower Silesia, Poland; Marcel Witkowski, University of Lower Silesia, Poland

Room 203

**The Grand Experiment: How New Orleans Charter Schools Fail Special Education Students** L 5.8

In the nine years since hurricane Katrina, New Orleans has become the first urban community in which 100% of public school students attend charter schools. These schools, intended to raise the quality of education through increased administrative autonomy, have largely failed to support and educate many students with special needs.

Presenter: Sarah Clifford, University of New Orleans, USA

Room 415

**Bridges to Work - A Multi-Agency National Project in Singapore** L 5.9

Enhancing transition from school to work is critical for students with disabilities. A nationally led inter-agency collaboration to prototype a School-to-Work Transition Program for students with moderate to severe disabilities in five schools in Singapore was undertaken in 2014. Process and outcomes data, and critical success factors for transition planning and customization of post school training pathways will be shared.

Presenters: Suet Ling Chong, Ministry of Education, Singapore; Michael Chua, Ministry of Education, Singapore

Room 206

**Help Wanted: Special Education Needed for Advocating Juvenile Justice Policy for Students with Learning Disabilities** L 5.10

This session will present research on the status of youth, including those with learning disabilities, in the juvenile justice system and the dearth of policy addressing this population. An information exchange on the need and role of special educators as advocates and policy suggestions for this overrepresented group will ensue.

Presenters: Joan Silver, St. Joseph's College, USA; Barbara Morrell, St Joseph's College, USA

Room 308

**Possibilities for Support the Professional Activity of Students with Disabilities** P 5.1

This session discusses the situation of people with disabilities on today's labor market. A discussion regarding the determinants of the low professional activity of Polish people with disabilities will be addressed. Forms of support for the professional activity of students and graduates will be shared.

Presenter: Bernadeta Szczupał, The Maria Grzegorzewska University, Warsaw, Poland

Room Second Floor Lobby



**Initial Assessment for Training Teachers to Use Software in Special Education**  
P 5.2

The special education services have been proposed by the current special education Brazilian policy as a service in multifunction resource rooms. Rooms were created that consist of several resources, including alternative communication devices. The aim is to describe a procedure for self-evaluation of the use of software for teachers in these rooms.

Presenter: Eduardo Jose Manzini, Unesp, Brazil

Room Second Floor Lobby

**Supporting the Cognitive Development of Children with Mild Intellectual Disabilities via Mediation**  
P 5.3

The aim of the study was to show which mediation dimension of R. Feuerstein seems to be critical for supporting the cognitive development of children with intellectual disabilities. In the study, using the FIE-B, it was shown that mediation of transcendence, meaning, and competence have a significant effect on the cognitive abilities.

Presenter: Kinga M. Ober, Adam Mickiewicz University, Poznań, Poland

Room Second Floor Lobby

**Monday, June 22, 2015 • Film Preview • 4:15 p.m.**

Aula Lecture Hall

**Come see an award winning film "Powerful Medicine: Simple Magic"  
Created by and starring Kevin Spencer and many of his friends!**

POWERFUL MEDICINE: SIMPLY MAGIC is an award-winning short documentary about self-discovery and resilience told through the voices, faces, and hands of incredible individuals who struggle with some of life's difficult challenges. This film shares the real stories of real people from around the world and their efforts to overcome what others might consider "impossible" odds. Most importantly, it's about hope - the hope and confidence they gain by achieving the "impossible." Their stories are inspirational, motivating and life changing!

POWERFUL MEDICINE: SIMPLY MAGIC has received the prestigious Award of Merit from the Accolade Global Film Competition and was named Best Short Documentary at the Outside of the Box Film Festival and Best Documentary at the Hollywood Short Film Festival.



Bastion Ceglarski is a fragment of the fortifications of the city of Wrocław. In the background: Radisson Blu Hotel.

## Tuesday, June 23, 2015

**8:00 - 9:15 a.m.**

### **IASE General Membership Meeting**

Aula Lecture Hall

All members of the International Association of Special Education are invited to attend this General Membership Meeting. We will be reporting to the membership and sharing what has transpired during the last two years. The meeting agenda will be provided upon arrival at the Aula Lecture Hall. We will be announcing the site and location of our 2017 conference. You won't want to miss this one!

**9:15 - 9:30 a.m.**

Behind Aula Lecture Hall

Morning Coffee Break is Sponsored by Lifetime IASE Member

Stan Love of Love Publications

## Tuesday, June 23, 2015 • Second Plenary Session • 9:30 - 10:45 a.m.

**Aula Lecture Hall**

**Keynote Speaker: Susan A. Connors**



**Title: "Tourette Syndrome and Associated Disorders in the Classroom"**

This keynote presentation will discuss the criteria for the diagnosis of Tourette Syndrome and will include an in depth description of all the symptomology. It will also deal with the most common Neurological Disorders associated with Tourette Syndrome, in particular, Obsessive Compulsive Disorder, Attention Deficit Hyperactivity Disorder, Dysgraphia, Executive Dysfunction, Sensory Processing Disorder, Auditory Processing Disorder, Learning Disabilities and the impact of all of these disorders on social emotional well-being, classroom performance, and behavior. It will include specific classroom strategies and techniques for working with these children in a variety of settings.

Susan Connors, M.Ed., is an internationally sought after speaker, teacher trainer and author on the topic of the education of children with Tourette Syndrome (TS), Obsessive Compulsive Disorder (OCD) and other related neurological disorders. She has presented workshops in 48 of the 50 states, Canada, Puerto Rico, Spain and Norway. She was a multi-award winning middle school teacher for 33 years. Sue has TS, OCD and Learning Disabilities herself, and has authored many articles, brochures and videos on these topics. She has appeared on and served as a consultant for several national television programs on TS including ABC's 20/20, The Geraldo Show, The Montel Williams Show, ABC's The Practice, HBO Network, BBC's Discovery Channel and ABC's Prime Time. She served on the national board of directors of National Tourette Syndrome Association (TSA), Inc. for 12 years and has been president of TSA of GNYS for 27 years. For seven years following her retirement from full time teaching, she was employed by national TSA, Inc. as their Education Specialist. Sue recently published her first book on educating and parenting children with TS entitled "The Tourette Syndrome/OCD Checklist: A Practical Reference for Educators and Parents".

## Tuesday, June 23, 2015 • Concurrent and Poster Sessions 6 • 11:00 - 12:00 p.m.

### **Special Education Professional Development Needs of General and Special Educators in Selected African Countries** L 6.1

Many African countries suffer from scarcity of qualified special education professionals due to limited special education teacher-preparation programs and professional development opportunities. This presentation is designed to provide a description of professional development needs of both general and special educators in selected African countries in terms of special education.

Presenters: Morgan Chitiyo, Duquesne University, USA; Ambumulire Phiri, Mzuzu University, Malawi

Room 206

### **Student Depression and School Violence: The Silent Crisis** L 6.2

This workshop will explore the underlying causes of depression in children and adolescents. Mood disorders are often found in specific personality and cognitive styles which will be highlighted. A list of classroom, environmental and academic modifications will be presented to build skills to empower students. Depression no longer needs to be silent; educators can make it easier by using the guidelines presented.

Presenter: Marcel Lebrun, Plymouth State University, USA

Room 106

### **Highlights and Stories from the IASE Volunteer Service Project Sites in Tanzania** RT 6.1

This session will present issues and adventures experienced by Volunteer Service Project site personnel, IASE members who have volunteered, and IASE coordinators who have developed the following sites in Tanzania: Toa Nafasi, Jaffery Academy SEN, SEKOMU, Diana Women Empowerment Group, and the Paediatric Occupational Programme.

Presenters: Lynn Aylward, Canada; Iris Drower, USA; Sally Mohamedali, Tanzania; Angi Stone-McDonald, USA; Eunice Tondi, Tanzania

Moderators: Mary Gale Budzisz, USA, and Marg Csapo, Canada

Room 108

### **Ohio's New Four-Year Residency: Supporting Teacher Education Students to become Inclusion Teachers** L 6.3

An innovative, evidence-based, 4-year, new teacher residency program emphasizing inclusion preparation has recently been developed and implemented in Ohio. As the first 4-year teacher residency in the USA, now concluding its fourth year, it holds great promise as a model for inclusive and differentiated teacher education.

Presenter: Crystal Kaiser, Ashland University, USA

Room 110

### **Educational Support Provided Students with Special Educational Needs in EU Inclusive Schools** RT 6.2

This session presents the systemic approach to forms of educational support offered to students with special educational needs on the different levels: the educational system, school level, and class level. Most common forms of educational support will be discussed on the basis of EU current reports.

Presenter: Anna Zamkowska, University of Technology and Humanities at Radom, Poland

Room 111

### **Early Intervention for Children with Intellectual Disabilities: Nigerian Situation** RT 6.3

Children with intellectual disabilities have challenges with their development. Early intervention would help in overcoming these challenges. Research established that human learning development is most rapid in pre-school years. There is no provision for early intervention for children with intellectual disabilities in the Nigerian educational system. This presentation intends to address this issue.

Presenter: Tolulope Eni-Olorunda, Federal University of Agriculture, Nigeria

Room 202

### **Strategies for Maximum Learning with Minimum Stress** L 6.4

This session shares how to maximize learning time and minimize disruptive behaviors that often result in disciplinary action(s). Participants will leave with useful, practical, and respectful strategies for creating a dynamic classroom environment, where students are actively engaged and highly motivated to learn. Content includes theories and techniques.

Presenter: Kay Tomson, Awsaj Academy/Qatar Foundation, Qatar

Room 112

### **Perceived and Expected Support and Study Satisfaction of University students with disabilities** MP 6.1

Persons with different disabilities do not study at universities as often as their non-disabled peers and their special needs are not often met. The aim of the study is to characterize the level of perceived and expected social and educational support of disabled university students. The results have important educational implications for creating more inclusive study environment

Presenters: Ewa Domagała-Zyśk, The John Paul II Catholic University in Lublin, Stanisława Byra, Maria Curie-Skłodowska University, Lublin, Poland

Room 113



**The School Staffing Experience: Mothers' Perceptions of Social Work Help Giving Practices** MP 6.1

This session explores professional behaviors and attitudes of mothers of children on the autism spectrum associated with improved family-professional partnerships. Workshop attendees will be provided with specific parent generated information which can be applied to individual special education staffing settings. Improved parent-professional partnering is the goal.

Presenter: Kristina Lind, Plymouth State University, USA

Room 113

**Developing Friendships in Students with Low-Functioning Autism and Typical Peers Using Shared-Reading** L 6.5

Presenters discuss a structural three-step shared-reading intervention used to promote social interactions and friendship development between students with low-functioning autism (LFA) and typical peers. Using a collaborative inclusive approach, incorporating visual supports, role-play and positive reinforcement, teachers improve social outcomes and support emerging friendships in students with LFA and peers.

Presenter: Lisa Simpson, San Jose State University, USA

Room 114

**Neurological and Behavioral Research Validates Imagery - Language Connections to Dyslexia** L 6.6

Imagery is a primary factor in cognition, word reading, and language comprehension. There are two types of imagery (symbol and concept) intrinsic to word-reading and reading comprehension. Neurological and behavioral research validates the imagery-language connection resulting in changes in word reading, comprehension, and specific areas of brain function in students with dyslexia.

Presenters: Nanci Bell, Lindamood-Bell Learning Processes, USA; Angelica Benson, Lindamood-Bell Learning Processes, USA

Room 203

**Effectiveness of Group Play on Improving Behaviors and Communication Skills for Children with Autism** L 6.7

This session will examine the effects of child-centered group play therapy for children with Autism. A single subject research design using four participants (ages 3-10) to examine changes in problematic behaviors as well as speech and social skills. Research questions are: Does group play therapy reduce internalizing and externalizing behaviors for children with Autism? Does group play therapy improve communication skills for children identified with Autism?

Presenter: Marilyn Kaff, Kansas State University, USA

Room 204

**Leading by Convening: A Blueprint for Authentic Stakeholder Engagement** L 6.8

Leaders recognize sustainable change for students with disabilities require stakeholder collaboration. For 15 years, the partnership has been convening general and special education stakeholders from 50+ national organizations to improve student outcomes. This session introduces our Blueprint for Authentic engagement, describing what we have learned and making this deep collaboration explicit.

Presenters: Mariola Rosser, National Association of State Directors of Special Education, USA; Robert Porzak, University of Economics and Innovation, Poland

Room 205

**Engaging Students in Learning Science through Mobile Apps and Free Resources** L 6.9

Learn how free digital resources and apps for mobile devices including iPads/tablets, and laptops can engage students in learning science. A variety of innovative activities, practices, and lesson ideas will be shared along with a wealth of resources to explore.

Presenter: Katherine Hayden, California State University, USA

Room 307

**Creating Web-based Learning Activities to Support the Needs of Diverse K-12 Learners** L 6.10

In this session learn how an interactive, web-based application, Softchalk Create, is used in teacher preparation programs to deliver instruction. I will share how three graduate students in the MSE-Special Education program at Shenandoah University use Softchalk Create to demonstrate interactive lessons for their own high school students in special education programs.

Presenter: Diane Painter, Shenandoah University, USA

Room 308

**New Dimension of Collaboration with Multi-Nationals for Employment for People with Multiple Disabilities** L 6.11

In a country of educated unemployed, getting jobs for persons with multiple disabilities is challenging. A French firm retrenched normal workers, but retained our persons with moderate disabilities on the autism spectrum. Deloitte, Haskins and Sells have two of our students on internships, and one graduated to a job contract.

Presenter: Radhika Khanna, S.P.J. Sadhana School, India

Room 415



## Tuesday, June 23, 2015 • Invited Showcase Session 2 • 1:00 - 3:00 p.m.

Aula Lecture Hall

### Collaboration in Planning and Teaching to Facilitate Inclusion

Presenters: Richard A. Villa, Bayridge Consortium, USA  
Jacqueline S. Thousand, California State University San Marcos, USA

Participants will learn about creative and collaborative ways to engage all members of the school community in designing meaningful inclusive educational experiences. Critical elements of effective collaborative teams and approaches to co-teaching will be explored. Additionally, examples of students collaborating with adults in instruction, advocacy, and decision-making will be shared.

## Tuesday, June 23, 2015 • Concurrent and Poster Sessions 7 • 1:00 - 2:00 p.m.

### In Search of Community: Case Study of Culturally and Linguistically Diverse Families and Special Education L 7.1

School language, culture, and special education services are often challenging for culturally and linguistically diverse (CLD) families. Cultural misunderstandings may lead to services that fail to meet children's needs. Based on similar research, this presentation focuses on CLD family experiences and best practices in providing services to CLD families.

Presenter: Sherry Steeley, Georgetown University, USA

Room 308

### Macro-Socio-Economics, Special Education and Educational Outcomes in PISA Assessment L 7.2

This study investigates the relationships between socioeconomics, special education coverage (SEC) and education outcomes among 67 countries with PISA, 2009 assessments. Structural life expectancy and 79-81% of the variance in reading, math, and science.

Presenter: Dimitris Anastasiou, Southern Illinois University, USA

Room 106



### Highlights and Stories from the IASE Volunteer Service Project Sites in Vietnam RT 7.1

This session will present issues and adventures experienced by Volunteer Project Service site personnel, IASE members who have volunteered, and IASE coordinators who have developed the following sites in Vietnam: Dien Ban Day Centre, Santa Maria Clinic, Ho Chi Minh City University of Education and OG CDC.

Presenters: Hazel Chang, Vietnam; Roni Chavez, Vietnam; Peng-Sim Eng, Vietnam, Phan Giang, Vietnam; Minh Ha, Vietnam; Brenda Lazarus, USA, Virginia MacEntee, USA; Iris Drower, USA  
Moderators: Mary Gale Budzisz, USA, and Marg Csapo, Canada

Room 108

### Differentiated Learning Styles and Differentiated Instruction for Students with Disabilities L 7.3

Students demonstrate various learning preferences, cognitive makeup (i.e. linguistic strengths, logical-special, inter-personal), and experience. Students with disabilities are further impacted by unique characteristics of their disability. One way to ensure successful education for students with disabilities is by providing differentiated instruction; a scientific-research based instructional approach for all students.

Presenter: Jolanta Jonak, Northern Illinois University, USA

Room 111

**The Impact of Teacher Leadership on Students with Disabilities** L 7.4

Leadership development helps teachers understand who they are as educators, why they educate, and how they educate. This directly impacts how teachers meet the needs of ALL learners in their classrooms. Our purpose is to examine how teacher mindsets and actions influence the way students with disabilities experience education.

Presenters: Stephanie Goodman, Teach for America-Los Angeles, USA; Natalie Persons, Teach for America-New Orleans, USA

Room 112

**Perspectives of Working with Families of Children with Disabilities** L 7.5

Working with families is an integral part of educating students with disabilities. This presentation will explore who makes up today's families of children with disabilities, challenges these families often encounter, issues of quality of life, extended family member relationships, thoughts, feelings of siblings, and strategies to collaborate with families.

Presenter: Michael Fitzpatrick, Morningside College, USA

Room 113

**Behavior Interventions and Strategies for Individuals on the Autism Spectrum** L 7.6

This session will examine the current literature for behavior intervention strategies used in special education classrooms throughout the United States, the effect such strategies have on the targeted behaviors for the special education population in general and for those on the autism spectrum.

Presenter: Natarsha Sanders, Wake County Public Schools, USA

Room 114

**Reflections on a Decade of University Inclusion for Students with Intellectual, Developmental and Multiple Disabilities** L 7.7

Attending university is an emerging pathway to valued employment and social participation for students with developmental disabilities - a stark contrast to past practices that prevented access to university for these students. The founding principles and emerging characteristics of university access for these students are described and discussed.

Presenter: Rick Freeze, University of Manitoba, Canada

Room 202



**Using Case Studies to Build Skills and Dispositions in Pre- Service Educators** L 7.8

Case studies infused across an articulated community college/university curriculum and representing different disabilities and different presentation formats will be shared, as well as, standards-based assignments, resources, and assessment tools. Student oral and written responses demonstrate engagement and learning to equip teachers for effective work in settings serving children with special needs.

Presenter: Nancy Merryman, Mount Mercy University, USA

Room 203

**Non-disabled College Students' Attitudes toward Inclusive Education in Korea: A Structural Equation Modeling Approach** L 7.9

This study surveyed non-disabled college students on Disability Social distance (DSD), interactions with persons with a disability (IPD), and attitudes toward inclusive education (AIE) in Korea. Analyzed results via structural equation modeling reported that IPD had a mediation effect on the relationship between DSD and AIE among non-disabled college students.

Presenters: Eun Ji, Seoul National University, Korea; Yun-Jeong Shin, The University of Seoul, Korea

Room 204

**Helping Students with Learning Disabilities to THINK Mathematically** L 7.10

New, more rigorous mathematical standards require students to justify their reasoning. The presenters will share the results of a study that used the I-THINK framework, and discuss how the framework helped students with learning disabilities, and demonstrate the implementation in mathematics classrooms.

Presenters: Jeremy Lynch, Slippery Rock University, USA; Danielle Dulick, Slippery Rock University, USA; Sararose Lynch, Westminster College, USA

Room 205

**How Evidence-Based Practices Equip Teachers to Effectively Serve Severe Diverse Students in Inclusive Settings** L 7.11

A structure of five routines: group learning, assessment, self-regulation, structured choice, and special instruction (GASSS) has been developed that creates opportunities for teachers to provide rigorous instruction to all learners during daily instruction in the inclusive classroom. The framework and its success in 15 diverse NYC high schools will be shared.

Presenters: Barry Bullis, Pace University, USA; Sal Zimmerman, Pace University, USA

Room 206

**Let's Give Them a Chance: Job-Related Skills to Teach to Young Adults with Disabilities** L 7.12

This presentation focuses on perceptions of employers, special education teachers, and job coaches on teaching specific job-related skills in schools to better prepare students with severe disabilities for their post-school employment career. A Delphi method of surveying experts in the field of employment for persons with disabilities, correlated their findings with existing literature sources, and developed a list of recommended job-related skills to be taught to students with disabilities as part of the transition planning process into post-school.

Presenters: Cynthia Vargas, Fagan, Friedman & Fullfront, USA; Veronica Gallegos, USA

Room 307

**Improving the MOOC: Developing the Short (and Supportive) Open Online Course Model** L 7.13

MOOCs reach large numbers of learners around the world, but have not proven as effective as once hoped. A Short and Supportive Open Online Course (SOOC) designed by the authors, demonstrates how engaging, flexible, responsive, and productive online instruction options can be provided to enhance professional learning.

Presenters: Elizabeth Dalton, TechACCESS of Rhode Island, USA; Kendra Grant, Sublime Learning, Canada; Luis Perez, Inclusive Learning Consultant, USA

Room 415

**Children with Autism in Africa: From Symptoms Recognition to Services Provision** P 7.1

This study provides data on the process of symptom recognition, help seeking, initial diagnosis, and a treatment situation among families of children with autism in three different countries: Ethiopia, Zimbabwe, and Malawi. Based on the findings, implications for parents, service providers, and policy makers are discussed.

Presenter: Morgan Chitiyo, Duquesne University, USA

Room Second Floor Lobby



**Tablit, an Innovative Multimedia Tool to Support Students with Special Needs** P 7.2

Tablit is primarily a kindergarten curriculum which supports children's collaboration and develops independence while learning. It can be employed in the inclusive education context and most of its elements can be used to support students with special needs. This poster session presents assumptions and components of the program and multimedia tools.

Presenter: Anna Basińska, Adam Mickiewicz University, Poznań Poland

Room Second Floor Lobby

**Special Education Practice Teaching in Undergraduate Training of Special Education Teachers** P 7.3

Special education practice teaching is an integral part of the undergraduate training of special education students. This session focuses on different forms of special education practice teaching in the bachelor's and master's degree program in special education. It highlights the need for qualified teachers and active approach for students.

Presenter: Tatiana Cekanova, University of Presov, Slovakia;

Room Second Floor Lobby

**A Case Study on the Perceptions of Children with Disabilities in Honduras** P 7.4

The purpose of this study was to understand the perceptions of children, teachers, parents, and administrators on Honduran students with disabilities and how these perceptions impact their education. Classroom observations, interviews, focus groups and children's drawings took place over three years. The study identified themes included governance, resources, and cultural beliefs.

Presenter: Christine Croyle, Ashland University, USA

Room Second Floor Lobby



Look out for these 'little people': dwarfs, or '*krasnale*' throughout Wrocław's city center. They are part of the Polish folklore and their current iconic incarnation as symbols of Wrocław actually has a direct correlation to the political climate of the 1980s.

## Tuesday, June 23, 2015 • Concurrent and Poster Sessions 8 • 2:15 - 3:00 p.m.

### Hearing Maps: Young People with Glue Ear Communicate Their Needs L 8.1

Hearing loss from Glue Ear affects 80% of children under seven years of age. Teachers are usually unaware of its impact in the class- room. Using photographs and emoticons, students identify environments which are easy/hard to hear in and pleasant/unpleasant to be in. This leads to better supported learning in pupils.

Presenter: Carmel Capewell, University of Northhampton, UK

Room 114

### Open Forum and Discussion about the IASE Volunteer Service Project RT 8.1

The IASE Volunteer Service Project Committee members will hold an open forum to discuss the needs and activities at our sites, how to aid in sustainability, and methods to encourage IASE members to become volunteers.

Presenters: M. Lynn Aylward, Canada; Roni Chavez, Vietnam; Morgan Chitiyo, USA; Meng Deng, China; Sarah Devi, India; Iris Drower, USA; Virginia MacEntee, USA; Greg Prater, USA; Małgorzata Sekułowicz, Poland; Sandra Trevethan, Malawi  
Moderators: Mary Gale Budzisz, USA, and Marg Csapo, Canada

Room 108

### Inclusiveness in Teaching and Learning Materials in the Global Context RT 8.2

The panel discussion is designed to stimulate audience interactions on some of the challenges faced in addressing the education needs of children with disabilities within an inclusive framework in resource-poor context. Presentations of experiences of panelists will highlight some of the compelling questions faced in this important area of work.

Presenters: Jennae Bulat, RTI International, USA; Elizabeth Randolph, RTI International; Renata Ticha, University of Minnesota, USA; Brian Aberly, University of Minnesota, USA

Room 308



### Perceptions of Inclusive Practices and Principles Among Teacher Educators in India L 8.2

Teacher educators in India described changes in attitudes toward inclusive schools after participating in the In-STEP program, a USAID grant designed to encourage reform in teacher education programs. Discussion includes results from a School Improvement Survey developed by the Equity Alliance and analysis of reform proposals developed by program participants.

Presenter: Kathleen Puckett, Arizona State University, USA

Room 111

### Best Practices in Inclusion and Co-Teaching: Where Are We Now? L 8.3

Themes and patterns in inclusion, co-teaching and a comparison to best practice will be explored. The results of an analysis of 190 graduate student interviews of their fellow teachers, administrators, co-teachers, and parents on their views of inclusion. A discuss will incur on how inclusion is practice in their school districts.

Presenter: Dona Bauman, University of Scranton, USA

Room 112

### Siblings of People with Intellectual and Developmental Disabilities: Support throughout the Lifespan L 8.4

Siblings provide support and advocacy for their brothers and sisters with severe intellectual and developmental disabilities (IDD) throughout the lifespan. Research on the roles of adult siblings, suggestions for families and professionals, and a unique transition retreat for students with IDD and their siblings will be presented.

Presenter: Sarah Hall, Ashland University, USA

Room 113

### Books in a Bag Increasing Literacy through Culturally Relevant Mother-Tongue Books L 8.5

In rural Tanzania, young children with disabilities have generally been excluded from rich, exciting literacy opportunities in their early educational experiences. Collaboration between faculty and students at Kansas State University and Sebastian Kolowa Memorial University in Lushoto, Tanzania have developed the books in a bag project. Local stories are collected and developed into story books for distribution throughout a community out-reach program. This session describes the planning, implementation, and evaluation of the project.

Presenter: Marilyn Kaff, Kansas State University, USA

Room 114

**Perceptions of Dyslexia Resource Teachers Toward Remedial Reading Intervention Programs in Brunei Darussalam** L 8.6

This session examines the perceptions of six Dyslexia Resource Teachers (DRTs) regarding various issues and concerns pertaining to the implementation of the Remedial Reading Intervention Program (RRIP). The challenges faced by these teachers and suggestions to overcome barriers are discussed.

Presenter: Teng Leong Koay, University of Brunei, Brunei

Room 203

**Working Together to Achieve: An Integrated Approach to Learning and Support** L 8.7

For some students to fully access school specialized supports, interventions are required. At Glenroy Specialist School these supports and interventions are delivered in a seamlessly integrated model with teachers, nurses, therapists, support staff and families planning and delivering learning programs in the context of a dynamic learning focused school.

Presenters: Raelene Kenny, Glenroy Specialist School, Australia; Jane Fincham, Glenroy Specialist School, Australia

Room 205

**Designing and Implementing Highly Effective Tiered Performance Assessments within Inclusive Secondary Educational Settings** L 8.8

Adolescent learners within inclusive special education settings vary widely within their cognitive development. Secondary school community members have highlighted challenges in implementing successful authentic assessment practices for diverse populations. Performance assessment lists with differentiated rubrics identify instructional differentiation, and progress monitoring student achievement along with process and content.

Presenter: Samuel Zimmerman, Pace University, USA

Room 206

**Culturally Responsive Teaching + Universal Design for Learning! An Exploration of both via Student Leadership** L 8.9

This session will explore specific strategies to bring culturally responsive teaching and universal design for learning into the classroom. Through these frameworks and interactive activities, we will explore best practices for building student motivation, advocacy, and leadership. Studies employing these strategies from low-income communities in Australia and the USA will be shared.

Presenter: Rachel Brody, Teach for America/Teach for All, USA

Room 307

**Value Judgment: Innovative Teacher Evaluation Practices** L 8.10

This session will discuss alternative teacher evaluation procedures. The basis for teacher licensure in Iowa is a two-year process with various components: teacher's compilation of a professional portfolio, administrator's systematic observations, and collaboration. Graduate level special education endorsement procedures also require the portfolio which addresses eight teaching standards.

Presenter: Helen Beneke, Morningside College, USA

Room 415

**Solution Oriented Approach: A Tool for Communication Development of Pupils in Inclusive Settings** P 8.1

The aim of this session is to present the basic principles of a Solution Oriented Approach, which is based upon a respective and collaborative approach between teachers and pupils. Through this process it also develops communication and social skills of pupils, as well as to promote effective interpersonal relationships in inclusive settings.

Presenter: Anna Semanova, University of Presov, Slovakia

Room Second Floor Lobby

**Educational Paths of Children Endangered with Disability Covered by Early Support of Development** P 8.2

In Poland, formalized programs of early support of a child's development have been carried out since 2005. Before that, assistance for a child endangered with disability was realized based on authorial programs. Biographic studies aim to show the educational growth of children who in their early years were treated with therapy and other supports for at least two years.

Presenter: Beata Cytowska, University of Wroclaw, Poland

Room Second Floor Lobby

**The Effects of Yoga on Students in a Residential Treatment Facility** P 8.3

Adolescents in a residential treatment facility for students with emotional disorders participated in a yoga practice. In this quasi experimental design, individual classes were randomly assigned to a yoga or non-yoga condition. Both the yoga and non-yoga groups were pre and post-tested on affective self-report measures. The results will be shared.

Presenter: Kimberly Viel-Ruma, University of Georgia, USA

Room Second Floor Lobby

**Special Education at International Schools: Current Services and Future Needs** P 8.4

International Schools from South and North America are surveyed and compared with responses from European schools, regarding the demand for, availability of services for students with special needs, and knowledge of evidence-based practices for students with autism spectrum disorder. Implications for services and professional development in international schools are discussed.

Presenter: Donna Marie Campbell, Webster University, USA

Room Second Floor Lobby

**Preschool Teachers Sentiments, Attitudes and Concerns about Inclusive Education** P 8.5

Inclusive education is now one of the most important issues in the educational field of China. This study focuses on sentiments when engaging with children with disabilities, acceptance of learners with special needs, and concerns about implementing inclusion. Results and findings of the questionnaire survey implemented in Chongqing municipality will be shared.

Presenter: Xinrui Li, Chongqing Normal University, China

Room Second Floor Lobby

**Tuesday, June 23, 2015 • Concurrent and Poster Sessions 9 • 3:15 - 3:45 p.m.**

**Enabling Special Educational Needs in Vietnam-Training and Empowerment through IEP** L 9.1

This presentation demonstrates a methodical approach to special educational needs for children in Vietnam. It discusses the outcome of a training program in Kianh Centre that successfully empowered educational facilitators who started with low levels of appropriate entry skills, to effectively address special needs of children with diversity of impairments.

Presenter: Peng-Sim Eng, Kianh Foundation, Australia

Room 204

**Working Effectively with Support Staff in Inclusive Classrooms** L 9.2

Support staff plays an increasingly important and diverse role in inclusive classrooms. Teachers do not always receive appropriate training in collaborating with support staff and coordinating the efforts of all within the class. This presentation will focus on key considerations and strategies for working with others to include all students.

Presenter: Dianne Chambers, University of Notre Dame, Australia

Room 106



National Museum – a rich collection of Silesian, Polish and European art.

**Parenting Stress and its Impact on Parent-Professional Partnerships** L 9.3

The impact of heightened stress and depression among parents of children with disabilities is discussed with reference to parent-professional partnerships. Particular attention is given to predictors of stress proliferation and feelings of parental entrapment. Implications for professional practice are discussed. Strategies to promote parental involvement are suggested.

Presenter: David Hamilton, Australian Catholic University, Australia

Room 111

**Exploring the Issues of Disability, Poverty, and Immigration through Service Learning** L 9.4

A Honduras service trip was completed by pre-service teachers and faculty working in an orphanage and visiting a school for low income children. Themes of poverty, disability, and the issues of immigration will be discussed based on the analysis of student reflective journals and nightly reflection meeting conversations.

Presenter: Dona Bauman, University of Scranton, USA

Room 112

**Accommodations for English Language Learners Students with Disabilities** L 9.5

The need to explore assessment and instructional Accommodations for ELL students who have a disability to access the general education curriculum is critical. This presentation provides a framework for identifying and selecting assessment and instructional accommodations for ELL students with disabilities.

Presenter: Denise Skarbek, Saint Leo University, USA

Room 113

**“We All Need Each Other”- Experiencing Personal Assistance Services in Poland** L 9.6

This presentation is based on ethnographic research conducted in 2014 in Poland with over 60 participants in a project that introduced personal assistance services (PAS) for individuals with special needs (ISN). The focus was on analyzing narratives from the informants (ISN, their families and assistants) who described deep changes in their lives as a result of PAS.

Presenter: Hana Cervinkova, University of Lower Silesia, Wrocław, Poland

Room 202

**Parental Concerns on Transition for Adolescents with Special Needs** L 9.7

In providing transition programming from secondary to post-secondary education to a group of adolescents with special needs, a focus group reflection with their parents was held. The reflection revealed several parents concerns on transition for adolescents with special needs. The information is vital for further mentoring sessions with their children.

Presenter: Sau Cheong Loh, University of Malaya, Malaysia

Room 205

**Image of Teaching Assistants Participating in Science Camps for Visual Impairments** L 9.8

This session will address the role and the needs of teaching assistants (TA). An open-ended questionnaire regarding motivation, expectation, role orientation etc. was used to reveal the image. Results show that TA's attitudes changed by providing practical feedback on the activity and curriculum.

Presenter: Ying-Ting Chiu, National Changhua University, Taiwan

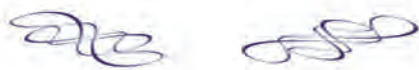
Room 203

**Overcoming Barriers to Inclusive Education in a Developing Society: Forging New Avenues** L 9.9

India, a developing country, where numerous children are out of school has legal provisions of inclusion of children with special needs in mainstream schools without adequate preparation. Consequently, the barriers to inclusive education are massive. Yet pioneers have forged new pathways in inclusive education which are exemplars for others.

Presenter: Sudipta Ghose, Delhi University, India

Room 206



**Effectiveness of Inclusive Education among Able Students: Results of a Meta-Analysis** L 9.10

During this presentation, we will present the results of the meta-analysis of studies, concerning achievements of able students who learn in inclusive classrooms. Despite such studies being rare, we have gathered fifty international studies and over 150 effects. Our data show an interesting picture of inclusive education effectiveness.

Presenters: Grzegorz Szumski, The Maria Grzegorzewska University, Warsaw, Poland ; Joanna Smogorzewska, The Maria Grzegorzewska University, Warsaw, Poland

Room 307

**Financing of the education of students with disabilities in the Polish Educational Policy in the Field of Educational Support** L9.11

Educating children with special educational needs (including disability) in the Polish Education System is constantly changing. In recent years, more and more children start education in mainstream schools with inclusive teaching. At the moment in Poland special actions are taken concerning the financing and funding in educational institutions. However, it seems that these actions should be preceded by developing a coherent system of educational support dedicated to students with SEN (a system providing a catalogue of support services).

Presenter: Beata Jachimczak, The Faculty of Educational Studies of Adam Mickiewicz University in Poznań, Poland

Room 308

**An Analysis of Special Education Program Effectiveness for Linguistically Diverse Students** P 9.1

This presentation synthesizes findings from research on special education program effectiveness for linguistically and culturally diverse students with learning disabilities. Programs are analyzed for educational outcomes and employability. We seek to highlight the critical nature of early intervention, and the resulting quality of life benefits for all stakeholders.

Presenters: Shayna Riddle, Temple University, USA; Lorraine Mento, Temple University, USA

Room Second Floor Lobby

**Varanasi's General Education Teacher Efficacy Beliefs about Students with Special Educational Needs** P 9.2

This research presents preliminary findings of research conducted in Varanasi, India with general education teachers regarding their beliefs about pre-service and professional development of students with special educational needs. This research also examines teacher efficacy beliefs about students with special educational needs and its continuation of previous research.

Presenter: Nikki Murdick, St. Louis University, USA; Amrita Chaturverdi, St. Louis University, USA

Room Second Floor Lobby



**Special Education Teacher Training Programs: Do Licensure Scores and GPA's Predict Teacher Effectiveness?**

**P 9.3**

This presentation presents an analysis of pre-service teachers' performance on licensure tests and course grades. It also provides an analysis of their self-ratings of competencies as in-service teachers. These outcomes provide a model to assist teacher training program improvement by identifying conditions that positively impact candidates achievement and teacher competency.

Presenters: Holly Pae, University of South Carolina, USA:  
Richard Combes, University of South Carolina, USA

Room Second Floor Lobby

**Partial Cognitive Functions Affecting Reading Techniques of Pupils with Mild Intellectual Disabilities**

**P 9.4**

The aim of this session is to analyze errors in reading techniques in relation to partial cognitive functions of pupils with mild intellectual disabilities. The results show that students, who confuse similarly shaped letters, make according to statistics, significantly more errors in visual, auditory classification, visual differentiation, and spatial orientation.

Presenter: Jana Sopkova, University of Prešov, Slovakia

Room Second Floor Lobby



Photo from "Wheel of Fortune" by theatrical group "The Mask" (see Gala Dinner, p. 6).

## Wednesday, June 24, 2015 • Invited Showcase Session 3 • 8:00 - 10:00 a.m

Aula Lecture Hall

### Collaboration in Planning and Teaching to Facilitate Inclusion

Presenters:

Emily Collins, Chattahoochee-Flint RESA, USA  
Mary Kealy, Loudoun County Schools, USA  
Mark Francis, CEO, FYI-CSI, LLC, USA  
Nick Burnett, Nick Burnett CCP, Ltd, Australia

Believing leadership to be the catalyst for successful programs, presenters will describe leadership strategies for advocacy and promotion of inclusive education programs that produce positive results for students. Presentations will focus on the 4-frame leadership model, leading planning and evaluation of inclusive programs, strategies for leaders to become effective change agents, a coaching approach to leadership, and a leadership perspective of professional development of inclusive practices.

## Wednesday, June 24, 2015 • Concurrent and Poster Sessions 10 • 8:00 - 9:00 a.m.

### Gender Differences in the Efficacy of Assertiveness Training in Promoting Self-Concept in Adolescents with Hearing Impairments **MP 10.1**

This session shares information about a study investigating gender differences and efficacy of assertiveness training on the improvement of self-concept among 24 in-school hearing impaired adolescents in Imo State. Experimental design involving eight treatment sessions was used. Results indicated that there were no significant gender differences with treatment but recommendations were made and will be shared.

Presenter: Uloaku Nene Okoro, Alvan Ikoku Federal College, Nigeria

Room 106

### Effects of Interdisciplinary Collaborative Approach on At-Risk Elementary Students Beginning Reading Skills **MP 10.1**

The Interdisciplinary Collaborative Approach: Phonological Awareness and Reading Skill Intervention (IDCO-PARSI) is an intensive training module. This allows teachers and speech and language pathologists (SLPs) to collaborate and integrate their expertise to plan and implement data-based intervention that encourages at-risk first graders to practice target reading skills across settings.

Presenter: Priti Haria, Stockton College, USA

Room 106

### The Impact of Therapeutic Intervention

**L 10.1**

This session will share information about the use of therapies in a special school and the impact that the use of therapies has on the pupils well-being and also on their ability to access the curriculum.

Presenter: Ange Anderson, Ysgol Pen Coch, UK

Room 110

### Investigation of Epidemic Proportions of Underachievement Syndrome among Gifted Learners in Nigeria **RT 10.1**

Being intellectually gifted does not assure educational success/productivity. Studies found that between 10 and 20% of dropouts are in the tested gifted range. Risks and pressures accompany high intelligence, which detours potentially high achieving children toward defensive patterns. While home and school reinforces underachievement, "Trifocal" model can reverse it.

Presenter: Olufemi Fakolade, University of Ibadan, Nigeria

Room 111

**Diverse Models and Strategies for Delivering Online Learning - A Global Perspective** RT 10.2

Around the world, educators and students participate in online learning experiences every day. How effective is online learning for those with differing needs? What have we learned and what do we still need to know? What models exist to broaden engagement? Expert leaders and session participants share experiences and ideas.

Presenters: Elizabeth Dalton, Teach ACCESS of Rhode Island, USA; Kendra Grant, Sublime Learning, Canada; Luis Perez, Inclusive Learning Consultant, USA

Room 108

**A Music Curriculum for Individuals with Autism Spectrum Disorder** L 10.2

Music benefits the spirit and activates the brain. Musical training is a brain-based method to enhance learning across domains including social skills, communication, emotional regulation, memory, motor planning, and visuo-motor integration and can be taught to individuals throughout the entire autism spectrum.

Presenter: Stephen Shore, Adelphi University, USA

Room 112

**Individuals 'Learning Potential of Polish and Taiwanese Preschoolers in Dynamic Assessment** MP 10.2

In the study was used Kulesza's model of dynamic assessment based on Vygotsky's concept of zone of proximal development, Bandura's social learning theory, and Case's concept of cognitive change. The research wasn't shown statistically significant differences in individuals' learning potential of Polish and Taiwanese preschoolers.

Presenters: Ewa Maria Kulesza, The Maria Grzegorzewska University, Warsaw, Poland; Chiu-Hsia Huang, National Pingtung University, Taiwan

Room 203



**Successful Implementation of Inclusive Education: The Need for Mentoring** MP 10.2

Inclusion has become the corner stone in the education of persons with disabilities. In its implementation, there is need for mentorship to allay negative attitudes and empower the mentee with coping skills for learners with diversity. This session looks at forms, principles of mentoring, and its influence on the mentee.

Presenter: Beth N. Oluka, Ebonyi State University, Nigeria

Room 203

**A New Paradigm in Teaching Students with Mental Challenges with Autism Spectrum Disorder (ASD)** L 10.3

The "Teaching Format", a viable tool for comprehension and effective teaching, delineating the special educator's self-assessment and the student's level of learning, empowering both in positive growth. It provides an unique foundation for strong skills, enriching, and reinforcing the experience of every differently abled student.

Presenter: Radhike Khanna, S.P.J. Sadhana School, Mumbai, India

Room 113

**Access to Art for All** L 10.4

This session is presented by an art teacher from an inclusive public elementary school of 400 preschool to fourth grade students. The use of a choice-based approach to teaching art, allows students the opportunity to pursue their individual interest and ideas, despite their ability level. All students can access art education that is personally relevant.

Presenters: M.K. Monley, Thatcher Brook Primary School, USA; Don Schneider, Retired Principal, USA

Room 114

**Collaborating to Improve the Education of Students with Autism Spectrum Disorders in Tanzania** L 10.5

This session will provide insight into the collaboration that is occurring between the Tanzanian Ministry of Education and the American group OMPACO. The goal is to improve the education of students with autism spectrum disorders through ongoing training to develop teachers' skills while supporting the advocacy efforts within the community.

Presenter: Amanda Martinage, CASE Collaboration, USA

Room 202

**Preparing Special Educators: Meeting an International Need**  
**L 10.6**

This presentation describes one university's response to the dearth of special educators worldwide with the development of an online teacher preparation program. The discussion includes: professional development, an international foundation, curriculum development, the use of technology, and recruitment. Challenges and solutions to access special education knowledge are presented.

Presenters: Darra Pace, Hofstra University, USA; Diane Schwartz, Hofstra University, USA

Room 205

**Delivering a Classroom Assessment for Children with Autism Spectrum Disorders in China**  
**L 10.7**

Few classroom assessment instruments are available for Chinese teachers to develop appropriate educational programs for children with autism spectrum disorders. This presentation discusses a collaborative project aimed at developing an assessment tool and training Chinese teachers to identify skill areas and target instructional goals for children with autism spectrum disorder.

Presenter: Lisa Simpson, San Jose State University, USA

Room 308



**Weaving Reflective Experiences from the IASE National Chairs**  
**RT 10.3**

This roundtable discussion will focus on sharing experiences of special education from seven of our National Chairs. The role of a National Chair is to communicate with the IASE Board to provide information about national inclusive and special education events such as conferences, workshops, research projects, volunteer projects, and other sharing opportunities in their countries. They act as IASE liaison with neighboring nations, regional partners, or other nations with historical or cultural relationships to their own. During this session our IASE National Chairs will share with you what has transpired in their respective countries.

Presenters: Girma Berhanu, Sweden; Anupriya Chadha, India; Meng Deng, China; Tolulope Eni-Olorunda, Nigeria; Bronwen Hewitt, UK; Yousaf Masih, Pakistan; Swaleha Mohamedali, Tanzania; Ambumulire Phiri, Malawi  
Facilitator: Shamani-Jeffery Shikwambi

Room 206

**Teacher and Faculty Collaboration to Improve Academic Performance of Students with Disabilities**  
**L 10.8**

This session focuses on the effectiveness of collaboration between classroom teachers and college faculty to coordinate instruction designed to improve academic performance of students with disabilities. Research based instructional strategies proven to increase proficiency in academic areas were implemented and formative and summative assessment data indicated students' growth.

Presenter: Shelly Meyers, Stockton College, USA

Room 307

## Introduction to ULS

University of Lower Silesia



Founded in 1997, University of Lower Silesia (ULS), located in Wrocław, Poland, has established a distinct identity as a private institution of higher learning that promotes novel approaches to learning and forges research links on the national and international level. In addition to high-quality students, the school has attracted accomplished academic researchers and professors of education and the social sciences who have helped build the first-rate academic reputation of the school. In the fifteen years of the school's existence, the student body has grown from 368 to almost 8,000 students who are served by a full-time academic staff of over 200 scholars. ULS currently offers degree programs in education, special-needs education, international relations, journalism, national security, philosophy, cultural studies and cultural anthropology or technical science.



## Wednesday, June 24, 2015 • Concurrent and Poster Sessions 11 • 9:15 - 10:15 a.m.

### Literacy and Autism: Is Reading Comprehension another Mission Impossible? L 11.1

This presentation is focused on the emergent literacy and literacy learning of children with autism, highlighting the issue of reading comprehension. Early intervention provides core guidelines for future academic achievements and better society inclusion. Teaching methods and strategies for teachers and parents will be presented.

Presenter: Natasa Dolovic, Angerona, Croatia

Room 114

### Universal Design Gamification: Learning Management System Integration of Gaming for Educational Solutions L 11.2

Gamification rests in the hands of designers and within an industry moving toward Universal Design. The purpose of this session is to review existing literature regarding Universal Design Gaming, indicating best practices necessary for intelligent design. This session will discuss UDG's impact on creating applicable and accessible use for educational purposes.

Presenter: Michael Torrence, Volunteer State Community College, USA

Room 106

### Students with Autism and Nonverbal Speech with Self-Regulated Instruction L 11.3

Students with autism with nonverbal speech are mostly overlooked in intervention research, thus limiting the evidence on the effectiveness of instructional strategies for this population. This session will focus on the results of a study that examine the effectiveness of teaching problem solving to students with autism who are non-verbal.

Presenter: Gulnoza Yakubova, Duquesne, University, USA

Room 110

### Trends in Inclusive Education in the USA and the Global Community RT 11.1

Current trends in the delivery of inclusive special education for students with moderate and significant disabilities within the USA will be identified in this round table discussion, hosted by special educators and graduate students from the Midwest USA. Participants will be invited to share trends from their country.

Presenters: Donna Campbell, Webster University USA; Michael Scaglione, Webster University, USA

Room 111



A dome of the Centennial Hall (1913) by Max Berg.

**Considering Accessibility and Universal Design for Learning in Online Instructional Models** MP 11.1

Learning online is challenging for persons with differing needs or disabilities, if formats don't consider accessibility guidelines. Universal design for learning and other diverse learning models should inform how we design and use online instruction. Participants are invited to share experiences and ideas about making online learning accessible for ALL!

Presenters: Elizabeth Dalton, TechACCESS of Rhode Island, USA; Kendra Grant, Sublime Learning, Canada; Luis Perez, Inclusive Learning Consultant, USA

Room 203

**Leva's Journey: Inclusion for ALL** L 11.4

How can students with intellectual disabilities successfully take their rightful place in general education classes? Our case study is Leva Eason, a Latvian American student with Down syndrome, who was fully and meaningfully included throughout her entire school career in the neighborhood schools. Yes, she even took Algebra!

Presenter: Anne Treimanis, Law Office of Anne Treimanis, LLC, USA

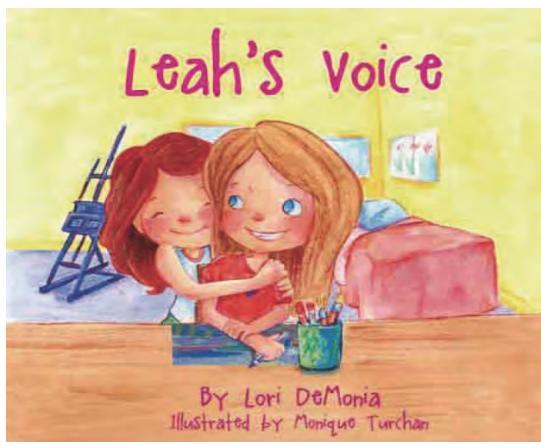
Room 112

**Deaf Child Crossing: Analysis of "Disabilities" in Books for Children and Youth** L 11.5

Inclusion can be facilitated by books for young people that include characters with "disabilities" but how are "disabilities" defined and organized? Who do the books target and how? We synthesize titles, search codes, and language and discuss how these terms affect the reader's experience of the disability.

Presenters: Britt Tatman Ferguson, National University, USA; Anne A. Ferguson, University of California Berkley, USA

Room 113



**Coaching Learning Differences to Teachers in 13 Countries in Low Income Schools** MP 11.2

Join teacher coaches from Argentina to Spain, Nepal to Malaysia and eight other countries that are coaching differences in students as an asset. We will learn what works and what similarities and differences exist when it comes to teacher training and student learning across these different contexts. This multimedia presentation will include artifacts and/or presentations from around the globe.

Presenter: Rachel Brody, Teach for America, USA

Room 203

**Examining Zero-Tolerance Policies through Race and Disability** L 11.6

Across the USA students with disabilities are twice as likely to be suspended. This number is even greater when the student is a person of color. This session will examine methods that inhibit the perpetuation of the school to prison pipeline based on race and disability.

Presenters: Natalia Persons, Teach for America-Greater New Orleans, USA; Stephanie Goodman, Teach for America -Los Angeles, USA

Room 202

**Inclusion Starts in Teacher Training with Co-Teaching on the Staff Level** L 11.7

If we want to generate significant social change we ourselves must change our own ways of teaching. The integrated course for social change in the area of disabilities that has run yearly since 2007 has led us to redefine our relationships with those whom we sought to include. The presenters will share the how and what of this process.

Presenters: Silvia Szttyglic, David Yellin Academic College of Education, Israel; Eyal Bloch, David Yellin Academic College of Education, Israel

Room 108

**21st Century Classroom Readiness: Metamorphosis of Instructional Delivery via Web 2.0 Tools** L 11.8

Twenty-first century teaching requires that educators balance high-stakes accountability requirements with the needs of diverse learners. Integrating web 2.0 tools during instructional delivery helps enrich student learning through increased participation, sustained interest and quality interaction. The presenter will discuss and showcase technology activities used to eliminate barriers and maximize learning.

Presenter: Beatrice Adera, West Chester University of Pennsylvania, USA

Room 204

**Oppositional Defiant Disorder: The Real Status of Children with ODD in Ho Chi Minh City** L 11.9

This session focuses on what is ODD and the reality of ODD on primary school age children in Ho Chi Minh City. This session also addresses the understanding of the relativity between ODD and other factors, as well as co-morbidity of ODD and other disorders.

Presenter: Le Thi Minh Ha, Ho Chi Minh City University of Education, Vietnam

Room 205

**The Twice Forgotten Group: Teachers of Special Education** MP 11.3

This session explores the professional status of special educator. It extends the work of Lortie's "School teacher" making the case that special educators with advanced knowledge and status are needed to meet the needs of today's inclusive classroom. A portrait of, and suggestions to achieve greater professional status, are given.

Presenter: Carol Strax, Dominican College, USA

Room 206

**Special Education Teacher Preparation in Kenya, Malawi, Zambia, and Zimbabwe** MP 11.3

African countries have ratified the UN Convention calling for the inclusion of children with special needs in regular schools. Accordingly, many of these countries are deliberately attempting to develop qualified personnel through training of special education teachers. This presentation will highlight components of special education teacher training in four African countries.

Presenter: George Odongo, Averett University, USA

Room 206

**Predictors of School Success in Pre-School Children with Problem Behaviors** MP 11.4

This session presents results from research focused on the elimination of behavior problems in pre-school children. For the elimination of symptoms of disruptive behaviors we used Positive Behavioral Interventions and Support. We will present our findings from two case studies, where we highlighted possible predictors of school success in children with behavioral problems.

Presenter: Jana Kozarova, University of Presov, Slovakia

Room 308

**Communication from "bruises" to iPad** MP 11.4

New research has shown the importance of using technology when individuals have autism spectrum disorder. A retrospective case study was carried out through interviews with parents and observation of their daughter using an iPad. Communication skills increased when using the iPad but the earlier efforts of working with pictures was also of importance.

Presenter: Ann Katrin Svard, Gothenburg University, Sweden

Room 308

**Designing Effective School-Based Interventions for Children with Autism in Underserved Regions** L 11.10

It is estimated that autism affects 1% of the world's population. Given the increased prevalence, many believe a global public health crisis is looming. This presentation will describe a consultative technical assistance model designed to promote sustainability in delivering behavioral and educational supports to children with autism in underserved regions.

Presenters: John Wheeler, East Tennessee State University, USA; Stacy Carter, Texas Tech University, USA

Room 307

**Yes, I am Still a Special Education Teacher: Voices from the Field** P 11.1

In this session we will summarize research conducted with current special education teachers with at least seven years of teaching experience. The focus of this research is to determine why experienced special education teachers remain in the field. Major themes and implications for the field will be discussed.

Presenter: Cathie Koss, University of New Mexico, USA

Room Second Floor Lobby

**International Perspectives on Dyslexia: Voices of Children and Parents** P 11.2

This session presents the results of an international study that focused on child and parent perspectives of dyslexia. Children from 17 countries and their mothers were interviewed to obtain educational, medical, social, and psychological information. Similarities in children's and parents' experiences serve as the basis for recommendations for advocacy.

Presenter: Peggy L. Anderson Metropolitan State University of Denver, USA

Room Second Floor Lobby

## Wednesday, June 24, 2015 • Invited Showcase Session 4 • 10:15 a.m. - 12: 15 p.m.

Aula Lecture Hall

### **Sex Education Showcase: Effective Sex Education Can Prevent Sexual Abuse of Persons with Disabilities**

Presenters: Hazel Chang, Hong Kong; Roni Chavez, Vietnam;  
Sarah Devi, India; Sally Mohamedali, Tanzania; Ambumulire Phiri, Malawi

Moderator: Mary Gale Budzisz

Recorder: Iris Drower

The inclusion of people with disabilities into society, based on the United Nations Convention on the Rights of Persons with a Disability, makes it more important than ever to find the best strategies to teach sex education. Let's talk about how to teach people with disabilities, their families, professionals and the public.

## Wednesday, June 24, 2015 • Concurrent and Poster Sessions 12 • 10:30 - 11:30 a.m.

### **Resilience/Thriving in Post-Secondary Students with Disabilities: An Exploratory Study** L 12.1

Given the high attrition rate among students with disabilities in post-secondary settings, this study explored the ways by which high-achieving students with disabilities negotiated post-secondary educational barriers successfully. Using a mixed-method design, the study found that resourcefulness, positively and self-determination skills were critical factors to university success. Implications are discussed.

Presenter: Rahul Ganguly, University of Southern Queensland, Australia

Room 307

### **Solution-Focused Educational Assessment: A Contribution to Inclusion** MP 12.1

This presentation discusses a solution-focused procedure of educational assessment in two countries, the USA and the Netherlands. It will describe solution-focused assessment and will offer the legislative and cultural conditions that enable this shift, as it relates to the World Health Organization definition and long-standing and emerging disability models.

Presenter: Kathleen Brown, Northeastern Illinois University, USA

Room 113

### **School Success Scale: Its Development and Use in Educational Practice** MP 12.2

The School Success Scale is a new tool that teachers use to enable them to identify a self-image of pupils with special educational needs educated in inclusive settings. The scale estimates the degree of difficulties in achieving an optimal school performance among pupils and helps teachers in assessment of pupils' level of involvement.

Presenters: Tatiana Dubayova, University of Presov, Slovakia; Tatiana Cekanova, University of Presov, Slovakia

Room 113

### **Enhancing Digital Literacy of Learners with Special Needs** L 12.2

This session aims to demonstrate a pedagogical approach which capitalizes upon a widely-used ICT platform. It is used to reinforce subject content taught to learners with special needs in an attempt to take bold and positive steps toward enhancing their digital literacy and their quality of life in mainstream public discourse.

Presenters: Li Peng Kelly Ling, SPD, Singapore; Zuraidah Bte Noordin, IT Trainer, Singapore

Room 110





**A Comparison of International Children’s Perspective on Learning and Literacy** RT 12.1

The International Project (IPC), which is designed for preservice teachers to collaborate other preservice teachers from 9 countries, will be presented as an internet project which promotes global competence, enhanced technology expertise, and communication skills. Results from a survey regarding past experiences of the preservice teachers will be presented.

Presenter: Janice Myck-Wayne, California State University Fullerton, USA

Room 111

**A Co-Teaching Approach to Accessing the General Education Curriculum** RT 12.2

This session will ascertain the benefits of co-teaching as an Inclusive teaching strategy. The results of research indicated that students and teachers perceived differences among the five co-teaching models and applied statistical data to previous findings that the one teach/ one assist co-teaching model is ineffective. Effect models will be discussed.

Presenter: Monica Brown, University of Nevada, USA

Room 112

**Understanding and Advocating for Accommodations within the Inclusive Educational Setting** RT 12.3

An Individual Education Plan (IEP) guides the delivery of special education supports and services, but some students with disabilities are uncomfortable talking with their teachers about the accommodations. Or they do not advocate for themselves when asking for those accommodations to take place in the classroom or during testing situations.

Presenters: Diane Painter, Shenandoah University, USA; Katherine Valladares, Prince William County Public School, USA

Room 415

**New Dimensions of Enhancing Foreign Language Instruction of Individuals with Special Needs** MP 12.3

Poland has been struggling to provide young learners with effective Foreign Language (FL) instruction. The primary aim of this presentation is to approach FL teaching at the introductory level with open- mindedness and interdisciplinary, developing and supporting proactive strategies that may benefit a broad range of children.

Presenter: Weronia Król-Gierat, Pedagogical University of Cracow, Poland

Room 114

**Secondary Teachers’ Instructional Decisions about Students with and without Disabilities** MP 12.4

This session explores the relation between teacher certification and teaching assignment on the instructional decisions teachers make in inclusive high school classes. We investigate whether dually certified teachers who teach solo are more likely to take “instructional ownership” for students with disabilities than single certified teachers in co-taught classrooms.

Presenters: Roberta Wiener, Pace University, USA; Leslie Soodak, Pace University, USA

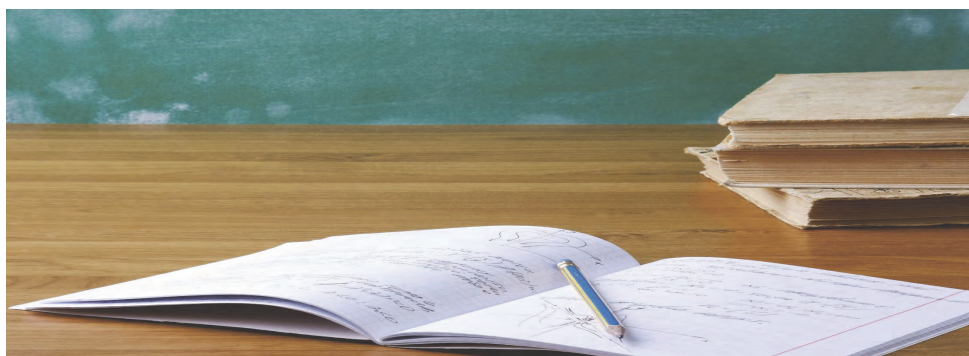
Room 114

**Emotional Support as a Factor in Improving Speech Therapy of Children** MP 12.5

Therapy of speech impediments, which are often connected with emotional problems, should not be limited to a proper and systematic training of speech. Emotional support is indispensable. Therefore, combining speech therapy with fairy-tale therapy, art therapy, and drama seems to be a good solution for comprehensive help’ to the child.

Presenter: Dorota Bełtkiewicz, Pedagogical University of Cracow, Poland

Room 202



**Developing Capacity for a Learning Disabilities Training Program in Vietnam** MP 12.6

Fulbright specialist collaborated with faculty at Ho Chi Minh City University of Education to develop a special education training program in learning disabilities. Faculty skills in assessment and teaching of learning disabilities were expanded. Faculty and consultants co-constructed a workshop for primary teachers on awareness of learning disabilities.

Presenter: Brenda Lazarus, Chapel Hill, North Carolina, USA

Room 202

**Selected Resources for Youth with Dyslexia** L 12.3

The aim of this presentation is to present the level of selected internal and external resources (i.e. sense of coherence, positive orientation, coping styles and perceived social support) for youngsters with dyslexia. The findings of this study extend our knowledge on the psychosocial functioning of students with dyslexia at the third and fourth educational level.

Presenter: Urszula Gosk, The Maria Grzegorzewska University, Warsaw, Poland

Room 205



**Social Workers' Role in Integration of Students with Disabilities into School System** L 12.4

The role of school social workers in consolidation of services for successful academic outcomes for students will be discussed. This presentation will provide a model for effective collaboration between teachers, school administrators, social workers, and parents to create an environment for positive integration of students with disabilities into the school.

Presenter: Barbara Klimek, Arizona State University, USA

Room 206

**The Internet and People with Intellectual Disabilities: Between Empowerment and Digital Exclusion** MP 12.8

The literature regarding the use of ICT (Information and Communication Technologies) among people with special educational needs often overlook the intellectually disabled users as if they are "digital outcasts". The key issues that will be raised are empowering and exclusive potential of the internet for ID users.

Presenter: Piotr Plichta, University of Wrocław, Poland

Room 203

**Universal Design for Learning: Integrating Models in Pre-Service and Inservice Instructor Training** MP 12.9

The UDL framework provides guidance for effective differentiation of any curriculum to teach a diverse population of students. Panelists will share their experiences, strategies, and tools for integrating (and modeling) UDL when preparing teacher candidates in online and face to face environments, and in professional in-services.

Presenters: Elizabeth Dalton, TeachACCESS of Rhode Island, USA; Britt Tatman Ferguson, National University USA; Anne Ferguson, University of California Berkley, USA

Room 203



Monument to the victims of the Katyn Massacre (1940). Promenade Old Town, Wrocław

**RoboBraille in Poland - Evaluation of the Service P 12.1**

RoboBraille is a free of charge email service converting digital text documents into either Braille or audio files, designed for universal use by reading impaired people and non-disabled individuals. The purpose of this study was to examine and compare how Polish visually impaired and non-visually impaired users evaluate the RoboBraille service.

Presenters: Marlena Kilian, Cardinal Stefan Wyszyński University in Warsaw, Poland; Emilia Smiechowska-Petrovskij, Cardinal Stefan Wyszyński University in Warsaw, Poland

Room Second Floor Lobby



Saint John-the-Baptist Cathedral.

**Ethical Considerations and Strategies to Include People with Intellectual Disabilities in Qualitative Research P 12.2**

The study will address the challenges of people with intellectual disabilities who are trying to collect data by assessing participants, obtaining informed consent, and conducting interviews. The session presents the research accommodations used in a qualitative study and suggestions for future research with people who have intellectual disabilities.

Presenter: Sarah Hall, Ashland University, USA

Room Second Floor Lobby

**Wednesday, June 24, 2015 • Concurrent and Poster Sessions 13 • 11:45 a.m. - 12:15 p.m.**

**Teaching Biology to Students with Visual Impairments Using Three-Dimensional Tactile Auditory Models MP 13.1**

This session describes the creation of auditory 3D tactile models with touch-response technology by a multi-disciplinary team from CINVESTAV Mexico. These models aim for the inclusion of VI students in activities to learn select Biology topics of microscopic nature, and have been used in the context of accessible curriculum activities.

Presenter: Cristina Reynaga-Peña, Mexico

Room 112

**Barriers to Social Integration in the Elementary Classroom in China and Canada L 13.1**

This session will examine barriers to social integration in elementary schools in China and Canada. Structured interviews with 116 general education teachers from both countries found that the barriers were largely similar in both countries. Main barriers included mismatch in skills and negative attitudes of nondisabled peers. Minor differences were also identified.

Presenters: Lily Dyson, Simon Fraser University, Canada; Ningsheng Zhang, Liaoning National University, China

Room 113

**Social Inclusion for Individuals with Developmental Disabilities L 13.2**

Research on prejudice and discrimination suggests that evolved mechanisms concerning interaction, reciprocity, group cohesion, and cooperation, and avoidance of pathogens, may influence attitude formation towards individuals with developmental disabilities. This research is discussed with reference to its implications for the selection of strategies to promote social inclusion in educational settings.

Presenter: David Hamilton, Australian Catholic University, Australia

Room 111

**Health and Individuals with Disabilities: Implications for Educators, Parents, Practitioners, and Researchers L 13.3**

The purpose of this presentation is to summarize results of research projects and reviews identifying health issues/practices, and implications for education and quality of life for individuals with disabilities and their families. The goal is to create ecological based intervention programs in consultation with all stakeholders working with individuals with disabilities.

Presenter: Suneeta Kercood, Butler University, USA

Room 203

**Vocational Training of Disables as a Poverty Reduction Strategy in Cameroon L 13.4**

Cameroon's law states that "The state shall take specific measures to guarantee persons with disabilities access to education and vocational training." Only two vocational schools exist and both are privately owned. Enhancing these existing vocational institutions with the necessary needs will ascertain employment and self-reliance for people with disabilities. This will help reduce poverty and will improve economic development in Cameroon.

Presenter: Helvecia Takwe, World Vision for Education and Development (WVED), Cameroon

Room 202

**Teacher Self-Efficacy and the Attribution Theory of Motivation Towards Students with Learning Disabilities L13.5**

This study examined the relationship between teacher's beliefs about their ability to bring desired outcomes for students with learning disabilities, and their attributions of these student's achievements. Results show that differences in one's own sense of self-efficacy influences changes in their attributions of student's achievements. Implications and recommendations are presented.

Presenter: Stuart Woodcock, Macquarie University, Australia

Room 307

**Guidelines for the Identification of English Learners with Disabilities L 13.6**

In many parts of the USA, the numbers of students identified as having both special needs and limited English proficiency are increasing. Educators lack clear direction when it comes to supporting ELLs with special needs. To respond to the identified needs of school districts, the Ohio Department of Education, the Office for Exceptional Children and the Lau Center developed state guidelines for the identification of ELLs with disabilities. This session describes this process and how to provide support and collaboration among districts.

Presenter: Donna Villareal, Ohio Department of Education, USA

Room 205

**Early Identification of Hearing and Visual Impairment at the Kokilaben Dhirubhai Ambani Hospital in Mumbai L 13.7**

Early identification of hearing and visual impairments is essential for early intervention and to ensure holistic development of the child. Kokilaben Dhirubhai Ambani Hospital (KDAH) offers the facilities of neonatal screening for hearing and visual impairments for preterm and high risk babies. With early screening 48 hours after birth, appropriate intervention and treatment is carried out following the outcome of the screening.

Presenter: Anirban Dasgupta, Kokilaben Dhirubhai Ambani Hospital, India

Room 206

**Positive Inclusionary Practices for People with Down syndrome L 13.8**

We will explore the world of people with Down syndrome. What is it? How we can build a culture to be more inclusive and responsive to the unique needs of a person with Down syndrome? What are the current positive practices that help build a more inclusive society?

Presenter: Mark C. Francis, FYI-CSI, USA

Room 204



**Wednesday, June 24, 2015 • Closing Plenary Session • 1:15 - 3:00 p.m.**

Aula Lecture Hall

**Keynote Speaker: Kevin Spencer**



**Title: It's Not an Illusion: Engaging Students with Special Needs**

Students with special needs - including autism - are faced with challenges in behavior, social cognition, motor coordination, and sensory abilities. Developing these competencies is critical if they are to experience positive self-esteem, building friendships, adjust to life, and find success in the adult world. The central enabler of any effective intervention is a motivated student. Research has demonstrated that arts integrated approaches to promote function, academic, and social skills development can stimulate and encourage engagement on the part of students with disabilities. This keynote presentation will introduce attendees to ground-breaking, arts-integrated intervention by sharing research and anecdotal evidence demonstrating the magnificent relationship between the arts and special education. This promises to be an informative, educational, and heartwarming experience for those who attend - remarkably entertaining and inspiring.



**3:00 - 3:15 p.m. Closing Ceremony**

**Conducted by Professor Małgorzata Sekułowicz**

**Morgan Chitiyo presents Research Awards**

**Żegnamy Polskę – We say, goodbye Poland!**



**See You 'Down Under' Perth, Australia in June, 2017.**

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\*) PWP = participant without presentation

**YOUR NOTES HERE**



# University of Lower Silesia



This university has a long and rich history, and, thanks to its excellent personnel, it has a well-established reputation throughout Poland and abroad. It is characterised by its consistent and effective commitment to being an international academy, which creates opportunities for students' full creative development.

This ambition has been crowned with considerable success, and in 2014 it was in the top ten private college degrees in Poland (rated by  *Perspektywy 2014*).



The University of Lower Silesia employs academic staff with the highest qualifications, including active researchers, authors with esteemed publications, and those collaborating internationally on research projects. The university takes care to thoroughly prepare graduates to act responsibly in their future social and professional roles, while also inspiring them to work passionately and develop their individual interests.

Students can make the most of its modern facilities, with more than 200 rooms, a multimedia auditorium, a digital library, photo labs, a computer sound laboratory, and a professional television studio, all available to you. Guaranteeing the quality of its educational services is an ISO 9001:2008 certification and accolades for best undergraduate programmes, awarded by the Ministry of Science and Higher Education.