

**INTERNATIONAL ASSOCIATION
OF
SPECIAL EDUCATION**

**13th BIENNIAL CONFERENCE
JULY 7 – 11, 2013**

Vancouver, British Columbia, Canada

in collaboration with

**The University of British Columbia,
Department of Educational and Counselling Psychology,
and Special Education**



Conference Program

a place of mind



Faculty of Education



Dr. Marg Csapo

**2013
IASE Conference
Co-Chairs**



Dr. Iris S. Drower

It is our pleasure to welcome you to the International Association of Special Education (IASE) Conference in beautiful Vancouver! Two years ago we began our own dialogue about the 2013 IASE Biennial Conference in Vancouver, British Columbia, Canada. After much exploration and self-discovery the theme emerged as “The Bridge from Segregation to Inclusion...A Long Journey.” We then teamed up with The University of British Columbia, Department of Educational and Counselling Psychology, and Special Education who graciously decided to co-host this event.

Vancouver’s bridges connect its historical and industrial past to its present day image. The city is rich in art, architecture, technological advancements, and entrepreneurial spirit. Bridges may also be constructed by educators, administrators, policy makers, parents, community members, and supportive professionals to students and young adults with exceptional needs.

Educating and building a society that includes all individuals with special needs definitely takes time. It was Mark Twain who said, “If you think knowledge is dangerous, try ignorance.” It’s a message that underlies the critical role that education plays in our international community. As key influencers, educators raise awareness and advance knowledge and understanding about cultural and religious diversity. Our schools can be harbingers of social harmony.

As more and more countries around the world strive towards the goals of educating all, many are now turning to increasing their inclusive practices and approaches in order to meet the needs of all learners. To explore the latest in research, best practices, and innovations in making the world a better place for every child and young adult we are pleased that you will join our over 300 educational practitioners, researchers, policy makers, community members from over 30 countries from North and South America, Europe, Africa, Asia, and Australia at this remarkable event.

We would like to thank the University of British Columbia for co-sponsoring this event. We hope this conference builds bridges and positive messages to help acquire methods and techniques to assist children and young adults with disabilities to gain the confidence and independence which is necessary to make a positive contribution to their society.

A warm welcome to everyone and best wishes on your journey in beautiful Vancouver!

The Bridge from Segregation to Inclusion...A Long Journey

WELCOME MESSAGES



Adriane Carr, Deputy Mayor, Vancouver, B.C.

On behalf of the Mayor and Council of the City of Vancouver, I am pleased to welcome participants who have come from all parts of the world for the 13th Biennial Conference of the International Association of Special Education. Thank you for your dedication to improving the quality of life and services for individuals with special needs. I wish you every success in your conference and work. Enjoy your stay in our beautiful city.



Blye Frank, Ph.D., Dean, Faculty of Education

As Dean of the Faculty of Education at the University of British Columbia (UBC), I am thrilled that the 13th Biennial Conference of the International Association of Special Education will be held here at UBC. Educators who devote their research to the promotion of collaborative international special education are to be commended for working across diverse cultural divides to bridge the distance between segregation and inclusion. This is a wonderful opportunity for international discourse on topics such as autism spectrum or emotional and behavioral disorders to further the research and application of lessons learned for children and youth in most need of our resources. I look forward to welcoming you to Vancouver and to UBC in July.



William Borgen, Ph.D., Department Head, Department of Educational and Counselling Psychology, and Special Education (ECPS)

On behalf of the Department of Educational and Counselling Psychology and Special Education (ECPS) I would like to welcome IASE conference attendees to the biennial conference on the campus of the University of British Columbia (UBC). As you may know, there is a strong and deep history connecting UBC to this conference. The first international IASE conference was held on UBC campus in 1989. We are aware of how this conference has grown in scope and impact and are happy to welcome the conference back to its roots.

We are also happy to welcome this conference because it aligns with our commitment to global education and development, especially in areas of great needs. Mutual dedication can make a significant difference in the lives of vulnerable individuals and our shared values and efforts can strengthen a vision for the future. Summer is a busy time at UBC and in our department. While you are here you may have the opportunity to meet some of our current graduate students who represent the future of our work as we welcome old and dear friends who have shaped our past.

 **a place of mind**
THE UNIVERSITY OF BRITISH COLUMBIA

Department of Educational & Counselling Psychology, and Special Education
welcomes distinguished educators and global researchers to the
2013 IASE Conference.

**We share your commitment to global attention and development in
special education.**

Together we can make a difference!



join the conversation
@ECPS_ubc on Twitter
#IASEVan13
www.ecps.educ.ubc.ca

WELCOME MESSAGES

Bonnie-Jean Foulds, President of the Special Education Association of British Columbia



It is our pleasure on behalf of the Special Education Association of British Columbia to welcome the International Association of Special Education to our province, and to welcome participants from around the world to the 13th Biennial International conference, here in Vancouver, BC. Our organization has been pleased to have an opportunity take an active part in both planning and participating in this conference. We look forward to learning from other professionals who are passionate about quality educational experiences for our children and youth with special needs.

The conference theme, *From Segregation to Inclusion: The Long Journey*, is one that is dear to us all. Here in Canada, as well as in many countries around the world, we continue to strive toward more inclusive practices in our schools, and share with you all a common goal and vision of schools where all children, regardless of their learning differences, feel welcomed and included and are provided with meaningful educational experiences designed to meet their needs.

This conference presents us with a valuable opportunity to explore the latest practices, research, and innovations in inclusive education. We are grateful to the many educational professionals who are joining this event from around the world. We at the Special Education Association of BC are confident that these next few days will enrich the experiences of all its participants and take us several steps closer to making our world a better place.

We welcome all participants and wish you an unforgettable time in beautiful Vancouver!



Paula Leitz, Ph.D., President of IASE

Greetings Attendees.

On behalf of the International Association of Special Education's Board of Directors and its general membership, I welcome you to this 13th Biennial Conference. The Co-chairs, Iris Dower and Marg Csapo along with their outstanding committee chairs have planned and organized a remarkable event. This conference promises to provide you with a plethora of opportunities to learn and meet colleagues from around the globe.

The focus of IASE's work, which is dedicated to improving the service to and quality of life of individuals identified as having special needs, is carried out through a variety of activities. There are volunteer service opportunities around the world including Tanzania, India, Pakistan, Vietnam to name a few. In addition, and initiated just this past year, six National Chairs has been selected from six countries. The primary responsibility of these positions is to promote the mission of IASE and to increase membership. This 13th Biennial conference is yet another important way to ensure that the aims of IASE are realized.

The IASE wishes to thank the University of British Columbia's Department of Educational & Counselling Psychology and Special Education, Joanna O'Connor from the Dean's Office and Amira Awad, manager of Conference and Accommodation Services. You all have provided very special coordination during this past year of preparation. In addition, a special thanks to Dr. Blye Frank, Dean of the Faculty of Education at UBC for your support of this conference on your campus. In addition, I want to thank the local committee members, Marg Csapo, Cay Holbrook, Stephanie Koropatnick, and Shirley McBride. Your commitment to the success of this conference is very much appreciated.

Last, but definitely not least, a thank you to all keynoters and presenters for sharing your knowledge, skills and the work that you do to support persons with a variety of capabilities. You are an inspiration to us as you substantially promote the aims of the IASE.

Enjoy your time on the UBC campus and in the beautiful city of Vancouver, B.C.

13th Biennial IASE Conference

Board Members and Planning Committees

IASE BOARD MEMBERS

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Iris Drower, President-Elect, USA
William Towne, Past-President, USA
Virginia MacEntee, Secretary, USA
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Marg Csapo, Volunteer Service Project, CANADA
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Karen Sealander, USA
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Marg Csapo, CANADA
Cay Holbrook, CANADA
Stephanie Koropatnick, CANADA
Shirley McBride, CANADA
Joanne O'Connor, CANADA
Julie Acres, CANADA

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Graydon Mitchell, USA and CANADA

POSTER/ROUND TABLE CHAIR

Virginia MacEntee, USA

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Kathy Daquilanea, USA
Kent Gerlach, USA
Patricia A. Leins, USA
Malgorzata Sekulowicz, POLAND

Auctioneers: James Chapple, USA
Steve Leitz, USA

MARG CSAPO SCHOLARSHIP

Mary Gale Budzisz, USA

CHILDREN AND ADULT ART EXHIBIT

Stephanie Koropatnick, Co-chair, CANADA
Samuel Zimmerman, Co-chair, USA
Committee: Mary Gale Budzisz, USA
Hazel Chang, HONG KONG
Swaleha Mohamedali, TANZANIA
Madalen Sugrue, USA

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Morgan Chitiyo USA
Committee: M. Lynn Aylward, Canada
George Chitiyo, USA
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Dianne Chambers, AUSTRALIA
Sharon Chavez, VIETNAM
Saraswathi Devi, INDIA
Joye Fuller, USA
Yousaf Masih, PAKISTAIN
Páid McGee, IRELAND
Swaleha Mohamedali, TANZANIA
Rabiul Hasan, BANGLADESH
Sajjad Khan, BANGLADESH
Radhike Khanna, INDIA
Ashleigh Molloy, CANADA
Karen Nonis, SINGAPORE
Sandy Parsons, USA
Kathleen Puckett, USA
Malgorzata Sekulowicz, POLAND
Judy Smith-Davis, USA
Sandra Trevethan, MALAWI
Ningsheng Zhang, CHINA

Schedule At-A-Glance

SUNDAY, JULY 7 **Conference Program Pick Up** **2:00 - 5:00 p.m.**

Pick up: Conference Registration Desk
Time: 2:00 - 5:00 p.m.
Location: Lobby of the Woodward (IRC) on UBC Campus
Pick up your registration packets and programs.
Drop off Auction and Art Items at this location.

Welcome Reception:
Location: Museum of Anthropology (MOA) on UBC campus
7:00 – 11:00 p.m.

- Presentations/Speakers
- Entertainment
- IASE Private Museum Tour
- Light Refreshments and Cash Bar



Tsatsu Stalqaya or Coastal Wolf Pack
Night at the Museum for IASE delegates!

MONDAY, JULY 8 **OPENING PLENARY SESSION 1** **8:30 - 10:15 a.m.**

Opening of Registration Desk, Opening of Exhibits, Children and Adult Art Exhibit, Volunteer Service Booth, Auction Items.
Location: Lobby of Woodward (IRC) on UBC campus

Woodward - (IRC) Theatre 2

- Welcome by Paula Leitz, Ph.D., IASE President
- Ceremony Opened by the Canadian Mounted Police
- Featured speakers will include:
- Adriane Carr, Deputy Mayor, Vancouver;
- Rod Allen, Assistant Deputy Minister of Education, British Columbia;
- William Borgen, Ph.D., Chair of the Department of Educational and Counselling Psychology, and Special Education;
- Bonnie-Jean Foulds, President of the Special Education Association of British Columbia.

Keynote: J.A. Tan, (Jose Antonio S. Tan) a Vancouver-based visual artist, presents "A Part of...Not Apart."

Morning Break: 10:15 - 10:45 a.m. Woodward Lobby

Featured Volunteer Service Project Round Table 11:00-12:00 Woodward- (IRC - upper level lobby)

Concurrent Sessions 1:
11:00 - 12:00 p.m. (Buchanan Buildings B & D)

Lunch on your own (12:00 - 1:30 p.m.)

Concurrent Sessions 2:
1:30 - 2:30 p.m. (Buchanan Buildings B & D)

Poster Sessions 1:
1:30 - 2:30 p.m. Woodward (IRC lobby)

Poster Sessions 2:
2:45 - 3:30 p.m.-Woodward (IRC lobby)

Round Table Sessions 1:
1:30 - 2:30 p.m.-Woodward (IRC-upper level lobby)

Round Table Sessions 2:
2:45 - 3:30 p.m.-Woodward (IRC-upper level lobby)

Concurrent Sessions 3:
2:45 - 3:30 p.m. (Buchanan Buildings B & D)

Concurrent Sessions 4:
3:45 - 4:30 p.m. (Buchanan Buildings B & D)

Free evening to explore beautiful Vancouver!

TUESDAY, JULY 9 **GENERAL MEMBERSHIP MEETING** **8:00 - 9:00 a.m.** **Woodward (IRC) Theatre 2**

View Auction items, exhibitors and visit Children and Adult Art Exhibit opening at 7:30 a.m.

PLENARY SESSION 2 **9:00 - 10:15 a.m.** **Woodward (IRC) Theatre 2** **Opening Welcome: The Tempo Chorus**

Keynote: Dr. Liliana Mayo, Founder and General Director of the Centro Ann Sullivan del Peru (CASP), presents, "Full Inclusion into Life in Peru: People with Different Abilities Economically and Meaningfully Supporting Their Families."

Morning Break: 10:15 - 10:45 a.m. Woodward Lobby

Featured Volunteer Service Project Round Table
11:00 a.m.-12:00 p.m. Woodward (IRC upper level lobby)

Concurrent Sessions 5:
11:00 a.m.-12:00 p.m. (Buchanan Buildings B & D)

Lunch on your own 12:00 - 1:30 p.m.

Concurrent Sessions 6:
1:30 - 2:30 p.m. (Buchanans Building B & D)

Poster Sessions 3:
1:30 - 2:30 p.m. Woodward (IRC lobby)

Schedule At-A-Glance

Poster Sessions 4:

2:45 - 3:30 p.m. Woodward (IRC lobby)

Round Table Sessions 3:

1:30 - 2:30 p.m. Woodward (IRC - upper level lobby)

Round Table Sessions 4:

2:45 - 3:30 p.m.
Woodward (IRC - upper level lobby)

Concurrent Sessions 7:

2:45 - 3:45 p.m. (Buchanan Buildings B & D)

Concurrent Sessions 8:

4:00 - 4:30 p.m. (Buchanan Buildings B & D)

TUESDAY, JULY 9 EVENING GALA DINNER 6:30 - 10:30 p.m.

Downtown Vancouver Hyatt Regency, (655 Burrard Street)
6:00 p.m. Transportation from University of British Columbia
in front of Gage Residence

6:30 p.m. Cash Bar

8:00 p.m. Dinner and Entertainment by *Theatre Terrific*
Introductions:

Paula Leitz, President, and James Chapple, Treasurer

- Marg Csapo and Iris Drower, Co-Chairs
- Scholarship Recipients
- Conference Committee Acknowledgements
- Special Recognition Phoenix Sister City artist
- Dinner
- Live Auction (Marcel and team)

WEDNESDAY, JULY 10 CONCURRENT SESSIONS 8:00 a.m. - 12:00 p.m.

Concurrent Sessions 9:

8:00 - 8:30 a.m. (Buchanan Buildings B & D)

Concurrent Sessions 10:

8:45 - 9:30 a.m. (Buchanan Buildings B & D)

Concurrent Sessions 11:

9:45 - 10:45 a.m. (Buchanan Buildings B & D)

Round Table Sessions 5:

9:45 - 10:45 a.m. Woodward (IRC - upper level lobby)

Featured Volunteer Service Project Round Table

11:00 - 12:00 p.m. Woodward (IRC - upper level lobby)

Concurrent Sessions 12:

11:00 a.m.-12:00 p.m. (Buchanan Buildings B & D)

Lunch on your own 12:00 p.m.-1:15 pm

PLENARY SESSION 3 AND CLOSING CEREMONY 1:15 - 3:30 p.m. Woodward (IRC) Theatre 2

Panel Keynotes

- Nadine Bakas-Howarth, Evan Howarth, (Nelson, BC, Canada) presents, "**The Indomitable Spirit - a Journey of Courage and Hope.**"

- Evan and Hannah Howarth, (Tae Kwon Do performance)
- Mary Jane Trunzo, Phoenix Sister City/International presents, "**Beyond our Borders.**"
- Chen Feng, artist from Chengdu, China presents "**My Journey through the Arts.**"
- Kathy Johnson, Associate Professor at St. Cloud State University, USA and Zhao Chun Li (known as Angel) Yangshuo, China presents, "**From Pity to Compassion: Angel's Story.**"
- Morgan Chitiyo presents Research Awards
- Kevin Spencer, CEO, Hocus Focus -Special Film Début-**Bag of Tricks: Exploring the Magic of those with Disabilities**
- Closing prayer will also be given by an Elder of the Musqueam First Nation Band

THURSDAY, JULY 11 IASE BOARD MEETING 7:30 - 9:00 a.m. Scarfe Building-Room 304A

THURSDAY, JULY 11 SALLY ROGOW MEMORIAL INTERNATIONAL GRADUATE STUDENT POSTER FORUM 9:00 - 11:30 a.m. Scarfe Building (third floor)

Over thirty students or recent graduates will present their research, area of focus, or scholarly issue/position in a poster format and will be available for face-to-face conversations with conference participants. We have posters from students from a variety of countries. Join us on the third floor, classroom block of the Scarfe Building on the campus of the University of British Columbia.

Dr. Sally Rogow was a pioneer in the development of teacher preparation programs in the area of visual impairment. She was an IASE member for over ten years. She was on the faculty at UBC from 1971-1995, and directed the Diploma Program, preparing teachers to work with blind, visually impaired, and multi-handicapped youth. The message in her teaching was clear –“look for the potential in every child and then work hard to create the learning environment to ensure the realization of that potential.”



Monday, July 8, 2013
Opening Plenary Session
8:30 - 10:15 a.m.

Welcome: Paula Leitz, Ph.D., IASE President
The Ceremonial Opening of the IASE Conference
conducted by Canadian Mounted Police



Greetings:

- Adriane Carr, Deputy Mayor, Vancouver, BC
- Rod Allen, Assistant Deputy Minister of Education, British Columbia
- Bill Borgen, Ph.D., Department Chair of the Department of Educational and Counselling Psychology and Special Education
- Bonnie-Jean Foulds, President of BC Special Education Association

Keynote Speaker: J.A. Tan



Tan, a Vancouver-based visual artist, recently joined the United Nations stamp design club when his artwork, "Victory" was issued as a United Nations stamp last 02 April 2012. Chosen from over 200 worldwide submissions, his piece "Victory" echoes his vision as an artist.

Our first keynote speaker for Monday, is **J.A. Tan** (Jose Antonio S. Tan), a Vancouver- based visual artist. He will share his story, "**A PART OF...NOT APART**" of growing up in the Philippines and becoming a visual artist. J.A. was diagnosed before his third birthday as a high functioning child with autism.

Scan to download and
view the programme
in colour for your
smartphone device!



J.A. states: "I have come to the realization that I have always used art as a way of helping myself bring out my thoughts, feelings, and ideas. I consider it an integral part of my existence as each work is a personal journey of myself with myself, and myself with the world, bringing a feeling of peace and happiness since things become clearer to me through the images and visual pictures before me. Coping with everyday life as an artist challenged with autism, I strive to make a difference in the world. Through my work, I hope to make the world less of a mystery and less scary for everyone. I hope to be able to create images of how someone like me thinks, feels, and interacts with people."

J.A. has exhibited in shows in Vancouver, Canada, Los Angeles, USA, and various cities in the Philippines. Most recently he did a show in London, England. He will be having his second solo exhibition on Aug. 21 to Sept. 3, 2013 at the Ayala Museum in Manila, Philippines. As part of this show he will be conducting an art workshop for children.

In January 2013 he competed for the first time in the 2013 Canadian National Championships for Tae Kwon Do. J.A. brought home the gold and is the 2013 National Champion for Para Taekwondo, Intermediate Belt. Taekwondo is one of J.A.'s hobbies, the other being swimming.

J.A.'s depiction of Vancouver is not only on your conference bag, but will be auctioned off at our Gala Dinner. He titled this piece around the theme.... "A bridge gets you there, but sometimes not."

Morning Coffee and Tea Break
From 10:15 - 10:45 a.m.

Thanks to Hocus Focus for their generous partial donation to fund the morning break.



Featured Round Table Session



Woodward (IRC- upper level lobby)

RT1.1

African Stories and Highlights About Our IASE Volunteer Service Projects Located in Malawi, Tanzania, and Zanzibar

If you have an interest in helping others in this part of the world with your expertise in special education by sharing techniques and methods, this session is for you. Our volunteers and site-based personnel will be ready to answer your questions and inquiries.

Moderated by: Mary Gale Budzisz and Marg Csapo.
Participants: Morgan Chitiyo, Laura Frey, Meghan Gallagher, Swaleha Mohamedali, Karen Nave, Ambumulire Phiri, Sandra Treveltham, and Richard Zigler.

Teacher Training

Room Buchanan D205

L1.1

Learning Diversity: A Successful Blended Approach Toward Quality Inclusion

This paper will describe a unique model of blended online in-service teacher training and professional practice in special educational needs, originally developed in the UK, and subsequently adopted in Australia. The impact on teacher competencies and student outcomes will be outlined, together with the model's critical inherent success factors.

Presenters: Hugh Clench, On-Line Training LTD, UK; Brian Smyth-King, Disability Programs Directorate, Australia

Room Buchanan D218

L1.2

Let's Get It Write! Strategies to Overcome Learning Delays

Poor handwriting skills often parallel other elementary literacy learning difficulties. This session addresses intervention strategies to increase the success of struggling learners. Using music, movement, and multisensory activities, the workshop introduces evidence-based strategies that address the issues of pencil grip, letter formation and size, reversals, spacing, and sentence skills.

Presenter: Bill Weaver, Handwriting Without Tears, USA



Room Buchanan D 213

L 1.3

Bridging the Gap Between the University and the Service Community

Project RISE (Redesigning Intervention Specialist Education) is a 2-year Ashland University project designed to better connect one Special Education Teacher Preparation Program with multiple service communities. This session will discuss how collaborative connections between universities and service communities can only benefit teacher preparation students and the children and families they will ultimately serve.

Presenter: Crystal Kaiser, Ashland University, USA

Theatre and the Arts

Room Buchanan D312

L1.4

Experiencing Sprechgesang: Theatre's Forgotten Instrument

The seeds of this research paper originated from Nightswimming's Pure Research award granted to Theatre Terrific artists. The artists will discuss a query in the practice of the theatre craft.

Presenters: Susanna Uchatius Theatre Terrific; James Coomber, Theatre Terrific, Canada

Research, Practice, Families

Room Buchanan D221

L1.5

Demographic Factors and Programming Success for Senior High Students with Intellectual Disabilities

While analysis of transcripts of 191 senior high students with mild intellectual disabilities indicates similar access to programming supports regardless of demographic location or gender, significantly more rural students experienced success and graduated. Issues of inequity not in access to but deliveries of services at the classroom level are raised.

Presenter: Edith Furey, Memorial University of NL, Canada

Room Buchanan D229

L1.6

Taking the 'Dys' out of Learning Disability: A Case Study

This presentation will focus on a school of 212 students with learning disabilities in Calgary, Alberta, Canada. The principal of the school will share the relevant organizational designs that have created the conditions for the success of the program and the students in it.

Presenter: Jason Rogers, Rundle Academy, Canada

Research, Practice, Families

Room Buchanan D304 L1.7

Transition Planning: The Scoop from Pre-service Perspective to In-service Training

To facilitate the successful movement from school to post-school life, students with special needs require us to systematically work with them and their parents regarding transition planning and activities. Presenters will provide you with resources, web sites, forms, and checklists to assist with the transition planning process and to conduct transition activities

Presenters: Elizabeth Madson Ankeny, Augsburg College, USA; Diane Nelson, Prairie Lakes Area Education Agency, USA; Helen Beneke, Morningside College, USA

Room Buchanan B306 L1.8

Beginning the Journey Toward Full Inclusion: Experiences of Preschoolers and their Families

Research and practice with infants, toddlers, and preschoolers with and without disabilities and participation in everyday activity settings sheds light on how young children and their families become fully included in family and community activities. This session will include lessons learned from this work and descriptions of strategies for beginning the journey toward full inclusion.

Presenter: Carl J Dunst, Orelena Hawks Puckett Institute, USA

Comparative Education

Room Buchanan B302 L1.9

Comparison of Special Education Inclusion Practices (Thailand/United States) for Children with ASD

USA and global initiatives helped Thailand remove barriers to education for students with disabilities, including ASD. While effective treatments for autism have been documented, knowledge and training is often not filtered to more rural US schools or beyond borders. Increased collaboration within and between countries is recommended.

Presenter: Doris Adams-Hill, Auburn University, USA

Room Buchanan B218 L1.10

Special Education in International Settings; Belize, Cyprus, and Zambia

Understanding special education is a global phenomenon. While possibilities and challenges may be similar across nations, policies and practices differ. This presentation will create awareness and appreciation of special education practices from an international perspective.

Presenter: Diana Sukhram, State University of New York, Old Westbury, USA

Panel Sessions

Room Buchanan B309 P1.1
(Two 30 min. presentations)

Who Can Read This? Examining the Readability Level of Educational Plans

The letter and the spirit of US Federal Legislation encourages a partnership between parents and schools to development educational plans for students with disabilities. The primary mechanism for achieving this objective is the Individualized Education Program (IEP). The presenters will share findings on their study regarding the readability of IEPs.

Presenters: Clarissa Rosas, College of Mount Saint Joseph, USA; Kathy Winterman, Xavier University, USA

Red Deer Public School District-Building an Inclusive Culture

With a provincial mandate for a more inclusive system, Red Deer Public Schools has implemented inclusive practices across the district. The Education Plan, direction and journey will be discussed.

Presenters: Pieter Langstraat, Superintendent, Red Deer Public School District; Jodi Goodrick, Assistant Superintendent, Red Deer Public School District, Canada

Room Buchanan D222 P1.2
(Two 30 min. presentations)

The Critical Issue of Social Skills for Children with Learning Disabilities

Approximately seventy-five percent of children with learning disabilities have inadequate social skills. These can be far more devastating and long-lasting than their academic problems. This presentation will explore the impact of social skills both in and out of school as well as explore intervention strategies teachers and families can implement.

Presenter: Kay Hanson, University of South Carolina, USA

Arab American Parents Perceptions of Educational Services for Their Children with Disabilities

The purpose of this study was to examine reasons that Arab American parents of children with disabilities often fail to comply with directions from professionals to manage their children's disabilities. The findings of this study indicated that parents want to help their children learn to cope with their disabilities and achieve school success.

Presenter: Heide Abadeh, Dearborn Schools, USA



Monday, July 8, 2013
Concurrent Sessions 1 Panels
11:00 a.m. - 12:00 p.m.

Room Buchanan D218
(Two 30 min. presentations)

P1.3

Training Services for Students Who Will Work with Children with Disabilities in Vietnam

This presentation will discuss the training services in different universities in Viet Nam that educate students to become professionals who work with children with special needs.

Presenter: Phan Thieu Xuan Giang, Santa Maria Clinic, Vietnam

Students with I/DD/ASD Who Display Challenging Behaviours: Medication Information for Teachers

This presentation will describe a knowledge translation process model for collaboration between researchers and teachers to develop products ('deliverables') that were supportive of teacher's abilities to provide the safest environment for children with I/DD/ASD displaying challenging behaviours in the classroom.

Presenter: Simone Kirwan, St. Amant School and Research Centre, Canada



Join the conversation
@ECPS_ubc on Twitter
#IASEVan13
www.ecps.educ.ubc.ca



Leeds Metropolitan University has more than 27,000 students and is the sixth most applied to in the country and offers undergraduate and postgraduate courses. The university's City campus boasts the Rose Bowl and Broadcasting Place which is judged the best tall building in the world and the historic Headingley campus sits among woodland just a few miles outside of the city. Visit www.leedsmet.ac.uk for additional information.

Room Buchanan B213 (part I)

P 1.5

Pacific Rim Special Education Research Consortium Panel

In this panel presentation, a group of researchers from the Pacific Rim who are involved in the collaborative research projects via Pac Rim Special Education Research Consortium will report their research findings. They will discuss issues about the implementation of inclusion across Pacific Rim through the lens of families, schools, and communities.

Presenters: Mian Wang, University of Santa Barbara, USA; Michael Gerber, University of Santa Barbara, USA; Garry Hornby, University of Canterbury, New Zealand

Lunch is on your own from 12:00 p.m.-1:30 p.m. Check out other options in your conference bags. Here are some local cafes on campus.

CAFFE PERUGIA



Cafe Perugia offers a wide array of Italian-inspired snacks, meals and beverages. Featured food include a rotating tasty selection of sandwiches, wraps, and entrée items, freshly prepared salads and favourites like, roast chicken and chicken pot pie. **LOCATION:** Life Sciences Centre ([2350 Health Sciences](#))

IKE'S CAFE



Ike's is the perfect place to rejuvenate throughout a long day of conferencing!
LOCATION: Irving K. Barber Learning Centre ([1961 East Mall](#))

PACIFIC SPIRIT PLACE (PSP)



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Global Perspectives: Policies, Professional Development, and Advocacy

Room Buchanan D205 L2.1

International Perspectives of Inclusion (The Good, the Bad and the Ugly)

The presentation will provide a chronology of development in Canada, Tanzania, Russia, Siberia, India, Botswana, Israel, Peru, and England with an emphasis on the progress and issues of moving from traditional special education to inclusive public schooling. The presentation will look at a number of pragmatic strategies to move from government policy to implementation and evaluation of promising practice in countries where children with disability are hidden away, to those countries that provide extensive support.

Presenter: Richard Zigler, Consultant, Canada

Room Buchanan D207 L 2.2

The Future of Special Education Service Delivery: Focusing the Specialized Expertise of Special Education Professionals on Innovative Service Delivery Practices in the Classroom Setting

As part of the British Columbia school system's 21st Century Learning, transformation and focus on personalized learning (British Columbia's Education Plan) will be discussed. The purpose of this initiative is to encourage the development and implementation of innovative evidence-based practices in special education that will inform future service delivery, and improve learning outcomes for all students in the province.

Presenters: Bill Standeven, Ministry of Education, British Columbia, Canada; Plus Ryan, Learning Services School Services, School District 44, Canada

Room Buchanan D221 L 2.4

Exclusion of Children with Special Needs from the Regular Classroom: Nigerian Perspective

The National Policy on Education stated that all children irrespective of the disability should be included in the regular educational system. This still looks more of a myth than reality in Nigeria. Major constraints could be attributed to diversity in cultural beliefs. This paper intends to address this issue.

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

Room Buchanan D222 L 2.5

A Special Initiative...China Project

This session will share the experiences during the last 13 years of work towards promoting educational and employment opportunities for individuals with disabilities in China. The work is founded upon System's Theory, which will be discussed within this presentation. Individuals or organizations who are seeking to be influential in their work beyond the local level will benefit from this presentation.

Presenters: Kathy Johnson, St. Cloud State University, USA; Zhao Chun Li, China

VSP Feature Workshop



Room Buchanan D312 LW 2.6

Bring in Balance in the Classroom

The workshop is experiential, moving out of the obvious physical level to work on all energy levels and integrating them. The special educator will experience a paradigm shift in their approach to the special student.

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

Research, Practice, Families

Room Buchanan D229 L 2.7

Developing the Comprehension of Written Grammar Test for Deaf/Hard of Hearing Students

A two-year content validity and reliability study of the Comprehension of Written Grammar test will be presented through quantitative and qualitative results, along with artifacts from test development. This test assesses 30 language structures and is designed for students who are deaf and hard of hearing.

Presenter: Joanna Cannon, University of British Columbia, Canada

Room Buchanan D304 L 2.8

Culturally Responsive Teaching in the 21st Century Inclusive Classroom

This presentation outlines a model that reinforces the principles and practices of culturally responsive teaching to support diverse learners with disabilities in the inclusive classroom. Culturally responsive pedagogical frameworks and strategies that maximize the academic, social and emotional inclusion of students with disabilities into the classroom will be discussed.

Presenters: Shernavaz Vakila, University of Akron, USA; Bridgie Ford, University of Akron, USA; Denise Stuart, University of Akron, USA

Room Buchanan D218 L 2.9

Students with Disabilities and the Bullying Dynamic: Implications of a Large Scale Study

Bullying has emerged as one of the most pervasive problems facing the nation's youth. While involvement in bullying falls upon a participatory continuum, evidence suggests that the overwhelming majority of students are involved within the bullying dynamic as bullies, victims, or bystanders. This session will report the educational implications of a large scale study of students with disabilities and their involvement in the bullying dynamic.

Presenter: Edward Schultz, Midwestern State University, USA

Monday, July 8, 2013
Concurrent Sessions 2
Research, Practice and Families
1:30 - 2:30 p.m.

Room Buchanan B213

L 2.10

Evidence Based Practices in Autism Spectrum Disorders (ASD): What Teachers Know and Do

Using reports of evidence-based practices (EBP) identified by the National Professional Development Center and the NSP, we examine teacher knowledge of how evidence-based practices are defined and selected, training, frequency of usage, and fidelity of implementation of practices for ASD in Midwestern suburban schools in the U.S.A.

Presenters: Donna Campbell, Webster University, USA; Ann Denman, Webster University, USA; Peppy Howard-Willms, Vice President/Chief Program Officer, Great Circle, USA

Room Buchanan B309

L 2.11

Using Computers to Facilitate Learning for Students with Visual Impairment in Inclusive Nigerian Classrooms

Learning for students with visual impairment in inclusive classrooms in Nigeria is often characterized by some limitations. This presentation will explore the avenues of using the computer to override these limitations for this group of students.

Presenter: Evangelina, Chukuka, Udonna, Federal College of Education, Nigeria

Room Buchanan B218

L 2.12

Video Modeling for Students with Autism: What and How?

This session will describe how to implement video modeling for individuals with autism. The steps required will be illustrated with a published research study aimed at teaching social language use with peers to a 5-year-old boy. Suggestions for procedures that can be used to enhance effectiveness will also be included.

Presenter: Pat Mirenda, University of British Columbia, Canada

Room Buchanan B306

L 2.13

An Inclusive Service Learning Program for High-School Youth with and without Disabilities

This presentation focuses on the development of an Inclusive Service Learning program for young adults. Aligned with the Common Core State Standards, the program provides youth with opportunities to collaboratively identify and address the needs of their communities. Outcomes discussed include enhanced social inclusion, self-determination/leadership skills, and civic responsibility.

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

Room Buchanan D213

L 2.14

Parent Involvement in the Inclusion of Their Children with Disabilities – A Comparison of Canada and China

The qualitative study compared the degree and the nature of parent involvement in inclusion in Canada and China based on the teachers' assessment. The results found while parents of children with disabilities were equally supportive of inclusion, Chinese parents provided more practical and concrete involvement than the Canadian parents.

Presenter: Lily Dyson, Simon Fraser University, Canada

Room Buchanan B302

L 2.15

What Families of Children with Disabilities Say About Future Educators Curriculum

In order to explore and enhance course content to address present day family concerns and parent-teacher collaboration, focus groups with host mentor families were conducted. Qualitative data was analyzed for themed content. Findings will be presented.

Presenters: Donna Wandry, West Chester University, USA; Vicki McGinley, West Chester University, USA



Poster Sessions 1
1:30 – 2:30 p.m.

Woodward (IRC lobby)

P01.1

Administrators' and Teachers' Perceptions as Predictors of Successful Implementation of Inclusive Education for Student Learning

The study examined the perception of administrators and teachers as predictors of successful implementation of inclusive education programme for students with learning disabilities in Cross River State, Nigeria. This session will present the findings of this study.

Presenter: Kelechi U. Lazarus, University of Ibadan, Nigeria

Woodward (IRC lobby)

P01.2

Co-Teaching: When Are Two Professionals Better Than One?

This presentation defines the characteristics of co-teaching and includes illustrations of co-taught classrooms. In addition, it will highlight factors that contribute to co-teaching success, sustainability, and actual practice. Perceptions of professionals, administrators, and school districts will also be addressed.

Presenter: Nasa Lesley Cole, University of San Francisco, USA



Poster Sessions 1
1:30 – 2:30 p.m.

Woodward (IRC lobby) P01.3

Emotional Resilience of Challenged Children

A comparative analysis was made on Emotional Resilience of normal and challenged children (N=200). The results will be discussed relating to the five attributes of emotional resilience: 'Intuitive-sensitivity', 'Emotional-self-awareness', 'Motivation', 'Interpersonal-communication' and 'empathy', with stress, coping, and also with academic performance.

Presenter: Sabita Mishra, Govt. Women's College, India

Woodward (IRC lobby) P01.4

Faculty Attitudes, Knowledge, and Attitudes Regarding Students with Disabilities in Postsecondary Institutions in Nigeria

Research outcomes are discussed in terms of enhancing participants' knowledge and practices. Attitudes and practices of 233 faculty regarding students with disabilities (SWDs) in postsecondary institutions in Nigeria were investigated. There were differences in the number/types of accommodations provided, and in the information and training participants needed to assist SWDs. Research outcomes are discussed in terms of enhancing participants' knowledge and practices.

Presenter: Paul M. Ajuwon, Missouri State University, USA

Woodward (IRC lobby) P01.5

Student Perceptions of the Effectiveness of Co-teaching Models: A Comparison

This presentation will provide the audience with student and teacher perceptions of the effectiveness of the five co-teaching models in the inclusion classroom. This study determined the preferences of students and teachers regarding the five models and the perceived effectiveness of each model using descriptive statistics and survey rubrics.

Presenter: Randa Burks-Keeley, New Mexico State University, USA



Round Table Sessions 2
1:30 - 2:30 p.m.

Woodward (IRC- upper level lobby) RT2.1

First School Then What? Transition Planning for Deaf Students in Barbados

In Barbados students who are deaf are educated separate from their otherwise typical peers in a school for persons with sensory impairments. This multiple case study reports 'the voices' of nine secondary school students and their perspectives about transitioning from a segregated setting into the wider Barbadian community.

Presenter: Stacey Blackman, University of the West Indies, Barbados

Woodward (IRC- upper level lobby) RT2.2

Inclusive Education in Nigeria-Challenges and Prospects

The paper attempted to find out the problems and prospects of inclusive education in Nigeria. Some of the problems mitigating against the implementation of and the advantages of inclusion will be fully discussed.

Presenter: Ya'u Musa Dantata, Bayero University, Nigeria

Woodward (IRC- upper level lobby) RT2.3

Examining Attitude, Perceptions, and Concerns of Kenyan Teachers Toward Inclusion of Children

Grounded in Positioning Theory, this mixed methods study examined attitudes, perceptions and concerns of Kenyan teachers toward inclusion of children with disabilities in regular education classrooms. The findings will be discussed.

Presenter: George Odongo, Averett University, USA

Woodward (IRC- upper level lobby) RT2.4

We Look Back at Some of Our Colleagues Who Have Made a Difference

Focusing on the Conference theme, this roundtable will enable participants to reflect on individuals they have known who have made a significant contribution to one or more of the paradigm shifts in the delivery of special education programs and services to children and adults with disabilities in their countries,

Presenters: Robert Henderson, University of Illinois, USA; Shirley McBride, McBride Management Ltd., Canada

Marg Csapo Scholarship Award

Sawrav Barua,	BANGLADESH
Ndeumeni Elodie Delor,	CAMEROON
Pamela February,	NAMIBIA
Ngwa Wilson Forbi,	CAMEROON
Md. Nazrul Islam,	BANGLADESH
Sajjad Hossain Khan,	BANGLADESH
Maria Louise Mostert,	NAMIBIA
Ambumulire Nellie Phiri,	MALAWI

Monday, July 8, 2013
Concurrent Sessions 3
Research, Practice, and Families
2:45 - 3:30 p.m.

Room Buchanan D205

L 3.1

High Incidence Disabilities in General Education Schools

This study followed trends from segregation to inclusion of special needs children in Nigeria. Two-hundred thirty six teachers in general education classes were sampled from 10 schools in a Local Government Area. Through research questions and hypotheses, conclusions were drawn about inclusion of children with high incidence disabilities in general Education schools.

Presenter: Jonathan Omoniyi Olukotun, Kwara State University, Nigeria

Room Buchanan D213

L 3.5

Supporting Teachers' Journeys towards Full inclusion of Students with Autism Spectrum Disorders

My doctoral research indicated that teachers are still on the long journey to full acceptance of students with autism spectrum disorders (ASDs) as learners with potential. Despite theoretical knowledge of students with ASDs some teachers struggle to understand their potential and do not provide appropriate learning opportunities.

Presenter: Emma Goodall, Opawa Primary School, New Zealand

Room Buchanan D312

L 3.2

Teacher's Perspectives on the Co-teaching Model in Greece

The purpose of this presentation is to explore the features of the Greek co-teaching model. In the first study, 236 special education teachers in co-teaching settings were extensively questioned about the model, their roles and needs. In the second study, six pairs of co-teachers and two principals were also interviewed. Differences in the Greek and the US co-teaching models are discussed.

Presenter: Dimitris Anastasiou, Southern Illinois University, USA

Room Buchanan D218

L 3.6

The Screening of Vectors of Autism (DVD)

Vectors of Autism is a captivating look at the experiences of an adult with autism, Laura Nagle, or as she states, it is "a film about an adult with autism in a world which is definitely not autistic." Vectors of Autism is based on a new view of autism: neurodiversity. It also encourages the examination of the strengths of the individual and how a shift in our perspectives might better support those living on the autism spectrum.

Presenters: Leah Kelly, Simon Fraser University, Canada, Greg Prater, Northern Arizona University, USA; Emilie Rodger, Northern Arizona University, USA.

Room Buchanan B218

L 3.3

Burnout in Parents of Children with Disabilities

The purpose of the paper is to propose a new research tool for the assessment of burnout in parents of children with disabilities. A theoretical background is presented; creation of the tool is described; and finally, results of research, performed on 159 parents, are presented and discussed.

Presenter: Malgorzata Sekulowicz, University of Lower Silesia Institute of Special Education, Poland

Room Buchanan D221

L 3.7

Should I Stay or Should I Go: SPED Teacher Attrition and Retention

Evidence suggests that special education teachers stay in the field three-to-five years before leaving the profession. Historical-to-current literature revealed that personal, employment, and external factors were the most prevalent variables impacting international attrition and retention rates. The focus of this presentation is on analyzing each casual factor.

Presenter: Raschelle Theoharis, Gallaudet University, USA

Room Buchanan D207

L 3.4

How Valuable is Inclusive Education to the Cameroonian Society?

This proposal will discuss inclusion as seen by the Cameroonians and other African countries as a whole. The proposal will bridge the gap between non-disabled student and disabled student as seen in the Cameroonian society.

Presenters: Ngwa Wilson Forbi & Ndeumeni Elodie Delor, Integrated Youth Volunteer Foundation, Cameroon

For more information about our journal and IASE go to our website at: www.iase.org Get Involved Today!

Journal of International Association of Special Education

The Journal of the International Association of Special Education (JIASE) is a peer-reviewed journal that publishes research and PRAXIS articles pertaining to the education of exceptional children from around the world. The PRAXIS section of the journal is intended for the dissemination of practical strategies that readers can immediately implement in their classrooms/schools. JIASE is published annually in the spring. For more information about the journal, contact Dr. Morgan Chitiyo via email (chitiyom@duq.edu).

Room Buchanan D229

L 3.8

Building an Inclusive Center-Based E/BD Program: Putting Research into Practice

As current building based practitioners (teacher leader and principal), we know that translating research into practice can be difficult. We describe our attempt to build a best practices RTI program for intensive intervention for students with E/BD at the elementary level and present data. Time is set aside for feedback and discussion.

Presenter: David Sudia, Birch Elementary School. Boulder Valley District, USA

Room Buchanan D304

L 3.9

Survey of Early Childhood Special Education Graduates: Voices from the Field

For the past six years, ECE/SPEC teacher candidates have successfully completed the NJCU program and started careers as early childhood special educators. This session will describe the results of follow-up with these teachers and provide information regarding their pre-service experience and its relevance to their current field of work.

Presenters: Zandile Nkabinde, New Jersey City University, USA; Regina Adesanya, New Jersey City University, USA

Room Buchanan B306

L 3.10

Traumatic Brain Injury: The Silent Epidemic

Traumatic Brain Injury (TBI) is a contributing factor to 30.5% of all injury related deaths in the United States. This presentation will define types of brain injury, incidence causation, sequelae, medical, physical, cognitive, communicative, emotional, behavioral and treatment methodologies. Prevention strategies will also be discussed.

Presenters: Mary Jane Trunzo, Clinical Director, Arizona Institute for Communication and Cognitive Disorders, USA; Michael Sleseman, Phoenix Sister City Program, USA

Room Buchanan B302

L 3.11

Inclusive Education in India: A Developmental Milestone from Segregation to Inclusion

This session will address how educators and parent of children with disabilities continue to fight against societal stigma to provide/receive inclusive education in India. The attendees will gain an in-depth understanding of the how media, and non-governmental organization (NGO) are coming together to connect the bridge from segregation to Inclusion.

Presenter: Sumita Chakraborti-Ghosh, Tennessee State University, USA



Room Buchanan B309

L 3.12

Seven Essential Components for Inclusive Teacher Preparation Programmes

Education for all with quality and equity has a high priority in our countries. In this way, teachers have a central importance and should develop specific skills and vision to contribute to this goal. Each essential component is explained, some conclusions and learning development are presented as well.

Presenter: Humberto Rodriguez, Escuela J Normal de Especializacion, Mexico

Room Buchanan D222

L 3.13

Emotional and Behavioral Disorders among the Children of Sex Workers and Education

This session highlights research done which indicates a high level of emotional and behavioral disorders among the children of sex workers. Their mothers were involved in this socially excluded and stigmatized profession. The child may have limited access to education and minimal parental support which leads to a high percentage of dropouts.

Presenters: Sawrav Barua, Chief Executive, Songshoptaque, Bangladesh. Md. Nazrul Islam, Chief Executive, Rehabilitation Centre for Prostitutes and Rootless Children (PARC), Bangladesh.

Room Buchanan B213

L 3.14

Fostering and Sustaining Critical Pedagogical Review through Tiered School Wide Professional Development Mapping

School leaders use professional development diagnostics to address pedagogue needs to build school capacity. Collaboration between administration and teachers for professional development encourages accountability to insure teacher professional growth. This session will discuss how administrators and staff developers identify accurate professional development models that support teachers with diverse needs especially with limited human and educational resources in low income neighborhoods.

Presenter: Samuel Zimmerman, New York City Department of Education/Pace University, USA

**Volunteer Service Project
 Feature Presentation**



Room Buchanan B315

3.15

Increasing Retention of Primary School Learners with SEN in Malawi Through Community Engagement

This program will describe a unique inclusive preschool and primary schools Mwayi Trust Homework Centre. Program engages local youth and partners with secondary and primary schools to assist learners with SEN. Secondary students volunteer to conduct homework centres after school under the supervision of Patrons. Outcomes will be discussed.

Presenter: Sandra Trevethan, Mwayi Trust, Malawi



Poster Sessions 2
2:45 – 3:30 p.m.

Woodward (IRC lobby) P02.1

Understanding Educator Use of Bibliotherapeutic Interventions

Bibliotherapeutic Techniques, using books and stories to help students with affective issues, are promising and can be easily incorporated within the regular curriculum. This study surveys educators in the classroom, in American schools, to identify their thoughts and use patterns.

Presenter: Britt Tatman-Ferguson, National University, USA

Woodward (IRC lobby) P02.2

Inclusion, Collaboration with Practical Activities for Special Learners (Practices and Trends)

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

Presenter: Madalen Sugrue, Resource Specialist, USA

Woodward (IRC lobby) P02.3

Alternative Communication Technologies in School

Inclusive actions are necessary for disabled students at schools. The aim of this study was to carry out an intervention program for learning to read and write through augmentative and alternative communication systems. Ten disabled students and their teachers participated in the program at a regular school in Sao Paulo, Brazil.

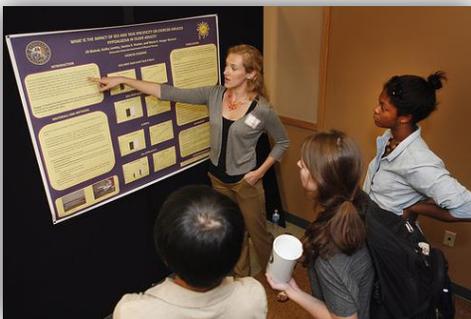
Presenter: Debora Deliberato, University in Brazil, Brazil

Woodward (IRC lobby) P02.4

Autism Awareness of College of Education Students in Turkey

This research study conducted a needs assessment to learn more about Turkey's College of Education students' knowledge and awareness about autism. The study's results will be presented to emphasize the importance of teachers' knowledge about autism.

Presenter: Pinar Yasar, New Mexico State University, USA



Round Table Sessions 3
2:45 – 3:30 p.m.

Woodward (IRC- upper level lobby) RT3.1

Attitude of Classroom Teachers Towards Inclusion of Persons with Special Needs in Regular Classroom

In the state of Ebonyi in Nigeria, inclusion is yet to be accepted by classroom teachers, hence the need for the researchers to ascertain the attitude of classroom teachers towards inclusion and ways forward. This study investigated attitudes of classroom teachers towards inclusion of persons with special needs in regular classrooms.

Presenter: Beth Nnenne Oluka, University of Nigeria, Nigeria

Woodward (IRC- upper level lobby) RT3.2

Educating Students with ASD in the Use of Money Independently in Real Life Situation

Counting money and being able to use it independently is the first step towards integrating with everyday life. As the students progress through school the demands increase to use money effectively. Many of the tasks require good visual and auditory memory, sorting, and sequencing skills. This session will discuss how children with disabilities can master this concept.

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

Woodward (IRC- upper level lobby) RT3.3

Formal Assessments with Response-to-Intervention for Students with Disabilities: Transfer of Knowledge from the United States to Saudi Arabia

A qualitative study was conducted to understand the importance of Response-to-Intervention and formal assessments in public schools in the United States to transfer Response-to-Intervention to Saudi Arabia. Results will be discussed from policy makers, teachers, and parents.

Presenter: Rashida Banerjee, University of Northern Colorado, USA; Maha Al-Suliman, University of Northern Colorado, USA

Woodward (IRC- upper level lobby) RT3.4

Learning through Sun Sand and SURF A Social Skills Curriculum for ASD

Individuals with autism spectrum disorder (ASD) demonstrate poor social interaction, poor social competence, and a lowered self-esteem. For the past four years, several children in Texas with ASD have participated in a surf camp where the curriculum is designed to support social skill development.

Presenters: Ann Hughes, Challenge/Journey/Adaptive Behavior Programs, USA; Grahame Rance, Challenge/Journey/Adaptive Behavior Programs, USA

Bridging the Gap in Principals' Knowledge

This session will discuss leadership and training programs at Webster University for principals and superintendents in the areas of special education law and issues, foundations, and an internship with families of individuals with disabilities.

Presenters: Mary Bevel, Webster University, USA; Virginia Altrogge, Webster University, USA

Preparing Pre-Service Teachers for Today's Multicultural Classrooms: Lessons from the Field

As the number of multicultural classrooms continues to grow, the need for culturally responsive teaching approaches intensifies. Strategies used to prepare special education teachers to meet the challenges of today's multicultural classrooms will be shared.

Presenters: Silvia Correa-Torres, University of Northern Colorado, USA; Kim Zebehazy, University of British Columbia, Canada

Scan to download and view the programme in colour for your smartphone device!



**Monday, July 8, 2013
Concurrent Sessions 4
3:45 - 4:30 p.m.**

The Arts

The Benefits of Learning Magic Tricks for Students on the Autism Spectrum

Research has demonstrated that arts integration in the classroom can yield positive results for students with learning disabilities. New research has demonstrated that the learning of simple magic tricks as a part of classroom instruction and/or social skills groups can address some of the challenges faced by students with High Functioning Autism challenges in behavior, social cognition, linguistics, motor coordination, and sensory abilities.



Presenter: Kevin Spencer, Hocus Focus, USA

Inclusion through Music in a Community College Setting

Students with developmental disabilities participate in a music education program alongside mainstream education students. The paper outlines the goals and outcomes of the program as well as the many benefits for all students, mentors, and faculty involved. It also outlines how this model can be easily adapted to other educational settings.

Presenter: Sue Carpenter, Kingsbrough Community College City University, USA

Volunteer Service Project Feature Presentation



Intellectual Disability in Motion Pictures: An Historical Analysis

Consistent with the conference theme, this presentation will discuss how the film industry has portrayed intellectual disability from the 1960s until the present. A timeline of popular U.S. and international films will be presented and discussed in terms messages sent and stereotypes perpetuated over time.

Presenter: Rhonda Black, University of Hawaii, USA

Their Entry into Society-Music and Dance A Pathway

Theatre, both Classical and Folk, as well as dance and music application drives individuals with mental challenges from segregation to inclusion through stage performances. Sensory stimulation can be demonstrated via numerous brain therapies. Tiger Dance, Snozelen, Hug Them Tight and Sand Play will be discussed and highlighted.

Presenter: Sarawathi Devi, Lebenshilfe, India

Comparative Education

Room Buchanan D213 L 4.6

**Solution-Focused Educational Assessment:
A Contribution to Inclusion**

This presentation will explain using a solution-focused procedure of educational assessment in two countries, the United States and the Netherlands. This presentation will describe this assessment procedure and will discuss the legislative and cultural conditions that support this change.

Presenter: Kathleen Brown, Northeastern Illinois University, USA



Research, Practice and Transition

Room Buchanan D221 L 4.7

**Enhancing Literacy Skills of Deaf Students in Nigeria
Using Babudoh's Comprehension Therapy**

This paper intends to report the effect of the treatment on the literacy skills of ten diploma students born deaf in Nigeria. The students will be exposed to twelve weeks of treatment using story books, written retellings, and drama. The results of the findings shall be reported at the conference.

Presenter: Belinda Gladys Babudoh, University of Jos, Nigeria

Room Buchanan B302 L 4.8

**Bridging the Gap Between Universal Design for Learning
and Culturally Responsive Instruction**

This presentation addresses the need to embed culturally responsive instruction (CRI) within Universal Design for Learning (UDL). Analysis of UDL lesson plans written by graduate teacher candidates and the degree to which they are culturally responsive is discussed as well as ways in which UDL principles can incorporate CRI.

Presenters: Elfreda Blue, Hofstra University, USA; Darra Pace, Hofstra University, USA

**Monday, July 8, 2013
Concurrent Sessions 4
Research, Practice, and Transition
3:45 - 4:30 p.m.**

Room Buchanan B306 L 4.9

**Supporting International Students Through Their Doctoral
Journey: Reflections from Faculty and Students**

The number of international students seeking degrees in Special Education at the University of Northern Colorado is increasing. The challenges of completing a program are magnified for students from diverse backgrounds and for the faculty supporting these students. This session addresses faculty and international student's experiences through this unique journey.

Presenter: Robin Brewer, University of Northern Colorado, USA

Room Buchanan D304 L 4.11

**Too Autistic to Play? The Playground as a Bridge to
Inclusion**

Time in the school playground can seriously test inclusion but it is still a school's most valued curriculum resource and a bridge to inclusion. This presentation shares the playground experiences of three nonverbal children with ASD who attend their local rural primary schools in New Zealand.

Presenter: Llyween Couper, University of Canterbury, New Zealand

Room Buchanan D229 L 4.10

**Two Strategies for Reading Instruction in the Inclusive
Classroom-One for Vocabulary Instruction, One for
Comprehension Instruction**

This session will explore a vocabulary instruction strategy--The Four Square Strategy and a comprehension instruction strategy. You will learn how to incorporate and use in classroom setting.

Presenters: Ward Cockrum, Northern Arizona University, USA; Greg Prater, Northern Arizona University, USA

Room Buchanan B213 L 4.12

**What is the Disabled Job Seeker to Do in the Economic
Crisis?**

Employers understand their obligation to make reasonable accommodation for the disabled, but some argue that doing so is difficult when businesses are doing more with less. This session will provide effective strategies and how to assess disabled job seekers skill set, levels of supervision/supports required, awareness and sensitivity training for all.

Presenter: Charles Archer, EDCSPIN, USA

Task Analyzing Task Analysis

Task analysis is paramount when teaching students with disabilities, yet some pre-service special and general educators have difficulty comprehending this concept. Without the sub-steps many students are unable to function in the inclusive classroom. During this presentation the audience will participate in an activity to explore various task analysis practices.

Presenter: Amanda Allen, Texas A&M University, USA



The Vocabulary Levels of Namibian Grade1 Learners in Mother Tongue and English

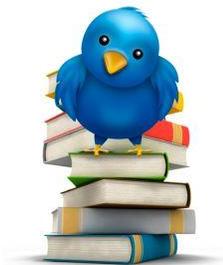
One of the causes for low reading performance in schools may be related to vocabulary acquisition in the early years. This study explored the vocabulary level in both Otjiherero (L1) and English (L2) for Otjiherero home language speakers when they start formal schooling. The aim of the study was to assess whether children begin school with sufficient levels of vocabulary to be successful readers.

Presenters: Marie Louise Mostert, University of Namibia, Namibia; Pamela February, University of Namibia, Namibia

Building Bridges from Campus to Community

The need to prepare teacher candidates in the United States to work with children with special needs who come from culturally and linguistic diverse backgrounds is well documented. This presentation will discuss how three universities are preparing teacher candidates to provide culturally appropriate practices within the context of special education.

Presenters: Clarissa Rosas, College of Mount St. Joseph, USA; Roberta Kaufman, Nevada State College, USA; Caron Westland, University of Colorado, USA



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Recipients of the Mary Gale Budzisz Volunteer Service Project Awards

Site Hosts:

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Saraswathi Devi, Lebenshilfe	INDIA
Father Joe Fernandez, Don Bosco	INDIA
Phan Thieu Xuan Giang, Santa Maria Clinic	VIETNAM
Swaleha Mohamedali, Jaffery Academy	TANZANIA
Provost Anneth Munga, SekuCo	TANZANIA
Sandra Trevethan, Mwayi Trust	MALAWI

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Tuesday, JULY 9, 2013
IASE General Membership Meeting
8:00 - 9:00 a.m.
Woodward (IRC)

Plenary Session 2
9:00 - 10:15 a.m.
Woodward (IRC)

IASE General Membership Meeting

All members of the Intentional Association of Special Education are invited to attend this General Membership Meeting.

We will be addressing important issues, developments, and projects of IASE.

A meeting agenda will be provided upon arrival at the Woodward (IRC) Lecture Hall.

Special announcement of our next conference and 'Save the Date' flyer will be distributed.

Keynote Speaker: Dr Liliana Mayo



Why do we say "people with different abilities?"

- To change the expectations of professionals, families and society in general, towards them.
- To change their expectations towards themselves

Dr. Liliana Mayo, Founder & General Director Centro Ann Sullivan del Peru (CASP), will share her story, **"Full Inclusion into Life in Peru: People with Different Abilities Economically and Meaningfully."**

On August 20, 1979, Dr. Liliana Mayo, with the help of her parents and colleagues, founded the Centro Ann Sullivan del Peru (CASP). She began to teach eight children with different abilities in the garage of her parents' home located in the district of La Punta, Callao, Peru.

Dr. Mayo established CASP because at that time there were no institutions in Peru offering educational services to people with autism, developmental delays or severe behavioral problems. She chose the name Ann Sullivan in honor of Anne Sullivan Macy, the teacher of Helen Keller, a world renowned author and activist who was deaf and blind.

Since its inception, CASP used the motto *Together make the impossible possible*. To meet the growing demand for education services, CASP facilities gradually transformed into a three-story building which was the first fully accessible building in Peru. Dr. Mayo states that "At CASP we believe in multiplicative education: that what we learn we have to share with anyone who is interested in making a difference in the lives of people with different abilities."

Dr. Mayo is the representative of CASP in its cooperative agreement with the Schiefelbusch Institute for Life Span Studies. Her university titles include: Doctor Honoris Causa of the Universidad Ricardo Palma and the Universidad Femenina del Sagrado Corazón de Jesús (UNIFE). The University of Kansas honored her with The Distinguished Service Citation.

In addition to these accomplishments, her son, Peruvian Director, Alonzo Mayo showcased his film in the USA and Canada. "The Story of Luke" is an independent film that tackles the life of a young man with autism who, after being protected all his life, embarks upon the search for work and love.

Entertainment will be provided by: The Tempos



The Tempos was formed just over 4 years ago. We are a performance choir comprised of blind/visually impaired youth, teens and young adults living in the Lower Mainland of British Columbia. Four of our members are blindness professionals and we have one "sightling" assistant to keep us all in line! We rehearse twice monthly and learn all our music by ear.

We have sung at conferences, fund-raisers and retirement functions. We had the honour of participating in the Paralympics Opening Ceremonies 2010 Mass Choir, and have performed with the Burnaby Children's Choir and The Maple Leaf Singers Community Service Show Chorus.

Morning Coffee and Tea Break
Thanks to Stan Love of Love Publications for providing wonderful refreshments!



Featured Round Table Session 4.1



Woodward (IRC- upper level lobby) RT1.4

Bangladeshi and Indian Stories and Highlights about our IASE Volunteer Service Projects

We have sites in Delhi, Jaipur, Mumbai, Cochin, Visakhapatnam, Dhaka, and Chittigong. If you have an interest in helping others in this part of the world with your expertise in special education by sharing techniques and methods, this session is for you. Our volunteers and site-based personnel will be ready to answer your questions and inquiries.

Moderated by: Mary Gale Budzisz and Marg Csapo.
Participants: Sawrav Barua, Anupriya Chadha, Saraswathi Devi, Sr. Eileen Gaitonde, Sajjad Khan, Radhika Khanna, and Virginia MacEnntee

Comparative Education, Models and Research

Room Buchanan B304 L 5.1

Service Learning Can Enhance Inclusion! Pre-Service Teachers' Responses

First year pre-service teachers undertaking a unit on Inclusive Education at a university in Western Australia are required to complete a service-learning program, working with people with disabilities. Their pre-experience and post-experience reflections give great insight into the development of both personal and professional aspects throughout the experience. Outcomes of the program will be examined.

Presenters: Dianne Chambers, University of Notre Dame Western Australia, Australia; Chris Forlin, Hong Kong University, Hong Kong

Room Buchanan B306 L 5.2

Thinking Skills for Children with Learning Disabilities

The research investigated the method of developing thinking skills for primary children with mild and moderate learning difficulties. Strategies to develop an activity-based curriculum were implemented in five special schools in HCMC. This session will present methodology, data and findings of this research. Future recommendations will also be discussed.

Presenter: Lê Thị Bảo Châu, Faculty of Special Education - Ho Chi Minh City University of Education, Vietnam

Room Buchanan B307 L 5.3

Cross Cultural Perceptions of Parents of Children with Autism: US and China

A survey assessing communication, family dynamics, and collaboration was conducted with parents of children with autism in China and the US. Similarities and differences between US and Chinese parents regarding access to information, schooling, and important concerns of families were noted, with unique needs of families in each country highlighted.

Presenters: Kathleen Puckett, Arizona State University, USA; Kathleen McCoy, Arizona State University, USA

Room Buchanan D205 L 5.4

Neurodiversity: A Bountiful Harvest for Special Educators

Planning by teachers for a neurodiverse class will promote a successful learning experience for each unique individual. It will help validate difference as an asset rather than a deficit empowering each student to reach their full potential. A framework will be outlined that provides classroom strategies that respect brain-based diversity.

Presenter: Ashleigh Molloy, York University/TransEd., Canada

Room Buchanan D207 L 5.5

Examining Inclusion in the Arab World: A Systematic Review of the Literature

As part of a comprehensive examination of special education literature in Arab countries, we describe the professional publications that address the topic of inclusion in the Middle East and North Africa. Our analyses of this body of knowledge include type of publication and details about research studies. Future research directions will be provided.

Presenters: Maha Al-Hendawi, Qatar University, Qatar; Clay Keller, Qatar University, Qatar

Room Buchanan D213 L 5.6

Research Meets Practice for Young Adults with Mental Illnesses

A young professional with a mental illness and a professor in special education and transition will provide insight and strategies to support adolescents and young adults with mental illnesses. The presenters will share research, personal experiences, resources and support systems that serve as integral components of the process to stability and recovery.

Presenter: Cinda Johnson, Seattle University, USA

Room Buchanan D221 L 5.7

Building Bridges to All Students: Differentiated Instruction Strategies in Mathematics Class

The journey towards inclusion in mathematics has been a difficult one for both students and teachers. This presentation highlights a partnership between a school district and departments of Special Education and Mathematics at a university to provide teachers the strategies and support they needed to maximize learning for ALL students.

Presenter: Edel Reilly, Indiana University of Pennsylvania, USA

Room Buchanan D229 L 5.8

Making Inclusion Work: A Systematic Model for Inclusion in Your Country

The presenter will outline a systematic model of inclusion first proposed in the Syrian Arab Republic in 2010. This model can be adapted to any country in need of a plan. The steps discussed will include: staff development for ministries, redelivery to teachers, data collection, cooperation with local NGO's, classroom observations, and data analysis.

Presenter: Jill Williams, Kennesaw State University, USA

Comparative Education Models and Research

Room Buchanan D304 L 5.9

Universal Design for Learning and International Interventions

Through the understanding of Universal Design for Learning, access to the general curriculum has made significant and dramatic strides in the United States yet for many countries access through technology is still difficult. Through professional conferences, on-site school visits, and collaboration with teachers and parents in Serbia, this presentation will explore the benefits and drawbacks that this Eastern European country faces.

Presenter: Hannah Ehrl, University of Central Florida, USA

Room Buchanan B302 L 5.10

Understanding Poverty: Linking language, Behavior and Personal Resources

All individuals have varied resources to tap in dealing with life's events. These include financial, emotional, mental, spiritual, physical, support systems, and relationships/role models. Our goal is to foster resilience and 'grit' in young people by understanding how to strengthen non-financial resources that would mitigate the negative effects of poverty.

Presenter: Bob Bayuk, Psychological Services Inc., USA

Panel Sessions

Room Buchanan B315 P 5.11
(Two 30 min. presentations)

Inter-Disciplinary Partnerships with Parents in Inclusive Education School

An inter-disciplinary partnership with parents is a vibrant realm of social processes and complex framework of activity. The presentation will show how inter-disciplinary partnerships with parents in an inclusive education school take place in everyday life. The presentation based on ethnographic case study and serve as a tool for professional working with parents in inclusive and special education schools.

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

Reverse-Inclusion Intervention for Students with Autism: Transition to Full Inclusion

This session presents a reverse inclusion intervention model developed as an intermediary step prior to students with autism transitioning to inclusive classrooms. Collaboration between educators to allow typically-developing students to a reverse mainstream into self-contained settings to foster peer relationships and necessary social and academic skills through peer-mediation is included.

Presenter: Sharon Mathews, College of Saint Rose, USA



Panel Sessions

Room Buchanan D222 P 5.12
(Two 30 min. presentations)

Autism Treatment Services in Vietnam

This presentation will discuss current treatment services available for individuals with autism. The services include: the process of examination, diagnosis, assessment in clinic or hospitals, special education, behavior therapy, play therapy, speech language therapy, sensory integration, diet, and other alternative therapies.

Presenter: Phan Thieu Xuan Giang, Santa Maria Clinic, Vietnam

The Impact of Special Education Curriculum on the Dispositions of Student-Teachers in Nigerian Universities

The paper examines the impact of special education curriculum on the dispositions of student-teachers in Nigerian universities. Causal comparative design with first and final years using a sample of 200 will be drawn to determine gender, empathy, compassion, appreciation of cultural diversity and respect for individual human rights. The findings and recommendations on the way forward will be discussed.

Presenter: Charity Ashelo Andzayi, University of Jos, Nigeria

Room Buchanan D312 P 5.13
(Two 30 min. presentations)

Using Educational Software to Increase Collaboration and Communication Among Teachers and Administrators

This presentation will describe how educational software provided better collaboration opportunities for beginning special education teachers in an inclusive setting. These new teachers used Goal Book software to successfully implement IEPs, SSTs, and Intervention plans by better communicating around an individual student with general education teachers, therapists, and administrators.

Presenter: Kevin Oh, University of San Francisco, USA

How Attachment Theory May Inspire Provision for Children with Emotional or Behavioral Difficulties: Kangaroo

Kangaroo groups were first developed in the province of Quebec, Canada in 2005-2006. These classrooms, which gather 6-12 children with emotional or behavioral difficulties (EBD), rely on attachment theory and a developmental comprehension of EBD to help children to succeed in regular school. This theory and the development of these class settings will be discussed.

Presenter: Caroline Couture, Universite du Quebec a Trois Rivieres, Canada

Room Buchanan D218 P 5.14

Pacific Rim Special Education Research Consortium Panel (Part II)

In this panel presentation, a group of researchers from The Pacific Rim who have been involved in the collaborative research projects via Pac Rim Special Education Research Consortium will continue to report their research findings. Issues will be discussed about inclusion.

Presenters: Mian Wang, University of Santa Barbara, USA; Mike Gerber, University of Santa Barbara, USA; Humberto Rodriguez, Escuela J Normal de Especializacion, Mexico

Comparative Educational Research

Room Buchanan D218 L 6.1

Conducting International Comparative Research in Special Education

Designing, conducting, interpreting, and disseminating international research in special education adds an extra degree of difficulty. We share advice learned about conducting such research using three common approaches analyses of extant empirical data, a field-based replication in another culture, and collaborative efforts with partners from multiple countries.

Presenters: Clay Keller, Qatar University, Qatar; Mian Wang, University of Santa Barbara, USA; Dimitris Anastasiou, Southern Illinois University, USA; Maha Al-Hendawi, Qatar University, Qatar

Room Buchanan B302 L 6.2

Culturally Relevant Education and International Special Education: A Review of the Literature

This session summarizes the literature on culturally-relevant instructional strategies for students with special needs on an international level. The literature review will examine the evidence of cultural influences on learning and intercultural differences in teacher attitudes regarding developmental and educational expectations, and will inform a graduate program in International Special Education.

Presenter: Donna Campbell, Webster University, USA

Room Buchanan D304 L 6.3

Special Education Research: Methods of Data Analysis for Small Samples and Single Subject Studies

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 and single subject studies.

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

Workshops and Practical Tips

Room Buchanan D229 LW 6.4

Integrating Learning Styles and Multiple Intelligences and Empowering Students to Succeed

This workshop helps educators inspire and empower students to reach their full academic and creative potential. Participants will learn how to effortlessly integrate student's multiple intelligences and learning styles into instruction and curriculum. Participants will learn strategies to improve academic skills, and ways to minimize behavior problems.

Presenter: Lynn Vona, Rochester City School District, USA

Room Buchanan B307

LW 6.5

1,2,3, Breathe: Using Yoga and Relaxation to Create an Inclusive Classroom Culture!

This highly interactive session provides participants with innovative relaxation strategies to create an inclusive classroom culture. By first analyzing what structural pieces and expectations are consistent in their classrooms, attendees will discover how to effectively implement relaxation and yoga tools to positively impact behavior by honoring students' needs.

Presenters: Carla Tantillo, Mindful Practices, USA; Violet Tantillo, Mindful Practices, USA

Room Buchanan D221

LW 6.6

Down Syndrome: Successful Strategies for Beginning Readers with Down Syndrome

This one-hour workshop will provide an overview of these methods demonstrated by video footage of DSRF teachers and students. Eleanor will also share favourite iPad apps, websites, and books that target specific areas of focus for developing readers of all abilities.

Presenter: Eleanor Stewart, Down Syndrome Research Foundation, Canada

Volunteer Service Project Features Presentation

Room Buchanan D222

L 6.7

Teaching Teenagers the Intricacies of Diamond Sorting for Inclusion in the Industry

The diamond sorting helps young adults become liberated and engaged in lifelong learning. Students are selected on their perceptual, discrimination, and hand manipulation skills and sitting tolerance. Using tools such as the loupe and the tweezers, students learn the technical aspect of 4C's - Cut, Clarity, Colour and Carat weight which is important for employment in the diamond industry.

Presenter: Sr. Eileen Gaitonde, SPJ Sadhana School, India; Radhike Khanna, SPJ, Sadhana School, India

The IASE has established a *Volunteer Service Committee* to facilitate the identification of special educational needs in developing countries and to connect a volunteer resource person who is an IASE member. There is a shortage of expertise in special education in many developing countries and the IASE has many members with vast special educational experience who can provide volunteer assistance during their retirement, sabbatical year, or summer holidays. Currently, IASE has Volunteer Service sites in Bangladesh, India, Malawi, Mexico, Tanzania and Vietnam

Tuesday, July 9, 2013
Concurrent Sessions 6
Practice, Partnerships, Advocacy and Leadership
1:30 - 2:30 p.m.

Room Buchanan D213

L 6.8

Beacon Hill School: An Inclusive Primary School in Hong Kong

This presentation will share one school's journey from segregation to inclusion with a documentary highlighting the features of the inclusive model including interviews with staff, parents and students. In addition the school's research into the 'The impact of school culture on the success of inclusion' will also be shared.

Presenter: Belinda McLaughlin, Beacon Hill School, Hong Kong; John Brewster, Beacon Hill School, Hong Kong

Room Buchanan B304

L 6.9

ARISE: A Successful School-Wide Positive Behavioral Instructional Support Program in an Alternative School

Participants will learn the steps involved in developing, implementing, monitoring, and evaluating a School-Wide PBIS Program in an alternative school setting. Unique challenges to implementing PBIS in alternative schools will be discussed. Outcome data from one year of program implementation in a special school for students with emotional/behavioral disorders will be reviewed. Potential barriers to establishing PBIS programs in alternative settings and possible solutions to these barriers will be highlighted.

Presenters: Grahame Rance, Challenge/Journey/Adaptive Behavior Programs, USA; Ann Hughes, Challenge/Journey/Adaptive Behavior Programs, USA

Room Buchanan B306

L 6.10

Inclusion in Practice-Sofia's Situations for Interaction

The study shows a continuum of varied situations for Sofia's learning where she becomes an active participant in the classroom. This presentation will provide you with more insight and knowledge about how a student with intellectual disability orients herself in the practice of an inclusive school.

Presenter: Ulla Alexandresson, University of Gothenburg, Sweden

Room Buchanan D207

L 6.11

Kindergarten Entry for Children with Exceptionalities: Are School Websites Providing Enough Information?

Little is known about how school districts communicate their procedures and guidelines for the transition from early intervention to kindergarten for children with exceptionalities. This study examines the accessibility and specificity of publicly available information on British Columbia school district websites regarding transition processes for children with exceptionalities.

Presenter: Deirde Curie, University of British Columbia, Canada

Room Buchanan D312

L 6.12

The Coaching Partnership: Professors and Teachers Collaborating in Inclusive, Multi-cultural Settings

The coaching partnership involves collaborative efforts of college professors and public school teachers in a New Jersey multi-cultural urban school district. Professors provide workshops on literacy content, pedagogy, and strategies based on students' levels of proficiency and serve as classroom coaches to assist teachers in implementing the strategies.

Presenters: Shelly Meyers, Richard Stockton College, USA; Priti Haria, Richard Stockton College, USA

Room Buchanan D205

L 6.13

Sociocultural Perspectives on Curriculum, Pedagogy, and Assessment: A Bridge to Inclusive Practices

Sociocultural perspectives on curriculum pedagogy and assessment are central to New Zealand curriculum in all education sectors. These perspectives challenge many practices and assumptions in special education, and create new opportunities for teachers, students and students' families. The paper describes these newer practices and the impact on all participants.

Presenter: Missy Morton, University of Canterbury, New Zealand

Room Buchanan B218

L 6.14

Special Education Teacher Training On-line: Experiences and Preferences of Providers and Consumers

This presentation will provide information and exchange ideas about currently available on-line teacher training in special education. Two university faculty members who have taught such courses will share their design and delivery experiences, and initiate an on-going discussion forum with on-line course providers and potential consumers who attend the session.

Presenters: Mary Schreiner, Alvernia University, USA; Ann Marie Licata, Alvernia University, USA

Room Buchanan B315

LW 6.15

Leadership: Developing the Inner Leader - The Mystery of the 4 R's and 4 C's

The workshop will present a variety of self-assessments, how to deal with difficult teams and individuals, key to solving problems as a leader, brain based leadership, participatory decision making, how to deal with conflict, guidelines for effective decision making, and looking at the 4 R's (Relationships, Roles, Resources and Reflection) and the 4 C's (Competence, Communication, Character and Collaboration) as a leader.

Presenter: Marcel Lebrun, Plymouth State University, USA



Poster Sessions 3
1:30 - 2:30 p.m.

Woodward- (IRC lobby) P03.1

Special Education Services for Persons with Learning Disabilities in Nigeria

This study reviewed the trend of special education services for persons with special needs in Nigeria, and educational programme for persons with learning disabilities. Perceptions on inclusion for persons with learning disabilities in addition to vital recommendations will be discussed.

Presenter: Abidum Adewunmi, University of Ibadan, Nigeria

Woodward (IRC lobby) P03.2

Teacher and Administrator Perceptions of Inclusive Practices

The purpose of this study is to investigate why teachers and administrators of students with disabilities still struggle with finding effective strategies to integrate these students into the general education classroom. Results as part of my doctoral study will be discussed.

Presenter: Donna Tortu-Rueter, Holy Family University, USA

Woodward (IRC lobby) P03.3

iPads and Universal Design for Learning Framework: Supporting Pre-Service Teachers and Inclusive Planning

This study explores the integration of iPads and dedicated software applications (Apps) within the Universal Design for Learning (UDL) framework to support pre-service teacher's development of accessible instructional lessons for all Kindergarten to Grade 12 (K-12) students in a special education course at The University of Victoria in Canada.

Presenter: Karen Murphy, University of Victoria, Canada



Round Table Session 5
1:30 – 2:30 p.m.

Woodward (IRC- upper level lobby) RT5.1

Learning for Life, Learning to Live; Sharing the Journey

This session will share our work by exploring our college education for post 16 students with PMLD and our groundbreaking integrated project set in a dynamic social enterprise and community facility which offers education, training, development, and social opportunities in a real setting. This latter project is open to the range of disabilities and the public.

Presenters: Bronwen Hewitt, Dame Hannah Rogers Trust, UK and Judith Waterfield



Our mission is simple: to empower, advocate and enrich the lives of children and adults with disabilities.

Woodward (IRC- upper level lobby) RT5.2

What Are Children Learning in Times of Vulnerability?

The focus of this round table discussion will be on what are children and youth learning and how are schools responding to the emotional and academic needs of children. What role does special education play in being a catalyst for inclusivity? The researchers leading this discussion will share some of their findings in research that has been conducted in a binational border region between the U.S. and Mexico and in a community of immigrants in a northeastern state in the USA.

Presenters: Beverley Argus-Calvo, University of Texas at El Paso, USA; Laurie L. Grupp, Providence College, USA

Woodward (IRC- upper level lobby) RT5.3

Support Choices Among Adolescents with Learning Disabilities in the Boarderland

This study investigated differences in support seeking behaviors for managing life stressors among Hispanic and Latino adolescents with and without a learning disability (LD). Similar support seeking behaviors were reported between groups, possibly linked to strong ethnic salience, allowing for heightened social inclusion for students with a LD>

Presenter: Matthew Waugh, University of Victoria, Canada

Woodward (IRC- upper level lobby) RT5.4

Special Education Technology Classrooms of the Future: Early Findings on the SETCF Model

Special Education Technology Classrooms of the Future must leverage the innovative technologies of our modern world to make learning, expression and independence accessible to every unique individual regardless of ability. To support all students, including students with widely ranging needs and abilities, to learn effectively, it is critical that educators embrace the idea of developing "cultures of support" across all special education environments and avoid the idea of "making up for deficits." Effective models will be discussed.

Presenter: Elizabeth Dalton, TechAccess, USA

Woodward (IRC- upper level lobby) RT5.5

Predictive Influence of Psychosocial Factors on the Emotional Adjustment of Gifted Students

The gifted and talented children are only accepted on their cognitive abilities, without consideration to their social and emotional needs which may result in under-achievement and social or emotional challenges. The paper is interested in resolving some of the psychological & emotional problems confronting them.

Presenter: Fakolade Olufemi Aremu, University of Ibadan, Nigeria



International Research

Room Buchanan D213 L 7.1

The Current Situation of Training for Human Resource in Special Education in Ho Chi Minh City, Vietnam

The human resource is the key factor that decides the success of Special Education. The success of all children, particularly those with special needs, depends on the training and development of our teachers. This paper will present the current situation of the training and professional development of teachers going into the field of Special Education in Ho Chi Minh City, Vietnam.

Presenters: Le Thi Minh Ha, Ho Chi Minh City University of Pedagogy, Vietnam; Vo Thi My Dung, Ho Chi Minh City, University of Pedagogy, Vietnam

Room Buchanan D207 L 7.2

Assessment Protocol for Physical Accessibility Conditions in Pre-Schools in a Brazilian City

This research intends to present a protocol elaborated for educators to evaluate the physical accessibility conditions in pre-schools in a Brazilian city. This protocol is composed of different items related to both physical aspects of the school, as assessed by routes and paths used for students, and the playground.

Presenters: Priscila Moreira Correa, Education Universidade Estadual Paulista, Brazil; Eduardo Jose Manzini, Education/Universidade Estadual Paulista, Marilia, Brazil

Room Buchanan D221 L 7.3

What We Really Know About Students with Disabilities Succeeding in Postsecondary Education

This session will present results of an analysis of 127 research articles related to postsecondary education for students with disabilities from 1985 to the present. Statistics and major trends related to student enrollment, factors that influence attrition and retention, and the importance of student self-awareness and advocacy will be discussed.

Presenter: Lyman Dukes, University of South Florida, USA

Practice, Partnerships and Families

Room Buchanan D205 L 7.4

Remembering What We Know...A Dozen Great Ideas to Support Diverse Learners

In this presentation, we reach back into our own training and experience as special educators, with shared years of experience equaling close to 70 years in total, to identify and present one dozen tried-and-true techniques that will help every teacher to better address the needs of the diverse learners in their classrooms. Our goal is to help new teachers to "fill their toolkit" with strategies and solutions that really work, and to remind ourselves and our experienced colleagues of the value of the phrase, "if it isn't broken, don't fix it."

Presenters: Britt Tatman Ferguson, National University, USA; Elizabeth Dalton, TechAccess, USA

Practice, Partnerships and Families

Room Buchanan B304 L 7.5

Promoting Social and Cultural Competence among CLD Students with Disabilities

Facilitating acquisition of socially/culturally appropriate behaviors continues to be problematic given different definitions of socially acceptable behaviors. This presentation addresses social/cultural barriers and examines effective ways to incorporate socially/culturally relevant interventions for students from CLD backgrounds with disabilities. A proposed line of inquiry for determining appropriate strategies will be presented.

Presenter: Beatrice Adera, West Chester University, USA

Room Buchanan D302 L 7.6

Project ENABLE: Building an Inclusive School Library Program

Effective library programs are essential to successful inclusive schools. Evidence indicates teacher-librarians (TLs) often lack the training, knowledge, and skills to provide programmes and services that meet the needs of students with disabilities. Project ENABLE is a free professional development programme that is successfully responding to this shortfall.

Presenter: William Myhill, Burton Blatt Institute at Syracuse University, USA

Room Buchanan D312 L 7.7

Strategies that Help Bridge Segregation to Inclusion

The presenters plan to introduce the philosophy, benefits, and value of community building in order to explain why all children, regardless of ability level or cultures, can succeed when embraced by a nurturing, supportive learning environment. Practical strategies and activities that can be used in any culture will be shared with participants.

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

Room Buchanan B306 L 7.8

Matching Children's Strengths with Art: Curricular Activities for Motivation and Learning

In this presentation, a unique model for engaging students with disabilities in art through matching their physical capacities to master artists will be described and demonstrated through the documented experiences and reflections of three third-grade students with significant physical disabilities, their art teacher, and their occupational therapist.

Presenters: Laurette Olson, Mercy College, USA; Debra Fisher, New York City Department of Education, USA



Practice, Partnerships and Families

Room Buchanan D213 **L 7.9**

Building Bridges: Strategies to Increase Parents' Participation in the IEP Process

IDEA mandates parents' participation in the IEP process, indicating that they should be full members. Despite this ideal, parents' collaboration and equal team membership often fall short of the intended goal. This presentation will review the results of a recent study of parents describing their experiences with school districts during the IEP process. It will provide a review of common barriers and strategies to increase collaboration and equal membership.

Presenter: Vanessa Tucker, Pacific Lutheran University, USA

Room Buchanan B315 **L 7.10**

Evidence-Based Individual Behavior Supports Strategies in High Stakes Classrooms

An increasing number of students pose significant behavior challenges in addition to academic challenges. Many traditional exclusionary practices (e.g., suspension, expulsion) are being replaced with a more effective approach focusing on prevention and research-supported behavior strategies. The purpose of this workshop is to assist educators in establishing preventive behavior systems and to provide behavior supports to students who display challenging behavior in the classroom.

Presenter: Edward Schultz, Midwestern State University, USA

Room Buchanan B218 **L 7.11**

Introduction to Therapeutic Education for Young Adults with SEN

Ruskin Mill Trust's (RMT's) thirty years' experience of action research has shown that when young people with learning difficulties work with craftspeople in natural environments on real-life, purposeful tasks, their personal, emotional, and social skills improve dramatically along with their physical, intellectual, and cognitive health. The primary aim of the workshop is to promote research into the practice and development of those areas of therapeutic education, in order to advance the education of disadvantaged young people through adopting a moderate means in inclusive education and also through training in the fields of environmental sciences, arts, crafts, and agriculture.

Presenters: Gamal Mohamed Ibrahim, Director of International Education & Development, Ruskin Mill Trust, UK; Aonghus Gordon, Ruskin Mill Trust, UK



Panel Sessions

Room Buchanan D229 **P 7.12**

Selected Pre-Vocational Students' Experiences of School in Brunei

There is a lack of studies on the school experiences of students in the pre-vocational programme in Brunei. The aim of this study is find out what the students' experiences of school are, what they go through at school and so on. A qualitative approach was utilized whereby in-depth, semi-structured interviews were conducted with seven students from two local secondary schools. Some of the findings included overall positive views of school and the acquiring of daily living skills which they felt was important to them.

Presenters: Teng Leong Koay, University of Brunei, Darussalam, Brunei

Room Buchanan B307 **P 7.13**

Collaboration Practices: Impact on Achievement of Children with Special Needs Educated in Inclusion Settings

Results of a structured process focusing on the involvement of special education teachers as collaborators in classroom practices in the general education setting as well as the impact on collaboration on the achievement levels of under-performing children with special education needs are discussed. Implications for practice are presented.

Presenters: Kathleen McCoy, Arizona State University, USA; Martha Cocchiarella, Arizona State University, USA; Sandra Laine, Arizona State University, USA

Room Buchanan D222 **P7.14**
(Two 30 min. presentations)

Assessment of Dispositions

NACATE, INTASC, and CEC dispositions are not very useful when it comes to assessment of the dispositions. A new conceptual framework will be presented with a prototype rubric which is area-specific, embedded with the objectives and activities with a simple, easy to grade, and flexible.

Presenter: Moon K. Chang, Alabama State University, USA

Australian Policy on the Use of Restrictive Interventions on Students with Disabilities

This paper explores Australian educational policy on the use of seclusion and restraint as part of the management of students with complex behaviours. Recommendations include alternative ways policy makers and administrators can ensure safe, supportive learning environments that in turn limit the incidence of challenging behaviour.

Presenter: Shiralee Poed, University of Melbourne, Australia

Panel Sessions
2:45 - 3:45 p.m.

Room Buchanan D218
(Two 30 min. presentations)

P7.15

Reviewing Accessibility for Blind Users in the Blackboard at Qatar University (Case Study)

This presentation is about reviewing accessibility for blind users in the Blackboard University. This session will highlight best practices and interesting use of Bb that can be used broadly to benefit students with disabilities rather than one specific student.

Presenter: Batouln Khalifa, Qatar University, Qatar

The Face of Inclusion Abroad: Policy, Philosophy and Practice

In the US, policy drives practice toward inclusive school programs. Through studying in schools in Holland, Greece, Costa Rica and Spain, this comparative research describes international philosophies with national ones and demonstrates how various philosophies drive policy and affect teacher practices in inclusive schools.

Presenter: Jodi Katsafanas, Slippery Rock University, USA



Poster Sessions 4
2:45 - 3:45 p.m.

Woodward (IRC lobby)

P04.1

Connection Between the United States and Saudi Arabia in Special Education

This presentation will focus on how Saudi doctoral students established a linkage between the United States and Saudi Arabia in order to highlight the special education trends and issues of both countries. We will further provide the most recent scientific research; through the development of a partial space on a Saudi governmental special education website about the issues of both countries.

Presenters: Maha Al-Suliman, University of Northern Colorado, USA

Woodward (IRC lobby)

P04.2

Using Technology to Promote Interactive and Effective Learning in the Inclusive Classroom

The advent of technology has allowed students with disabilities to become global learners. Teachers and students have many different technologies to enhance their learning. This session will focus on technology that is available and how it can be used effectively with students in an inclusive classroom setting.

Presenter: Dorethia Myers, DM Educational Therapy, USA



Poster Sessions 4
2:45 - 3:45 p.m.

Woodward (IRC lobby)

P04.3

How is the Right to Inclusive Education Taken in Three Chinese Societies?

UNCRPD (United Nations Convention on the Rights of Persons with Disabilities) stipulates disabled persons' right to education and states' obligation to provide inclusive education. This paper discusses how the right to inclusive education of children with autistic spectrum disorders is taken in the specific legal and policy contexts of Hong Kong, China (signatory to the UNCRPD), and Taiwan (non-signatory).

Presenter: Simon TM Ng, the School of Professional and Continuing Education, University of Hong Kong, Hong Kong

Woodward (IRC lobby)

P04.4

Collaboration of Teachers in Inclusive Schools

Teacher collaboration in an inclusive school is an essential element of functional school change. In this lecture, the researchers will present research that uncovers the benefits and costs of collaboration. The research highlights the strength of the relationship between instructional method, disability status, and progress attainment.

Presenters: Ketrina Jordan, Cartersville High School/City Schools, USA; Jessica Jordan, Cartersville High School/City Schools, USA



Round Table Sessions 6
2:45 - 3:45 p.m.

Woodward (IRC- upper level lobby)

RT6.1

Preparing Teachers to Implement Discrete Trial Teaching Utilizing an Interactive Virtual Environment

Efficacy of individualized clinical coaching in the TLE Teach Lives virtual classroom laboratory for increasing fidelity of implementation of Discrete Trial Teaching was investigated using a multiple baseline across subjects design. Findings revealed participants strongly benefited from utilizing the virtual learning platform. Methodology, results, and implications for practice will be shared.

Presenter: Cynthia E. Pearl, University of Central Florida, USA

Woodward (IRC- upper level lobby)

RT6.2

Practicum and Field-Based Experiences: Are We Bridging the Research to Practice Gap?

Graduate students previously enrolled in an advanced assessment practicum were surveyed regarding their use of evidence-based practices and data-based assessments to inform professional practices. Results suggest assessment processes via practicum experiences prepared these graduate students to be more effective teachers, with many continuing to use data to drive instructional decisions.

Presenters: Adam Lockwood, Northern Arizona University, USA; Karen Sealander, Northern Arizona University, USA



Woodward (IRC- upper level lobby) RT6.3

An Integrated College Experience for Students with Autism Spectrum Disorder

Students diagnosed with autism and intellectual disabilities were queried on their experiences during a two year certificate program at a major university. Their transition to an inclusive living-learning program and challenges encountered are described.

Presenter: Jo Hendrickson, University of Iowa, USA

Woodward (IRC- upper level lobby) RT6.4

Blended Practice for Emergent Literacy Success

This session will focus on strategies to support emergent literacy skills in inclusive settings for young children with disabilities. The session's objectives include: 1) identification of skills needed for inclusive settings, 2) common practices across disciplines, and 3) discussing possible program changes.

Presenter: Robin Wells, Eastern New Mexico University, USA

Tuesday, July 9, 2013
Concurrent Sessions 8
Comparative Education
Models, Practices, and Research
4:00 - 4:30 p.m.

Room Buchanan B302 L 8.1

Access Acadia: An Inclusive Post-Secondary Education Program

Inclusive Post-Secondary Education (IPSE) programs are the next step in educators' progressive journey towards developing equitable access to learning for all students. This presentation will share the details of the program development and participants' first year experiences in the Access Acadia participatory audit, interdisciplinary program for students with intellectual or developmental disabilities.

Presenter: M. Lynn Aylward, Acadia University, Canada

Room Buchanan D304 L 8.4

Perceptions of Pre-Service Teachers with Learning Disabilities

This study examines the perception of pre-service teachers with teachers with learning disabilities during their first years at a Teacher College. Main findings regarding five aspects--motivation for teaching, conceptions of teaching-learning, roles of teachers, components of teacher education, and agents of training--are discussed.

Presenter: Orly Lipka, University of Haifa, Israel

Room Buchanan D312 L 8.2

Peer Tutoring: From a Polish Experience

The aim of the presentation is to share how peer tutoring was implemented in one secondary school in Wroclaw. This school is the first in Poland which used this form of education. This method of educational support was utilized for students with learning disabilities and adaptive problems.

Presenter: Agnieszka Sekulowicz, University of Lower Silesia, Poland

Room Buchanan D229 L 8.5

Examining the Role of Stakeholders in Supporting Inclusive Schooling-An Examination in New York and Lower Austria

Using questions derived from the Index for Inclusion, the present investigation seeks to understand the perceptions of and attitudes toward inclusive schooling in students enrolled in graduate education courses at a college in New York, USA and in Baden, Austria.

Presenter: Susan Mariano-Lapidus, Mercy College, USA

Room Buchanan B218 L 8.3

Cross-Cultural Models of Collaboration: Perspectives from the Field

As a global community it is imperative that we provide cross-cultural opportunities for future educators. This presentation provides models of collaboration involving Namibia, Thailand, and India, and the United States. Lessons learned and suggestions for future exchanges will be offered, forms and materials provided with time allotted for audience participation.

Presenters: Patty Caro, University of Wisconsin-Stevens Point, USA; Ellen Browning, Edgewood College, USA

Room Buchanan D213 L 8.6

Collaboration for Inclusion: Why it Can Be Difficult, and How to Make It Easier

This presentation will provide timely and useful strategies and tools for educators working in a collaborative environment. This promotes the inclusion of students with disabilities, academic deficits, and social, emotional and behavioral problems.

Presenter: Rick Freeze, University of Manitoba, Canada

**Tuesday, July 9, 2013
Concurrent Sessions 8
Practice Partnerships and Families
4:00 - 4:30 p.m.**

Room Buchanan D221 L 8.7

Using the Q-Sort Process to Assess Needs of Parents of Children with Disabilities

The focus for this session is the q-sort process as a way to examine the needs of families of children with disabilities. The session will contain steps to develop and to administer a q-sort to identify needs. Participants will be provided an example to guide the process.

Presenter: Aaron R. Deris, Minnesota State University, USA

Room Buchanan D207 L 8.8

Bilingual Special Education Services Within a Dual Language Program: Questions and Considerations

Dual Language programs can be a natural bridge to inclusive services for culturally and linguistically diverse (CLD) students with both limited English proficiency (LEP) and individual education plans (IEP). The presentation will provide an overview of current research, discussion of myths and misconceptions, and specific case study examples.

Presenter: Paula Hougan, Woodstock District, USA

Room Buchanan D205 L 8.9

Empowering the Marginalized: Work of Sankalp Society-India

Many children, especially young girls in India are denied the opportunity to receive equitable education, mainly due to work and domestic compulsions. This results in many children being either never enrolled or school drop-outs. In an endeavor to reach out to the poorest of the poor, Sankalp Society for Promoting Inclusive Education, a non-government and non-profit organization has constructed girls toilets in 2 schools in Ghaziabad district of India mainly to increase enrollment and retention of the girl child.

Presenters: Dr. Anupriya Chadha, Chief Consultant-Inclusive Education, Founder, Sankalp Society, India

Room Buchanan B307 L 8.10

Collaborative Approach and Inclusion to Rehabilitation Services in Federal College of Education, Nigeria

The adequate rehabilitation program is tailored to individual needs. It calls for teamwork of physical, occupational, and speech therapists, plus psychologists, counselors, and family members. This paper analyzed the curriculum of the Department of Rehabilitation Education of the Federal College of Education in Oyo where many clients have been restored through collaborative practices.

Presenter: Kanyin Giwa, Federal College of Education, Nigeria

Room Buchanan B306 L 8.11

Challenges of Providing Special Education Services for Children with Visual Impairments in Nigeria

The quality and quantity of special education services for learners with visual impairment in Nigeria leaves much to be desired. Efforts of the government in this regard have not yielded appreciable improvement. This paper reviews the progress made so far and the challenges involved in the venture and makes suggestions.

Presenter: Clara Kikelomo Adeyemi, Federal College of Education Oyo, Nigeria

Room Buchanan B304 L 8.12

Using a Response-to-Intervention Framework to Manage Challenging Behaviors

Recently, the concept of Response-to-Intervention (RTI) has permeated the special education literature. RTI has immense potential as a classroom management tool. Using a three-tier RTI model of instructional support, a step-by-step process for analyzing how behavior is supported and specific strategies for addressing challenging behaviors at each tier is discussed.

Presenter: Monica R. Brown, New Mexico State University, USA

Room Buchanan D222 L 8.14

Low-Tech Assistive Technology to Increase Participation in Classroom Routines

This presentation will discuss the use of low tech assistive technology tools to increase the participation of young children with disabilities in classroom routines. Options will be examined for using a variety of low-tech tools to that help provide access to the curriculum in both inclusive and specialized settings.

Presenters: Lisa Simpson, University of San Francisco, USA; Kevin Oh, University of San Francisco, USA



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Gala Dinner

TUESDAY, JULY 9, 2013

DOWNTOWN HYATT REGENCY VANCOUVER
(BUS TRANSPORTATION PROVIDED FROM UBC CAMPUS)

PRESIDING: PAULA LEITZ, IASE PRESIDENT

INTERFACE WITH NEW FRIENDS FROM AROUND THE WORLD
6:30 PM - 7:30 PM MEET AND GREET, CASH BAR
REVIEW AUCTION ITEMS



You are invited to wear the
traditional dress of your country

Your Gala Dinner ticket is
included in your registration



Entertainment by:
Theatre Terrific

Wednesday, July 10, 2013
Concurrent Sessions 9
8:00 - 8:30 a.m.

**Comparative Education, Policy, Practices,
and Research**

Room Buchanan B209 **L 9.1**

Interpersonal Communication and Social Anxiety of Tribal Adolescents-Life Skill Approach

Interpersonal communications have specific effects on social anxiety, particularly for out-group interactions. One hundred and eighty tribal adolescents (KISS School) were tested. Significant findings and future implications will be discussed.

Presenter: Santa Misra, Sri Sathya Sai College for Women, India

Room Buchanan D204 **L 9.2**

Management of Facilities in an Inclusive Setting for Learners with Special Needs in Nigeria

This research focuses on the need for effective management of learning facilities for learners with special needs in order to bring these learners to the level expected of them. Recommendations are made that there should be regular inspection and maximum utilization of available learning facilities to these learners.

Presenter: Theo Ajobiwe, Federal College of Education, India

Room Buchanan D201 **L 9.3**

A Study about the Use of Assistive Technology in Brazilian Schools

A new Special Education policy focusing on inclusive education enacted by the Brazilian government started in 2008. The policy established a new support service through Multifunctional Resources Rooms. Are teachers prepared to deal with Assistive Technology? To answer these questions, 800 questionnaires were applied in several regions of Brazil, and the results will be discussed.

Presenter: Eduardo Jose Manzini, Universidade Estadual Paulista, Brazil

Room Buchanan B309 **L 9.4**

Is There A Perception Gap? Inclusive Education versus Special Education in Malawi

Our research proposal was to evaluate the present education for pupils with disabilities in Malawi. The method to understand inclusive education was conducted through questionnaires for parents and teachers. The perceptions of parents and teachers will be discussed.

Presenter: Jun Kawaguchi, Waseda University, Japan



**Comparative Education, Policy, Practices,
and Research**

Room Buchanan B303 **L 9.5**

Disproportionality in Special Education in Europe: A Comparative Study

Considerable attention has been paid to this phenomenon in the U.S., where the principal concern has been with the over-representation in special education of African American and Latina/o children. Much less attention has been paid in European countries. In this context, this paper reports a study which aims to: produce a narrative synthesis of the evidence on disproportionality in Europe, develop theoretical explanations for disproportionality, and compare these explanations with those that have been produced in the US.

Presenter: Girma Berhanu, University of Gothenburg, Sweden

Room Buchanan B211 **L 9.6**

Bruneian Employers Perception towards Pre-Vocational Students During Industrial Attachment and Employment

The study hopes to shed some light on issues that need to be addressed in order to improve Pre-vocational Programmes and other related training courses catering for students with special needs. This session will share valuable insights on skills that need to be emphasized, type of information required and support systems for students with special needs.

Presenter: Andree Asmara Bin Haji Abidin, Ministry of Education, Brunei, Darussalam, Brunei

Room Buchanan D316 **L 9.7**

Three Steps to Success: Effective Teaching of Expository Text to ALL Learners

This workshop is grounded in current research on effective instructional strategies of non-fiction text for ALL learners to include students with exceptional learning needs and emerging bilinguals. Participants will have an opportunity to link modeled strategies to their own teaching practices. Varied technologies (e.g. apps, electronic texts) will be shared.

Presenters: Gail Cahill, Lesley University, USA; Barbara Govendo, Lesley University, USA

Room Buchanan B218 **L 9.8**

How Inclusion Practices Vary Across U.S. Regions

Inclusion has many faces. The goal of this presentation is to demonstrate what my research found educators, who work in public schools in the U.S. and its territories; state is needed to support inclusion and what the obstacles are. Data were gathered across the country and compiled into meaningful information.

Presenter: Faith Andreasen, North Central University, USA

Wednesday, July 10, 2013
Concurrent Session 9
Practice, Partnerships, and Advocacy
8:00 - 8:30 a.m.

Room Buchanan B208

L 9.9

Transitioning Para Educators to Special Education Teachers: Successes and Challenges

Paraeducators have long been considered excellent candidates for hard to fill teaching positions. The presenter shares her experiences in directing grant funded projects that transition paraeducators to special education teachers through traditional and alternative licensure programs. Successful recruitment, preparation and retention of paraeducators in teaching positions will be discussed.

Presenter: Ritu Chopra, University of Colorado, USA

Room Buchanan B215

L 9.10

The Blueprint: Reconceptualizing Teacher Preparation Programs Via Media Literacy Integration

Students with and without high incident disabilities are growing up in an era of media saturation which has become a globalized pandemic. This presentation introduces a blueprint to empower K-to-Postsecondary educators to become hyper-vigilant by providing a media literacy integration strategy that can be embedded across the curriculum.

Presenter: Michael Fitzpatrick, Morningside College, USA

Room Buchanan B210

L 9.11

Representations of Inclusion: Textbook Knowledge and Teacher Learning

Although several studies have examined teachers' beliefs regarding inclusion, there has been little focus on how course readings impact their views on the topic. Using critical discourse analysis, examination was conducted representing inclusion across seven special education textbooks. Findings along with implications for teachers and teacher education programs will be discussed.

Presenter: Kathy-Anne Jordan, Mercy College, USA

Room Buchanan D222

L 9.12

Literacy through Movement and Teacher and Student Perceptions of the Effectiveness of Co-teaching Models: A Comparison

This presentation will provide the audience with student and teacher perceptions of the effectiveness of the five co-teaching models in the inclusion classroom. This study determined the preferences of students and teachers regarding the five models and the perceived effectiveness of each model using descriptive statistics and survey rubrics.

Presenter: Randa G Burks-Keeley, Mexico State University, USA

Room Buchanan D218

L 9.13

GLOBILE: Going Global using Mobile Devices: Text Tutoring International Elementary Students

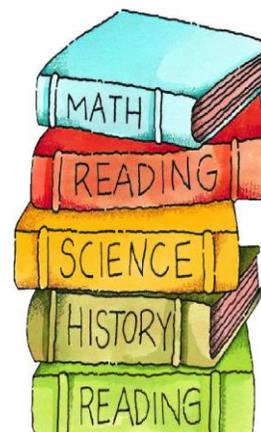
This project explores the effectiveness of undergraduate general and special education teacher candidates from the United States using a mobile device with SMS to assist elementary Germany and Ghana pupil learning in the spring of 2013. This presentation provides the results and information on how to implement text tutoring internationally.

Presenter: Denise Skarbek, Saint Leo University, USA



Mission of IASE

- To promote professional exchange among special educators all over the world.
- To develop special education as a discipline and profession.
- To encourage international cooperation and collaborative international research.
- To promote continuing education of its members by organizing conferences in different countries around the world.
- To foster international communication in special education through the Journal of the International Association of Special Education.



Wednesday, July 10, 2013
Concurrent Sessions 10
Comparative Education Models, Practices and Research
8:45 - 9:30 a.m.

**Volunteer Service Project
 Featured Presentation**



Room Buchanan B315

L 10.1

Creating an All-Inclusive Classroom in Tanzania: Including the Community in the Process

A large percentage of students in classes in Tanzania are not identified if they have learning problems. One little boy I found who was sobbing outside his classroom has changed my life...and now I am changing the lives of more little boys and girls who have been excluded. This session will highlight the steps of setting up an all-inclusive classroom.

Presenter: Swaleha Mohamedali, Jaffery Academy, Tanzania

Room Buchanan D204

L 10.2

Inclusion of Students with Intellectual Disabilities in Saudi Arabia

This session will overview and analyze the Saudi Arabian's experience toward the inclusion of students with intellectual disabilities in regular schools. Results from a qualitative data will be shared regarding self-contained classroom programs, IEP misconception and related regulation.

Presenter: Ghaleb Alnadi, Salman Bin Abdulaziz University, Saudi Arabia

Room Buchanan D201

L 10.3

From Negligence to Awareness of Special Individuals in Afghanistan

Special individuals in Afghanistan are highly neglected, to the extent that they see them as a burden. This session will discuss the need to be aware of the rights of special individuals and the importance they play part of society.

Presenter: Ajruddin Nabizada, teacher, Afghanistan

Room Buchanan B309

L 10.4

Visual-Spatial Stimulation and the Emergent Readers at Risk for Specific Learning Disability in Reading

The study compared word recognition for words written in traditional flat font to the same words written in three-dimensional appearing font designed to create right hemispheric stimulation. Results and future implications will be discussed.

Presenter: Victoria Zascavage, Xavier University, USA;
 Ginger McKenzie, Xavier University, USA



Room Buchanan B209

L 10.5

Inclusive Preschool Education: What Classroom Teachers Need To Make It Work

Presenters will summarize the research relating to effective preschool inclusion and relate findings to the model inclusion program at Rivendell Preschool. The supports in place for classroom teachers, stakeholders on the front lines of inclusion, will be highlighted including team building and collaboration with specialists, curriculum development and responsive supervision.

Presenters: Rosalie Woodside, Ex. Director Rivendell School, USA; Katy Hill, Rivendell School, USA

Room Buchanan B303

L 10.6

Factors that Support Successful Post-Secondary Education Transition for Adolescents Diagnosed with Autism and Other Co-Morbid Disorders

An analysis of preliminary results of a doctoral research project evaluating and addressing the factors that support post-secondary education transition for adolescents diagnosed with autism and other challenging conditions. The presentation further provides an analysis of the inclusion philosophy beyond secondary education and suggests evidenced factors that equip young adults with autism to successfully navigate the world of employment and independent living.

Presenter: Ambumulire Phiri, University of Missouri, USA

Room Buchanan B215

LW 10.7

Social Communication for Individuals with Down Syndrome

This workshop will outline characteristics that commonly occur in individuals with Down Syndrome and affect their social communication. The workshop will also provide strategies to encourage social communication in peer-to-peer interactions in and out of the classroom.

Presenter: Jill Peterson, Down Syndrome Research Foundation, Canada

Room Buchanan B316

L 10.8

Educating Individuals with Autism Using Daily Life Therapy

This session will presenting an alternative, non-medication approach to the education of individuals with autism. We will further discuss the value of physical activity and exercise in relation to a student's education and health, using group dynamics as a teaching tool, establishing expanding productive routines, managing groups through the use of basic postures, and the importance of special subjects and large-scale events.

Presenters: Leanne McAllister, Boston Higashi School, USA;
 John McAllister, Boston Higashi School, USA

Wednesday, July 10, 2013
Concurrent Sessions 10
Comparative Education Models, Practices and Research
8:45 - 9:30 a.m.

Room Buchanan B211

L10.9

Diagnostic Assessments to Support Mathematics Achievement

In this presentation, we describe the development and validation of an algebra-readiness diagnostic assessment system for struggling students in grades 5-8. The assessment system is designed to identify why students are struggling to provide teachers with information for making instructional decisions. We share results from cognitive interviews and feasibility testing.

Presenter: Leanne Ketterlin Geller, Southern Methodist University, USA

Room Buchanan B210

L 10.10

Progress Monitoring for Students with Significant Cognitive Disabilities (SCD)

The goal of the proposed panel presentation is to introduce research on progress monitoring for students with SCD. This was conducted under the Research Institute on Progress Monitoring (RIPM) at the University of Minnesota. We hope to start a dialogue at the international level about potential solutions to assess the performance and progress of this student population. The objective is to enhance the quality of instruction and to maximize learning in the academic content areas.

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

Room Buchanan D218

L 10.11

The Future of Student Instruction: Mixed-Reality and Innovative Technology for Teachers

Innovative technology can help students with disabilities learn hard skills (content), soft skills (social competence), and practical skills (e.g. finding employment). Presenters will share research on mixed-reality and other technologies in the classroom. Participants will leave this session with practical strategies for today's classroom and ideas for teaching tomorrow's students.

Presenter: Don McMahon, University of Tennessee, USA

Room Buchanan B208

L 10.12

Social Support for Families with a Child with Special Needs: Global Perspectives

This session will discuss using the eco-map to evaluate the level of social support for families with children with disability, and report a study using the tool collected from five countries. This presentation demonstrates the advantages of using the eco-map for researchers and practitioners in early childhood within international contexts.

Presenter: Insoon Han, University of Minnesota, USA

Room Buchanan D222

L 10.13

Research on Adults with Learning Disabilities: Implications for Practice and Services

Research on adults with LD will be presented. Target outcomes in areas of functioning, varied and complex, will be discussed to live a quality adult life. Participants will be provided with a link between school and beyond-school and challenges that are adult-specific. Moreover, various strategies will be showcased.

Presenter: Paul Gerber, Virginia Commonwealth University, USA

Room Buchanan B213

L 10.14

Improving the Quality of Field Experience for ALL Students

This session will address effective ways to increase student teachers ability to differentiate instruction in their field placements, while working within the structure of their host classrooms. Specifically, we will report on our ongoing attempts at providing our student teachers with differentiating instruction skills, and addressing ways to solidify/create flexible opportunities for student teachers themselves in accommodating their own differences during field experiences.

Presenter: Shamani Shikwambi, Macon State College, USA

IASE National Chairs 2013

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Bronwen Hewitt UK

Yousaf Masih PAKISTAN

Swaleha Mohamedali TANZANIA



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Wednesday, July 10, 2013
Concurrent Sessions 11
Policy, Professional Development and Advocacy
9:45 - 10:45 a.m.

Room Buchanan B218

L 11.1

The Impact of Education Reform on Special Education Inclusion Policy in Qatar

Special education policy development in Qatar in a period of rapid development and education reform will be explored. The impact on services for students with special needs, recommendations for continuing development of policies, and the efforts to prepare professionals to work with individuals with disabilities will be presented.

Presenters: Brenda Lazarus, Florida Gulf Coast University, USA

Room Buchanan B209

L 11.2

Increasing Pre-Service Teachers' Commitment to More Inclusive Classrooms

Despite decades of movement towards inclusion in both the US and Ireland, more intentional development of positive attitudes and commitments among pre-service teachers is needed. The focus of this presentation is to examine efforts within American and Irish teacher education programs to foster such attitudes and commitments in elementary/primary teachers.

Presenter: Laura Daily, Northwestern College, USA

Room Buchanan D218

L 11.3

Serving as a Bridge for Young Adults with Special Needs in Hong Kong

Young adults with special needs in Hong Kong are facing difficulties in realizing their post-secondary dreams of being successfully included and able to participate and achieve as an independent and contributing member in the Hong Kong society. In order to accomplish this major goal at this critical stage of life, there is an urgent need for corresponding supporting "bridge" for smooth transition. The Rock Foundation began from a special parent's initiative at home, inviting 2 young adults with a disabling condition for practical training and coaching—they were eventually successfully integrated into the local community. This session will discuss how it all began.

Presenters: Hazel Delfina Chang, The Rock Foundation, Hong Kong; Wing Mui, The Rock Foundation, Hong Kong

Room Buchanan D209

L 11.4

Acceptability, Readiness and Pedagogical Knowledge of Teachers for Inclusive Secondary Education in Nigeria

The effectiveness of inclusive approach in educating persons with special needs is well known and documented. The dark spot however, is the level of acceptability of this approach by all stakeholders of secondary education, readiness of curriculum implementers, and pedagogical skills necessary to make it work hence, this study.

Presenters: Grace Chinenye Nweke, University of Ibadan, Nigeria; Bibiana Ifeoma Okoli, University of Ibadan, Nigeria

Room Buchanan B316

(Two 30 min. presentations)

P11.5

A Comparative Study of Self-Concept of Male and Female Students with Hearing Impairment

This study will provide awareness in parents, teacher and community and hearing impaired persons about the importance of positive self-concept for a successful and happy life. Self-concept of male and female students with hearing impairment was measured through such domains as; their self-image, self-confidence, social interaction, job success, and family life.

Presenter: Shahida Sajjad, University of Karachi, Pakistan

Nasality in Cochlear Implantees' Speech – a Comparison with Hearing Aid Users and Controls

Children with congenital hearing loss will have their speech and language affected. The aim of our study was to find how superior is the speech of the cochlear implantees in terms of nasality compared to hearing aid users and also to match it with normal hearing peers. The analysis was done using a computer based system of Nasal view developed by Tiger Electronics Inc. Understanding the difference in cochlear implantees compared to normal will provide information for therapy planning as well as clues for better coding strategies to be developed in future.

Presenters: Swapna Sebastian, Christina Medical College, India; Anto Suresh Benadict, Christina Medical College, India

Room Buchanan B215

(Two 30 min. presentations)

P 11.6

Evaluation of Push-In Therapy in a Collaborative Preschool for Children with Special Needs

This presentation reports on the results of a study which examined the perspectives of special education teachers and speech language pathologists regarding use of a of criteria to determine the provision of speech therapy in a push-in or integrated manner at an inclusionary early childhood program. This study will discuss the use of criteria to determine how speech therapy should be provided to a student.

Presenter: Stephen Hernandez, Hofstra University, USA

Breaking New Ground in Ireland: Training Practitioners in Early Years Inclusive Practice

This paper examines the impact of training on inclusive practice within Early Childhood settings. Using an innovative blended model of delivery incorporating a significant on-line component, this is the first accredited training programme in Ireland which focuses on the care and education of young children with Special Needs (0-6 years). Hence, this is the first study to specifically explore the impact of a targeted accredited training programme upon attitudes towards inclusion and the development of inclusive practice in Early Childhood settings in the Irish context. This study generated empirical evidence in relation to inclusion in an Irish ECCE context. In particular, the format, content and model of delivery of this training programme will be examined.

Presenter: Mary Moloney, Mary Immaculate College University of Limerick, Ireland

Room Buchanan B215

P 11.7

The Face of Co-teaching in Ohio

In Ohio a study was completed in 2010 by surveying all teacher-education programs in Ohio regarding their knowledge, practice and intentions to use co-teaching at the higher education level. Since that time, research into the deliberate teaching of 'collaboration' in higher education has been studied, and found to be not a deliberate exercise. Therefore, education candidates leave programs without knowing how to collaborate with colleagues.

Presenters: Martha Michael, Capital University, USA; Kimberly Miller, Ohio Dominican University, USA

Room Buchanan B213

P11.8

(Two 30 min. presentations)

To Behave or Not to Behave: Proactive Support for Students with Behavioural Challenges

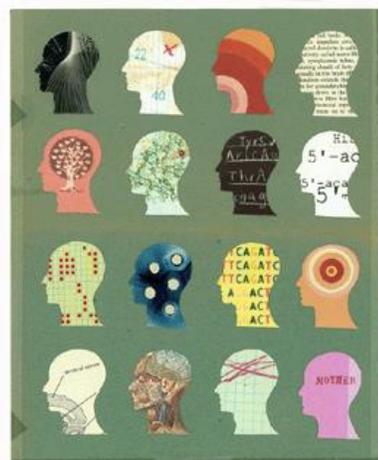
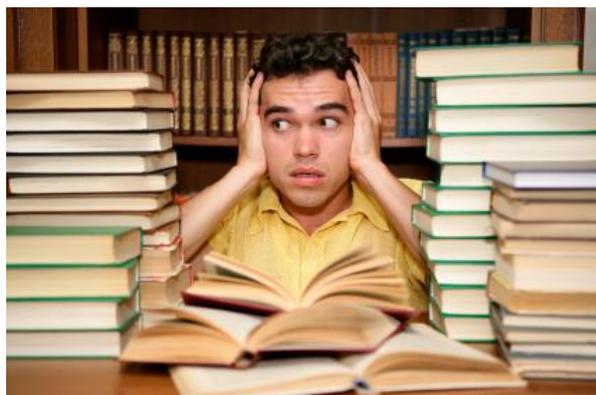
This session will provide educators with the skill set and training required to begin working successfully with students displaying behavioural challenges. Educators will be guided on a journey of self-reflection and skills development that will demonstrate your personal teaching style, provide a teaching framework, illustrate the importance of defusing and preventing challenging behaviours and foster sensitivity and empathy towards students who throw chairs, hurdle spit wads and drop "F" bombs.

Presenter: Myka Breymann, Banff Community High, Canada
 Co-presenter: Darci Fulton

Using Stress Management Techniques to Support Inclusionary Education for Students with Emotional and Behavioral Disorders

Successful school experiences require social-emotional development. Students with emotional and behavioral disturbance are lacking in this domain. Problems may result from students' inability to manage and cope with stress. This presentation will highlight how students with emotional and behavioral disorders are impacted by stress. Management techniques will be presented.

Presenter: James T. Jackson, Howard University, USA



Room Buchanan B309

L 11.9

Capitalizing on Connectors: Paraeducator Supervision Training Infused in Teacher Preparation

Paraeducators are typically employed to deliver an array of special education services, yet have little formal preparation for their duties. Additionally, they work with teachers who are unprepared to supervise them. The presenters will describe research-based paraeducator supervision content and how the content can be infused in teacher preparation programs.

Presenter: Ritu Chopra, University of Colorado, USA
 Co-presenter: Caron Westland, University of Colorado, USA

Room Buchanan B208

L 11.10

Improving Our Practice: An Empowerment Approach to School Consultation

This session will describe changes in practice that occurred in a provincial agency that provides consultation to schools that support students with Autism. The process of change, and contrasts between previous and current practice will be outlined and connected with the literature on effective consultation, empowerment, and systems change.

Presenters: Georgina Robinson, Provincial Outreach Program for Autism and Related Disorders, Canada; Patricia Moret, Canada

Room Buchanan B211

L 11.11

Improving the Note-taking Skills of Students with LD Through Strategic Note-taking

This session will discuss how strategic note-taking (SN) has improved the note-taking skills and achievement of students with learning disabilities (LD). Highlights include: note-taking problems encountered by secondary students with LD in inclusive content-area classes, how teachers can assist students with note-taking, and three research studies on SN including results of a three-year IES grant.

Presenter: Joseph Boyle, Temple University, USA

Room Buchanan B303

L 11.13

Supervising Paraeducators in Educational Settings: What Teachers Need to Know

This workshop is designed to examine the issues, roles, and responsibilities of teachers and administrators who direct, manage, and supervise the work of paraeducators. The presentation will provide practical information and activities to enhance the knowledge and skills of teachers and administrators in effectively supervising paraeducators in various educational settings.

Presenter: Kent Gerlach, Pacific Lutheran University, USA

Room Buchanan D222

L 11.14

The Benefits of Magic Tricks/Arts Integration and Autism

Hocus Focus is a groundbreaking approach to instruction that integrates simple magic tricks into the learning process. Research has demonstrated that this teaching method may help all students, including those with learning challenges, develop important 21st century skills needed for success – self-confidence, problem solving, critical thinking, creativity, innovation, and social skills. This is a student-centered approach that focuses on experiential learning with activities that are motivational, promote positive self-expression, and reinforce key skills needed for student success. What Hocus Focus brings to education is nothing short of magical!

Presenter: Kevin Spencer, Hocus Focus, USA



**ROUND TABLE SESSION 5
9:45 - 10:45 am**

Woodward (IRC- upper level lobby)

RT5.1

International Perspective in Special Education- From The Student Perspective

Students currently enrolled in a graduate course entitled "International Perspectives in Special Education" discuss their course projects. These projects include library research on international special education, interviews with conference presenters, and preliminary proposals (ideas) for international service learning projects. Students are attending the conference as part of a study-abroad program.

Moderator: Donna Campbell, Webster University, USA
Presenters: Jonathan Boedges, Anne Denman, Christine Eichorn, Jennifer Ferguson, Tabatha Hoffmeyer; Amy Tritt, Shayma Qahwaji, Megan Willett all from Webster University, USA

Woodward (IRC- upper level lobby)

RT5.2

Supporting Sociodramatic Play in Preschools to Improve Literacy Skills of English Language Learners

The presentation will share research-based strategies to support literacy skills for English language learners during sociodramatic play. Specific environmental adaptations and adult interventions that teachers can use in their preschool classroom to facilitate play that encourages literacy skills are delineated.

Presenter: Rashida Banerjee, University of Northern Colorado, USA

Round Table Session 5



Woodward (IRC- upper level lobby)

RT5.3

Inclusive Early Childhood Education in Nigeria: The Journey so Far

The merits of inclusive education cannot be over emphasized. The Federal Government of Nigeria even suggested this in the National Policy on Education. The implementation of this policy however, in early years education, calls for investigation for there has been a long silence about inclusive preschool and primary schools.

Presenter: Ishola Akindele Salami, University of Ibadan, Nigeria

Featured Round Table Session



Woodward (IRC- upper level lobby)

RT5.4

Vietnam and SE Asian Stories and Highlights about our IASE Volunteer Service Projects

Come and learn about our new sites in Vietnam and other possible sites in this area. If you have an interest in helping others in this part of the world with your expertise in special education by sharing techniques and methods, then this session is for you. Our volunteers and site-based personnel will be ready to answer your questions and inquiries.

Moderated by: Mary Gale Budzisz and Marg Csapo.
Participants: Le Thi Bao Chau, Iris Drower, Vo Thi My Dung, Phan Thieu Xuan Giang, Le Thi Minh Ha, Virginia MacEntee,

Woodward (IRC- upper level lobby)

RT5.5

Strategies from the Field -Differentiate Instruction to Support Diverse Learning Needs

Differentiated Instruction is an approach that can support a wide range of learning needs. This session will highlight resources and strategies, as well as having participants be actively engaged in dialogue to uncover promising, research-based practices.

Presenter: Joni Turville, Executive Staff Officer, Professional Development, Alberta Teachers' Association



Wednesday, July 10, 2013
Concurrent Sessions 12
Policy, Professional Development and Advocacy
11:00 a.m. - 12:00 p.m.

Room Buchanan B209

L12.1

Professional Development in Classroom Behavior Management: Views of Teachers from India

Teachers from India were surveyed regarding their attitudes about professional development activities for implementing classroom behavior management strategies. Findings about the type and usefulness of professional development activities will be shared, as well as barriers and recommendations.

Presenter: Sarup Mathur, Arizona State University, USA

Room Buchanan D204

L 12.2

Systematic Change: Creating Model School Sites for Students with Significant Support Needs

This session presents the third year results of a 5-year state project to improve inclusive services for students with severe disabilities using a Quality Indicators (QI) rubric of evidence-based practices. Presenters will discuss the application process, Quality Indicators assessment process, and development of improvement goals, followed by project results.

Presenter: Diane Carroll, Metropolitan State University of Denver, USA

Room Buchanan B303

L 12.3

Paraprofessionals' Perceptions of Efficacy when Facilitating the Use of Assistive Technology and What This Means for the Classroom

This presentation will describe recent research undertaken in Western Australia in regards to paraprofessionals' understanding and application of assistive technology. The research specifically focused on the paraprofessionals' perceptions of confidence and competence efficacy when using, or facilitating the use of assistive technologies with students with disabilities. Implications for the classroom will be discussed.

Presenter: Dianne Chambers, University of Notre Dame, Australia

Room Buchanan B218

L 12.4

Evidence-Based Practices in Autism: Research to Practice

This session presents an overview of the Great Circles Practice Guide for Autism. Based on a comparison of evidence based practices recommended by the National Professional Development Center (NPDC) and the National Standards Project (NSP) the guide describes and evaluates specific evidence-based practices implemented at a not-for-profit treatment center for children.

Presenter: Peppy Howard-Willms, VP/Chief Program Officer Great Circle, USA



Room Buchanan B316

L 12.5

The Journal of the International Association of Special Education

The purpose of this presentation is to provide information to prospective authors about the Journal of the International Association of Special Education. The presenters will explain the mission of the journal and describe the publication process as well as the types of manuscripts that are typically accepted for publication.

Presenters: Morgan Chitiyo, Duquesne University, USA; Greg Prater, Northern Arizona University, USA

Room Buchanan D218

L 12.6

Integrating Special Education and Elementary Education in a Teacher Preparation Program

Presenters will share results from a longitudinal study of an integrated program for preparing teachers, which combines general and special education curriculum. This presentation includes the conceptual framework of the model, major components of the five-semester program, and 2 years of data on three cohorts of students and cooperating teachers.

Presenters: Gerry Nierengarten, University of Minnesota, USA; Insoon Han, University of Minnesota, USA; Lynn Brice, University of Minnesota, USA

Room Buchanan B309

L 12.7

Effects of Early Professional Development Experiences on Pre Service Special Education Teachers

The rate of early, unsuccessful teaching experiences in special education has been well documented in the literature. Yet few research studies in special education focus on pre service mentoring by college faculty at the undergraduate level within teacher preparation programs. This mixed methodological study carry out a series of authentic, situational professional learning experiences for undergraduate students enrolled in a special education teacher education program over the course of 2 years.

Presenters: Teshami Reid, Georgia Gwinnett College, USA; SuzAnne Moore, Georgia Gwinnett College, USA; Jevondolyn Redmond, Georgia Gwinnett College, USA

Room Buchanan D201

L 12.8

Infusing Co-teaching into the General Education Field Experience

This presentation discusses infusing co-teaching into the field experience of secondary general education candidates with no previous preparation in inclusion. The study found that candidates were able to (1) engage in a discussion of co-teaching despite their limited background; (2) to reframe discussions to benefit even candidates observing negative models.

Presenters: Audrey Fisch, New Jersey University, USA; Deborah Bennett, New Jersey University, USA

Wednesday, July 10, 2013
Panel Presentations
11:00 a.m. -12:00 p.m.

Room Buchanan D222

P 12.9

The biggest School of Families in the world in Centro Ann Sullivan del Peru

This presentation will go into more depth about how a school can get families more involved in the education and development of their children and young adults with special needs. Further this session will give more ideas about the family and home environment process that has made this CASP such a success.

Presenter: Lilliana Mayo, Founder & Director of CASP, Peru

Room Buchanan D222

P 12.10

Meeting District and State Needs for Early Childhood Special Education Teachers

Arizona State University recently created a dual certification teaching preparation program to meet the high demands for Early Childhood Special Education teachers for inclusive preschools. Creative planning, faculty buy-in, and a senior year residency model, iTeachAZ, met state requirements for internship and student teaching while maintaining rigor across both fields.

Presenters: Cory Hansen, Arizona State University, USA; Martha Cocchiarella, Arizona State University, USA; Pamela Harris, Arizona State University, USA

Buchanan B208

P 12.11

(Two 30 min. presentations)

Evaluation of Innovative Specialist Teacher Education in New Zealand

This session will discuss an evaluation study of an innovative specialist teacher education program for teachers of children with special educational needs. The program employs a competency-base, inquiry-learning, inter-professional, community of practice model with a blend of distance and face to face delivery that provides training for all specialist teachers throughout New Zealand.

Presenter: Gary Hornby, University of Canterbury, New Zealand

Special Education Teachers: An Investigation of the Relationships

We studied the "identifiable constitution process" of teachers that work in the field of special education. We then identified the personal, academic and professional attributes of these teachers. The methods, results and process for this study will be discussed.

Presenter: Edith Marcondes, Federal University of Roraima, Brazil



Room Buchanan B210

P 12.12

(Two 30 min. presentations)

Building Inclusion from the Ground Up: School Re-culturing for Sustaining Inclusive Change

Whole school re-culturing programmes can assist in the creation of more inclusive value orientated schools. For the first time, programmes developed throughout the world are reviewed. Their experiences illustrate how to build inclusion through involving all the members of the school community, parents, families, students, teachers to achieve sustainable change.

Presenter: Chris McMaster, University of Canterbury, New Zealand

Voices from the Field: Changing the Face of Special Education

Children with disabilities, their parents, teachers, administrators, advocates, and attorneys, all have a key role to play in the micropolitics of special education. The micropolitics will be seen through the eyes and experiences of these key people and a new model to help transform special education will be discussed.

Presenters: Carol Strax, Dominican College, USA; Marshall Strax, Dominican College, USA

Buchanan B215

P 12.13

(Two 30 min. presentations)

Balanced Instruction to Support Reading Comprehension

This session will focus on the creation of a balanced reading instruction through the five major elements of instruction. Participants will leave with specific techniques and skills that will enable them to set up all or part of the elements of a balanced reading system within their classrooms. The above workshop will discuss the best practices in terms of reading instruction and development of readers within a classroom environment.

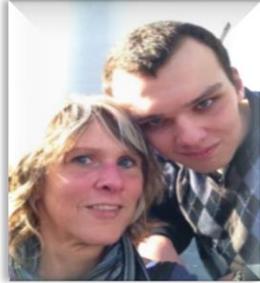
Presenter: Judy Hanssen, Pacific Lutheran University, USA

Does Language Matter? Comparing Instrumentation to Measure Teachers' Attitudes Towards all Students

Inclusion is not something that is new, early attitude measures about students with disabilities included a study of how language impacted the scores on the instruments. Factor analyses were used to investigate variation in instruments. Our data suggest that the qualifier "mild to moderate" on an attitudinal measure impacts responses.

Presenters: Jess Gregory, Southern Connecticut State University, USA; Lori A Noto, Southern Connecticut State University, USA

Wednesday, July 10, 2013
Closing Ceremony-
Panel Presentations
Woodward (IRC)
1:15 - 3:30 p.m.



"I am gripped in the generosity of Evan's indomitable spirit. Our journey has saved my life and given me the strength to face every challenge with possibility and grace."

Nadine Bakas-Howarth

from Nelson, a small city in the Selkirk Mountains in the Southern Interior of British Columbia, will present "The Indomitable Spirit - a journey of courage and hope." She is a single parent of 19-year old twins, **Evan** and Hannah. For the past 15 years, Nadine has been a strong advocate for her son Evan who was diagnosed with autism at the age of four. Nadine balances her work as a florist and martial art school administrator along with her hobbies that include skiing, cycling, and kayaking. Nadine's son Evan has just earned his 2nd degree black belt in Tae Kwon Do. He trains with his twin sister Hannah at a local school associated with the United States Chung Do Kwan Association. This session will highlight a demonstration of their martial skills.

In 2011, Evan was nominated and received a BC Council for Exceptional Children (CEC) Yes I Can! Award. Impressed with his achievements, the BC CEC nominated Evan for the International CEC Yes I Can! Award. In April 2012, Evan received an International Council for Exceptional Children Yes I Can! Award in Denver, Colorado, for his accomplishments in athletics. He graduated from high school in June 2012 and currently attends the transitional training program at his local college. Evan balances school with five paying jobs and works a total of 17 hours per week.



According to Mary Jane, "These competitions signify that despite differences among people, we all inhabit the same earth and we all are exposed to the specific challenges of our lives. If we are to preserve our world, we need to seek common ground to either reconcile or accept our differences."

Mary Jane Trunzo, from Phoenix, Arizona, USA, a Certified Speech-Language Pathologist, Clinical Director of the Arizona Institute for Communication and Cognitive Disorders, and founder and co-chair of the Phoenix Sister Cities Disabilities Awareness Committee (DAC) will discuss how her career goes ...beyond our borders. She has worked extensively with children and adults with communication disorders, particularly those

with acquired and traumatic brain injuries, for over 32 years. Mary Jane has co-authored a clinical textbook on communication and coping skills and has conducted research in neurogenic communication disorders. She has lectured and provided workshops throughout Arizona and the United States on traumatic brain injury, particularly in the areas of Post-Concussive Disorder and Pediatric Brain Injury. Ms. Trunzo has received numerous awards for her outstanding work on acquired brain injury and was admitted to Valley Leadership's ranks for her leadership role in the community. In addition, under Ms. Trunzo's leadership, DAC has won national disability awards almost yearly for its International Competition for Artists with Disabilities and the International Competition for Writers with Disabilities and other projects that promote disability awareness locally and globally through Phoenix's Sister City connections.



"There were over 80 students finally admitted to Special Education College in University of Changchun, Beijing Union University, Tianjin University of Technology, Xian Art College, University of Zhongzhou, and Changsha Vocational College."

Mr. Chen Feng, was born in Chengdu, Sichuan, China. When Mr. Feng was two years old, because of allergies caused by a streptomycin injection, he became aphasic and deaf. Chen received his degree from the Art of Special Education College at the University of Changchun, Jilin. He was an art teacher at Chengdu special education senior high school and is currently an artistic director of Peak Visual Studio in Chengdu, Sichuan, China.

He has won countless awards and accolades for his work. Some of these includes: First prize of Interior photography, Professional Skills Competition of Disabled in Sichuan Province, 2009; One of Top Ten Disabled Venture Star in Chengdu, 2010; First prize of interior photography, Professional Skills Competition of Disabled in Sichuan Province, 2010; Award of Excellence in interior photography, Professional Skills Competition of Disabled in China, 2011; *FANTASY CITY*, award of Excellence, New Creation Photography Exhibition in Sichuan Province, and edited into Art Collection of Sichuan Photographer Association, 2011; Self-entrepreneurship Award of Disabled in China, 2012; and *SELF-IMPROVEMENT*, first prize, International Artists Competition of Disabled, U.S. 2012. His journey and how he got there will amaze you!

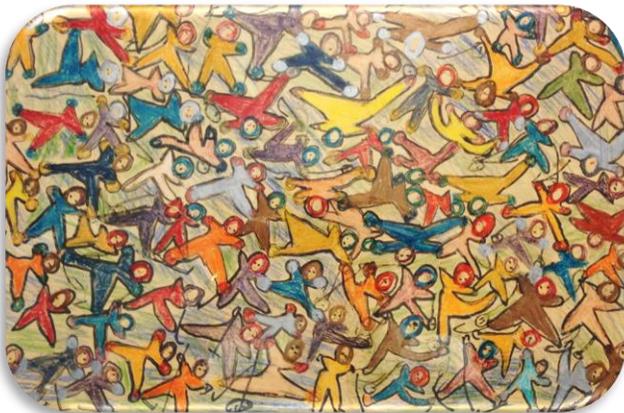


"The journey has been amazing."

Panelist **Dr. Kathy Johnson**, Associate Professor at St. Cloud State University in Minnesota, USA, and **Zhao Chun Li** (known as Angel from Yangshuo, China as featured in this photo) will discuss "From Pity to Compassion: Angel's Story." Angel is a young woman with brittle bone disease and dwarfism. She stands at only 36 inches tall but has goals that shoot for the moon. Angel's dream is to be a voice for individuals with special needs who are not so fortunate in China.

She advocates for individuals who have not received an education, who are deemed unemployable, and who suffer daily from discrimination and hardship.

One of the most challenging days for Angel was a gift in disguise. Angel's dream is to implement a Commitment to Action that would include building a model, bilingual inclusive school, teacher training on inclusion and continued professional development. To support this work, Angel was invited to attend the Clinton Global Initiative Annual Meeting in September of 2012. At the conclusion of this meeting, President Clinton called her to the stage, escorted by her husband. He stated clearly and effectively, "She could have been a victim of circumstance, but now she is the leading advocate for people with disabilities in China." Angel's gifts are her positive attitude, her spirit of resilience, her fluency in English and her self-determination to be a change agent. Listen to her amazing journey and learn how the partnership and friendship that has emerged between Dr. Johnson and Angel is empowering and equipping her to change the world!



Program Closing Highlights and Remarks

Research Awards Presentation,
Morgan Chitiyo, PH.D, IASE, Journal Editor

Film Début- **Bag of tricks: Exploring the Magic of those with Disabilities**,
Kevin Spencer, Hocus Focus

Paula Leitz, Ph.D., IASE President

Marg Csapo, Ph.D., Professor Emerita

Closing Prayer, First Nation

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Thursday, July 11, 2013
Sally Rogrow Memorial Student Poster Session
Neville Scarfe Building; 3rd floor Classroom Block
9:00 -11:00 a.m.

Title: Visually Impaired Students in Mainstream Schools in Nigeria: Accessibility to Science Curriculum
Presenter: Sariat Adelakun, University of Birmingham, UK

Abstract: The study investigates inclusion of visually impaired students in science lessons in mainstream schools in Nigeria. A survey research design was used which illustrated non-involvement of students who are visually impaired in science.
Based on this result the strategy of promoting accessibility to science curriculum by the visually impaired students is discussed.

Title: *Early Intervention for Deaf/Hard of Hearing Children and the Role of the Family*
Presenter: Lauren Adirim, University of British Columbia, Canada

Abstract: Universal Newborn Hearing Screenings to identify children who are Deaf/Hard of Hearing are changing early intervention programs and services. Family involvement during this critical period improves language acquisition. Suggestions for increasing family support in the education process will be presented based on current literature and practices in the field.

Title: The Tendentious Direction of Developing Transition Services to Support Persons with Significant Support Needs to be Successful at Integrated Employment in Thailand
Presenter: Supattra Wongvisate Andrade, University of Northern Colorado, USA

Abstract: The purpose of this study focused on investigating transition services in Thailand that are needed to develop to support for persons with significant support needs in long term outcomes of integrated employment. The study analyzed different perspectives of parents, special education teachers, and employers to look for establishing better transition systems from school-to-work. The results of this study described essential components to build transition services and possible ways to strengthen collaboration between public education and local business within communities. Finally, a model transition program will be presented to develop the right direction of the future educational system in Thailand.

Title: *Self-Advocacy in Learners Who are Deaf or Hard of Hearing*
Presenter: Chiara Berton, University of British Columbia, Canada

Abstract: Prior research indicates that students who are Deaf or hard of hearing often lack adequate self-advocacy skills, which may stem from their limited understanding of their own hearing loss. The purpose of this poster is to explore some current approaches for promoting self-advocacy in this population of students.

Title: *You Are Not Alone: Finding Commonalities in Rural Settings for Deaf and Hard of Hearing Students*
Presenter: Sally Birley, University of British Columbia, Canada

Abstract: Lack of proximity to large centers and a small population in rural Canada creates considerable disadvantages for students with hearing loss. The absence of a deaf community to nurture a sense of belonging and self-concept hinders their self-esteem. This poster describes organized get-togethers so students have an opportunity to form relationships with other students who share their challenges.

Title: *Exploring Listening and Spoken Language in Children Who are Deaf and Hard of Hearing*
Presenter: Robyn Black, University of British Columbia, Canada

Abstract: This presentation will explore the development of listening and speech skills in children with a hearing loss. The distinction between hearing and listening will be addressed, as well as developmental milestones of speech and language. Also, the relationship between speech perception and degree of hearing loss will be outlined, and practical strategies and resources will be presented.

Title: *PLAY TIME: The Importance of Play-based Learning Opportunities in the Development of Social, Emotional, and Cognitive Skills in Elementary School Children.*
Presenter: Tserin Cheesmond, University of British Columbia, Canada

Abstract: The act of play isn't merely for pleasure, it functions to foster creativity and develop the cognitive and social skills needed to thrive in a community. Incorporating play based learning into elementary school settings enhances the students cognitive and academic competence and performance, as well as helps to create a cooperative and prosocial environment that is conducive to learning.

Title: *Creating Community Among Learners in a Rural Setting*
Presenter: Galen Conchie, University of British Columbia, Canada

Abstract: Communities are powerful and important. They give us a sense of belonging, make us feel important, and give us someone to reach out to when we need a helping hand. Discover how to foster these connections even when learners live far apart.

Title: *Implementation of a Mindfulness-Based Education Program: Improving the Social and Emotional Climate of Schools*
Presenter: Jennifer Erickson, University of British Columbia, Canada

Abstract: A practicum to support growing social and emotional needs in two inner-city schools was developed by two MindUP Trainers based upon current research in implementation practices and in promoting systemic school-wide change. The purpose of this poster is to report the practical experience of implementing MindUP school-wide in these schools.



Title: *Autism and Associated Speech Impairments*
Presenter: Justine Gersberg, University of British Columbia, Canada

Abstract: This poster will explore the speech disorders, impairments, and delays most commonly experienced by those with an autism spectrum disorder diagnosis. While impaired communication is a diagnostic criterion for autism, this can manifest itself differently among individuals. Some specific areas of focus will be apraxia, echolalia, difficulties with prosody, and inability to develop verbal language.

Title: *In So Many Words: The Vocabulary Development of Deaf/Hard of Hearing Children*
Presenter: Laura Getson, University of British Columbia, Canada

Abstract: Children with hearing loss often enter school with smaller vocabularies than typically-hearing peers, which can contribute to delayed literacy development and can affect children's ability to access curriculum content. This presentation discusses vocabulary development, links to literacy and academic achievement, and practical strategies to support vocabulary development in the classroom.

Title: *Embarking on Lifelong Learning and a Career Teaching Children with Visual Impairments: My Journey through the UBC Master's Program*
Presenter: Tom Grainger, University of British Columbia, Canada

Abstract: My personal journey to become a teacher of students with visual impairments, from my general education classroom in Victoria, BC, to interacting with world leaders in the field, to tracing Helen Keller's own footsteps during a life-inspiring internship at the historic Perkins School for the Blind in Watertown, Massachusetts.

Title: *Bringing Inclusion to Jordanian Schools*
Presenter: Razan Hamdi, University of British Columbia, Canada

Abstract: Jordanian children with special educational needs often do not attend schools with their typically developing peers. In rural areas, these children are often hidden from the community. In the capital, Amman, several private schools allow students with special needs to attend school, but these schools have not adopted an inclusion model. The poster will investigate current Jordanian policies and practices in private schools and identify steps and measures to introduce inclusion.



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Title: *Fostering Resilience in Children: The Example of the Pediatric Hospital Setting*

Presenter: Joanne Hochu, University of British Columbia, Canada

Abstract: Adults are in a unique position to foster resilience in children, but what is important to know about resilience? This poster will examine how to promote resilience in children's development. The pediatric hospital setting is used to examine ways resiliency is fostered for children during their health care encounters.

Title: *Attachment Theory: Implications for Educators*

Presenter: Susan Jardine, University of British Columbia, Canada

Abstract: Educators who are informed by attachment theory will better understand the roots of adaptive and non-adaptive social, emotional and cognitive functioning of their students. Positive teacher-student relationships are associated with more positive educational outcomes and have been shown to alter the course of struggling students' development trajectories to more optimistic pathways.

Title: *Accessibility and Usability of iPad Apps for Children*

Presenter: Jennifer Jesso, University of British Columbia, Canada

Abstract: The iPad contains extensive accessibility features, including speech output functionality, yet teachers must choose accessible and usable apps to take full advantage of these technologies. This research strives to develop a scale which teachers can use to determine the accessibility and usability of iPad apps for children with visual impairments.

Title: *Early Childhood Literacy for Students with Visual Impairments*

Presenter: Tara Jacobson, University of British Columbia, Canada

Abstract: This research-based investigation is focused on the issue of students with visual impairments requiring early intervention in the area of literacy development. Discussion is centered on students who are congenitally blind learning to read and write through braille and how to best support these students.

Title: *Fostering Inclusion for Students with Emotional and Behavioural Disorders*

Presenter: Caitlin Kellner, University of British Columbia, Canada

Abstract: Students with Emotional and Behavioural Disorders (EBD) are faced with many challenges in the school setting. Positive Behaviour Strategies (PBS) in schools can provide targeted interventions for students with EBD that serve to foster inclusion in the regular classroom with minimal burden on the teacher by teaching students how to self-manage.

Title: *The Implementation of MindUp Curriculum in an Inclusive 3rd Grade Classroom in Greece*

Presenter: Katerina Krontira, University of British Columbia, Canada

Abstract: A program seeking to develop skills as fundamental as executive functions and also implant seeds of happiness and optimism by enhancing feelings of social and emotional well-being was implemented in Greece. This poster will describe the benefits and challenges when applying the MindUp curriculum to meet the needs of an inclusive 3rd grade classroom.

Title: *Sensational Settings: Providing Children with Visual Impairments Opportunities to Develop Concepts and Promote Emergent Literacy*

Presenter: Kimberly Martinez, University of British Columbia, Canada

Abstract: This poster will provide information about the research behind early childhood experiences and the importance of concept development for children with visual impairments. It will include a description of teaching strategies and materials (sensory experiences with tactile objects) to reinforce this type of learning.

Title: *Setting Sail for that Country: The Utopian Urge Behind Inclusion*

Presenter: Christopher McMaster, University of Canterbury, New Zealand

Abstract: This poster is a reminder of the importance of utopia in the movement for inclusion. The contributions of thinkers as diverse as John Dewey, Antonio Gramsci, and Paulo Freire give impetus to efforts to create a better tomorrow. They urge that through imagination, hope, method and agency a sustainable and meaningful future can be created.

Title: *Supporting the Diverse Needs of d/Deaf and Hard of Hearing Students*

Presenter: Katelin Miller, University of British Columbia, Canada

Abstract: A broad approach and perspective for teachers of students who are d/Deaf and Hard of Hearing is important due to the heterogeneity of the population. An overview of the knowledge base to support all students through research-based strategies will be presented based on current literature and practices in the field.

Title: *iPads and Universal Design for Learning Framework: Supporting Pre-Service Teachers' Inclusive Planning.*

Presenter: Karen E. Murphy, University of British Columbia, Canada

Abstract: This study explores the integration of iPads and dedicated software applications (Apps) within the Universal Design for Learning (UDL) framework to support pre-service teachers' development of accessible instructional lessons for all Kindergarten to Grade 12 (K-12) students in a special education course at University of Victoria in Canada.

Title: "International Perspectives in Special Education": Student Perspectives

Presenters: Diane Nehring, Shayma Qahwaji, Jennifer Fergusson, Tanyathorn Hauwadhanasuk, and students from SPED 5318, International Perspectives in Special Education

Abstract: Students enrolled in a graduate course, "International Perspectives in Special Education" present findings of group project researching the question, "What are the obstacles and issues to achieving the UN Millennium Development Goal of universal education for individuals with disabilities on a global level?" Issues may include early identification and intervention, cultural attitudes and influences on instruction and practices, teacher preparation, evidence-based practices, availability of vocational and post-secondary programs, among many.

Title: "ACE" School Transitions: Supporting Students with Learning Disabilities by Fostering Advocacy, Confidence, and Effective Academic Strategies

Presenter: Andrea Parsons, University of British Columbia, Canada

Abstract: Secondary school transition can be a complicated experience for students with learning disabilities, eliciting fear, anxiety, curiosity, and excitement, while demanding independence and cognitive application. Successful transitions require explicit instruction and practice of self-determination in elementary schools to foster necessary skills for achievement: advocacy, confidence, and effective academic strategies (ACE).

Title of Poster Presentation: Autism in the Saudi family: How much does the Saudi family know about autism?

Presenter: Shayma Qahwaji, Webster University, USA

Abstract: The purpose of this study is to explore parent's knowledge about ASD, services provided in Saudi Arabia, and ideas to support families of children with ASD in Saudi Arabia. The study involves distributing a survey that will be sending electronically through the social network websites to Saudi families.

Title: Supporting English Language Learners with/without Reading Disabilities Using Response to Intervention

Presenter: Keiko Shofu, University of British Columbia, Canada

Abstract: Identifying English language learners with reading disabilities and providing them with adequate learning support is critical but challenging due to limited evidence-based intervention strategies. This project suggests the Response to Intervention model as a possible identification method and the three tier system as an effective intervention for struggling ELLs.

Title: Supporting Teacher Well-Being in the Classroom

Presenter: Michelle Sipl, University of British Columbia, Canada

Abstract: Teachers with higher job satisfaction have better health, career longevity and student outcomes. This poster examines ways teachers can support their own well-being in the classroom to counteract stress and teacher burnout. Various predictors of well-being will be presented along with proven strategies and approaches for improving personal habits that lead to greater job satisfaction.

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Title: Literacy and the Perkins Smart Braille

Presenter: Richard Svekla, University of British Columbia, Canada

Abstract: For years the Perkins Braille has been used as the primary learning tool for students with visual impairments. The Perkins Smart Braille brings braille teaching on the Perkins Braille into the 21st century. It allows the student with visual impairments to share the braille learning experience with family and friends.

Title: Teacher and Administrator Perceptions of Inclusive Practices

Presenter: Donna Tortu-Rueter, Holy Family University, USA

Abstract: This study investigated regular and special education teachers' perceptions regarding the inclusion of students with disabilities in the regular education classroom. Using The Inclusion Inventory (Becker, Roberts, & Dumas, 2000), the study examined the perceptions of inclusive practices among teachers in a graduate program at a Northeastern United States university.

Title: Let's Play Together: An Examination of the Integrated Play Group Model for Implementation in School Settings for Students with Autism Spectrum Disorders

Presenter: Valerie Varasteh, University of British Columbia, Canada

Abstract: This presentation examines the development and implementation of a specific social skills model, Integrated Play Group, for children with autism spectrum disorders in the school setting. The Integrated Play Groups model was developed by Pamela Wolfberg (Wolfberg & Schuler, 1993) and the model supports the progress of interacting with peers through communication and play.

Title: Inspiring Students who are Deaf and Hard of Hearing to Achieve Self-Advocacy

Presenter: Starr Vickers, University of British Columbia, Canada

Abstract: Students who are Deaf or hard of hearing often have difficulties developing self-advocacy skills. The purpose of this poster is to explore the need for self-advocacy skills in this population and to present three strategies for facilitating their development in a school setting.



Title: *Supporting the Spatial Working Memory Abilities of Students with Dyscalculia: An Aspiring Outlook on Neuroscience-informed Instructional Strategies and Math Intervention*

Presenter: Suzy Viragh, University of British Columbia, Canada

Abstract: This proposal examines how brain research and neuroscience-informed strategies can address the difficulties students with dyscalculia experience and improve learning outcomes for them. I discuss the relationship between poor spatial working memory and difficulties in acquiring basic math concepts, draw a parallel between two promising language and brain-based interventions with a specific type of intensive math intervention, and make recommendations for future research and teaching in this area.

Title: *Relationship Quality of Adolescents With Learning Disabilities in the Borderland*

Presenter: Matthew Waugh, University of British Columbia, Canada

Abstract: This study investigated relationship qualities (RQ) among Hispanic and Latino adolescents with and without a learning disability (LD). A random sample of 28 adolescents from two predominantly Hispanic and Latino schools in the southwest U.S. completed relationship inventories. A simple 2x2 mixed design revealed significant differences in RQ (positive/negative) and RQ by LD status but no significant differences as a result of LD status solely, even when controlling for relative power in the relationship. Findings may be indicative of inclusive environments, high ethnic saliency and higher probability to form homophilous relationships (i.e. to associate/befriend with people who are culturally similar).

Title: *Enhancing Communication Development and Emergent Literacy Access for Visually Impaired Students with Additional Disabilities*

Presenter: Stephanie Weaver, University of British Columbia, Canada

Abstract: This poster will present a framework for making communication systems and emergent literacy programs both meaningful and accessible to non-verbal, visually impaired students with additional disabilities. It will also examine the importance of collaborative practices among teachers of the visually impaired working in conjunction with communication specialties to meet the needs of these learners.

Title: *Promoting Positive Academic and Psychological Outcomes for Sexual Minority Youth in School Contexts*

Presenter: Alexandra Wilson, University of British Columbia, Canada

Abstract: Academic and psychological inequities (school violence, absenteeism, lower grades, isolation, depression, anxiety, suicide) face sexual minority youth, and are related to victimization, not sexual orientation. Evidence shows school staff can dramatically affect these risks. An accessible, evidence-based presentation is available to promote staff discussion and engagement at the school level.



Title: *Can Using Art Overcome Writing Output Difficulties in Students with Learning Disabilities?*

Presenters: Dan Xu, Carrie Powers, and John Ames, University of British Columbia, Canada

Abstract: The poster will demonstrate effective, evidence-based, writing instruction interventions for at-risk primary learners and students with a written output learning disability (LD). The poster will show how self- and co-regulation, and emotional motivation work in tandem with 'narrative envisioning' to achieve quality writing that is longer in length and has greater content quality. Further, the poster will highlight 'best practices,' evidence-based, studies underscoring efficacy using this 'multi-modal' (depictions, text, models, etc.) strategy for primary learners with a writing output LD, with the express aim of applied classroom, group, and individual instruction.

Title: *Cameroon State of Right of Inclusive Education for Children with Developmental Disabilities and their Mothers in Economic Development Research*

Presenter: Ngwa Wilson Forbi, Rainne Institute of Physiotherapy and Disability Studies (RIPADS),

Abstract: The research project proposal aim at data findings and recommendation for the Cameroon State of Right of Inclusive Education for Children with Developmental Disabilities and their Mothers in Economic Development Research Project (SRIECDDMEDRP).

Title: *Determining Services for Students with Visual Impairments: Caseload Analysis*

Presenter: Adam Wilton, University of British Columbia, Canada

The itinerant model of service delivery is the predominant model for providing service to students with visual impairments in North America. The student's educational team, including the itinerant teacher of students with visual impairments, will determine what level of service is appropriate for each student. This poster will examine current policies and procedures for determining service levels, as well as the various tools that teachers use to inform this important decision. The poster will also examine the merits of situating the process of caseload analysis for teachers of students with visual impairments in a Response-to-Intervention (RTI) framework.

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