



Sebastian Kolowa
Memorial University
SEKOMU



16TH BIENNIAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION



2019

14 - 17 JULY

CONFERENCE PROGRAM BOOK

**EMPOWERING PERSONS WITH DISABILITIES:
DEVELOPING RESILIENCE AND INCLUSIVE
SUSTAINABLE DEVELOPMENT**

Dr. Marg Csapo: In Memoriam of an International Icon

January 9, 1929- April 5, 2019



As a visionary Dr. Marg Csapo embraced the words of John F. Kennedy “All of us do not have equal talent, but all of us should have an equal opportunity to develop our talent.” She believed there needed to be a paradigm shift of educational thinking for the 21st Century when it came to creating just another organization. Part of her vision was to continually address the challenges faced by those in the special education field while promoting fellowship and professionalism around the world when addressing the most vulnerable and marginalized children. Hence, the International Association of Special Education (IASE) was born. This organization is based on an altruistic/grass roots model without borders or boundaries.

She started to build IASE brick by brick while maintaining the importance of volunteering and giving back. Moreover, while testing this organization she created a broad based international journal that provided opportunities to share and collaborated good practices and scholarly research. This journal was created to showcase first time authors from developing countries in the special needs area.

By harnessing the power of storytelling she began to reach out to communities around the world to find out their immediate needs for their vulnerable populations. She mobilized and empowered millions around the world to raise the banner for vulnerable special needs children by establishing, setting up, providing training, soliciting volunteers and developing the Volunteer Service Project (VSP) sites worldwide. All volunteers pay their own way and IASE raises money through membership and conferences to provide funds for these selected programs. Members volunteer and share their expertise in these developing countries. SEKOMU is one of IASE's volunteer sites that Marg had been involved with since its inception.

She was the first special education teacher in Toronto, Canada. The superintendent called her on a weekend to tell her she would be teaching the first special education class for children with emotional disabilities. We are sure she was an overnight sensation. At that time teacher training in this field did not exist. So, Monday morning came and she showed up! So it began as she recognized a call to action and acted upon it.

She did not stop there. She yearned for more. So, Marg entered yet another program, the first class of Ph.D. candidates to complete a degree in special education with Dr. James Kaufman at the University of Kansas, USA. She was driven to complete this next step in her life's plan. She literally drove from Kansas to Toronto in Canada in her Volkswagen beetle through ice and snow on many long weekends to visit her husband and children. Opportunities continued for Marg with her interview at the University of British Columbia in Vancouver, Canada. She found her home and before the interview was even conducted she claimed this is where she was going to live. And, of course, she did and lived there up until her passing.

The journey continued as she celebrated 30 years of IASE in Perth Australia at the 15th Biennial Conference. Marg (the founder of IASE) was honored for dedication and ongoing lifetime service to IASE. Another milestone was when she celebrated her 90th birthday with her family and friends. Unfortunately, Marg passed away on the morning of April 5, 2019. But, no matter for her, self-doubt at the end of the day is a holding back of a potential gift for the world. She has taught our IASE family and millions of others that sometimes you need to take the risk, of feeling rejected or unwanted and put yourself and your work out there to open more doors. In essence it further allows you to reflect how you show up in the world.... I come with an offering and a gift to serve. She is at peace now and no doubt continuing to open new doors, too!



Dr. Beatrice Adera
IASE President

Karibuni Sana Tanzania!
On behalf of the International Association of Special Education (IASE), I take this opportunity to extend a warm welcome to all attendees of the 16th Biennial IASE conference. The IASE conference is always a great opportunity to interact and network with participants from different continents around the world. It is my hope that the conference sessions will expose you to a wide range of learning opportunities. I encourage everyone to stop by the different roundtable sessions to listen to IASE volunteers as they share stories of the great work at the different VSP sites. In addition, the conference will feature several invited keynote speakers along with national leaders from the United Republic of Tanzania.

A special thanks goes to the local conference planning committee under the leadership of Dr. Anneth Munga and our IASE conference liaison Susan Pursch who have worked tirelessly, coordinating all the fine details including all the travel logistics. It is my hope that all conference attendees will make time to enjoy the rich cultural experiences and beautiful scenery around Magamba/Lushoto.

Equally important, I would be remiss if I do not extend my special thanks to our late founder, Dr. Marg Csapo. Marg was a true visionary/servant leader who dedicated her life to the service of individuals with disabilities. She will be greatly missed at this conference.



Rev. Dr. Anneth Munga
Local Conference

As the Local Committee Chairperson and as the Director of Post Graduate Studies and International Relations and Linkages at Sebastian Kolowa Memorial University in Magamba, Tanzania, I welcome you.

Welcome to Tanzania!

Welcome to Sebastian Kolowa Memorial University!

Welcome to Magamba, Lushoto!

Our two year planning efforts conclude with the Opening Reception at the Conference. You will be welcomed by the other IASE participants, invited guests and you will be warmly welcomed by Tanzanian musicians and singers.

It is our hope that as SEKOMU welcomes the world it will be strengthened in its mission of bringing JOY where there is grief, HARMONY where there is disruption and HOPE where there is despair!

The theme of the conference includes the words: "Inclusive Sustainable Development." If development isn't inclusive it will leave others behind. If development leaves others behind, it won't be sustainable.



Susan Pursch
IASE Conference Liaison

When the Planning Committee for the 2019 Conference embraced the byline of:

"We will bus you up the mountain AND bus you down the mountain AND change your life in between."

We meant it and for those who are coming to the 2019 IASE Conference you will know what we meant as you will have the opportunity to see a portion of Tanzania before you set foot on the campus of Sebastian Kolowa Memorial University.

There is a common phrase that it "Takes a Village to raise a child."

I am glad to say that it has taken a global village to plan and implement the 2019 IASE Conference. Everyone has volunteered and worked tirelessly to make the conference a success.

My heartfelt thanks goes out to all who assisted in any way over the past two years.

Please consider yourselves welcome to Tanzania and to Sebastian Kolowa Memorial University. Though this is not your home, please consider yourselves at home. We have exceptional keynote speakers and an amazing array of presentations. We hope you will take advantage of every opportunity for learning, presenting, socializing and networking.

Though we live around the world we all have a passion for children, youth and adults with disabilities. Our wish is that this conference will enhance your determination to make the world a better place for people with special needs and those who support them.

16th Biennial IASE Conference
Board Members and Planning Committees

IASE Board Members

Beatrice Adera, President, Kenya/USA
Zandile Nkabinde, President-Elect, USA
Marg Csapo, Past-President, Canada (deceased)
Susan Pursch, Secretary, USA
Iris Drower, Treasurer, USA
Peng Sin-Eng, Member-at-Large, Australia
Pavan Kumar Bada, Member-at-Large, India
Eric Mcheka, Member-at-Large, Malawi

IASE Committee Chairs and Extended Board

Fartun Mohammad, National Chair Co-Coordinator, USA
Zandile Nkabinde, National Chair Co-Coordinator, USA
Renata Ticha, Journal Editor, USA
Marg Csapo, (deceased) Volunteer Service Projects (VSP), Canada
Iris Drower, Volunteer Service Projects (VSP), USA
Virginia MacEntee, Book Publication Chair, USA
Kalynn Hall, Web Administrator, USA
Meghan Mulvenna, Scholarship Chair, USA

National Chairs

Girma Berhanu, Sweden
Anupriya Chadha, India
Darlington Changara, Zimbabwe
Meng Deng, China
Lightness Mbila, Tanzania
Tolulope Eni-Olorunda, Nigeria
Bronwen Hewitt, United Kingdom
Yousaf Masih, Pakistan

Exhibit Chairs

Beatrice Adera, USA
Zandile Nkabinde, USA

Exhibitors

Johanna Kroth, Therap Global
Karen Nave, Days for Girls

Program Chair

Brenda Lazarus, USA

Program Layout

Michelle MacLuckie

Committee Reviewers

Naina Bhandari, USA
Morgan Chitiyo, USA
Iris Drower, USA
David Dean Hampton, USA
Priti Haria, USA
Stephen J. Hernandez, USA
Clay Keller, USA
Virginia MacEntee, USA
Fartun Mohamad, USA
William F. Morrison, USA
Daniel L. Mpolomoka, Zambia
Karen Nonis, Australia
Karen Sealander, USA
Merry Staulters, USA
Gulnoza Yakubova, USA

Silent and Live Auction Co-Chairs

Zandile Nkabinde, USA
Yogi Singh Tokas, India

Children's and Young Adult Art Chair

Sandra Trevethan, Malawi

Evaluation Committee Chair

Brenda Lazarus, USA

Committee

Beatrice Adera, Kenya/USA
Moses Walusimbi, Uganda
Jaekyung Willows, USA

Conference Proceedings Chair

Morgan Chitiyo, USA

Editors

Lynn Aylward, Canada
Iris Drower, USA
David Evans, Australia
Albert Idahya, Tanzania
Karen Nonis, Australia
Kalynn Pistorio, USA
Karen Sealander, USA
Malgozarta (Gosia) Sekulowicz, Poland
Japhary Shehaghilo, Tanzania
Afizai Vuliva, Tanzania

Conference Steering Committee

Beatrice Adera, Kenya/ USA
Mary Gale Budzisz, USA
Iris Drower, USA
Anneth Munga, Tanzania
Susan Pursch, USA
Sarah Rosenbloom, USA/Tanzania

Local Committee Chair

Anneth Munga, Tanzania

Committee

Edward Bagandanshwa, Tanzania
Albert Idahya, Tanzania
Amasia Kaoneka, Tanzania
Joseph Mbatia, Tanzania
Lightness Mbila, Tanzania
Benedict Mdabagi, Tanzania
Anna Meela, Tanzania
Glory Mdemu, Tanzania
Lucy Mwinuka, Tanzania
Sarah Rosenbloom, USA/Tanzania
Afizai Vuliva, Tanzania
Alfred Walalaze, Tanzania
Wilson William, Tanzania

Registration Chairs

Iris Drower, USA
Susan Pursch, USA
Anneth Munga, Tanzania

Tanzanian Scholarship Chairs

Beatrice Adera, USA
Anneth Munga, Tanzania
Zandile Nkabinde, USA

**16th Biennial IASE Conference-Volunteers-Teacher Scholarship Awardees
Schedule-At-A-Glance**

Optional Tours Chair

Susan Pursch, USA

Conference Volunteer Chair

Anneth Munga, Tanzania

Volunteers from Tanzania

Elly Chawala; Stanislaus Emmanuel; Albert Idahya; Amasia Kaoneka; Nuru Kifaru; Anna Kihyo; Benigno Kumpanga; Benedict Mdabagi; Mwanaidi Mkindi; Lucy Mwinuka; Agnes Salim; Yassin Shehaghilo; Eveline Shekiondo; Afizai Vuliva & Alfred Walalaze

Tanzanian Teacher Scholarships

Shaban Ambindwile; Leylah Amere; Paulina Charles; Egidio Fungafunga; Mashukura Habibu; Naston Kagaruki; Respichius Kakobe; Mwema Katundu; Agness Malya; Justine Massau; Benjamin Matula; Tadei Mbuya; Anna Mhanusi; Nidrosy Mlawa; Krypton Mmanga; Mussa Msangi; Joanes Namala; Christina Ndoghwe; Aman Ndomondo; Nelson Ngewe; Langson Nkwamu Benson Rwechungura; Peter Shija; Liberath Temu & Saraupendo Urio

Special Thanks for those who donated funds for our Tanzanian Teacher Scholarships: Mary Gale Budzisz; Iris Drower; Angelica Ganser; Judith Giuliano; Brenda Lazarus; Dawn Peterson; Susan Pursch; Renata Ticha; Claire Verden; and Zandile Nkabinde

Schedule-At-A-Glance

Sunday, July 14, 2019

Registration Opens 3:00 pm-5:00 pm

Pick up conference materials at the Auditorium
Campus tours and set up the Marketplace
Drop off auction items with Zandile Nkabinde
Children and Young Adult Art with Sandra Trevethan
Exhibitors set up

Welcoming Reception 5:00-7:00 pm

Welcome by IASE President, Beatrice Adera
Local Welcome by IASE National Chair, Lightness Mbila
Greetings from SEKOMU & Local
Committee Conference Chair, Anneth Munga



Special Welcome from SEKOMU, Didas Kimaro, Vice Chancellor
Local Entertainment, Trumpeters from Fuizai

and singers from Magamba, reception and refreshments
Shuttles will return conference attendees to their hotels
leaving at 7:00 pm

Monday, July 15, 2019

Registration Opens 8:15-8:30 am

Delegates can view the exhibits, Children and Youth Art, Silent Auction items, VSP Table, & local artists selling their goods in the Marketplace (3rd and 4th floors). You can pay with US dollars or Tanzanian Shillings. **Pick up and pay for silent auction items daily during tea breaks and lunch.**



Her Excellency Samia Suluhu Hassan, Vice President of the United Republic of Tanzania, will open the conference.

MONDAY 15 TH JULY 2019		
TIME	ACTIVITY	VENUE
8:15-8:30 am	Registration & viewing exhibitions, Market Place, Silent auction, VSP Table & Children's and Young Adult art.	3 rd & 4 th floors
8:30-9:00 am	Opening Welcome by Local Conference Chair Dr. Anneth Munga, Director of Postgraduate Studies International Relations and Linkages SEKOMU, Tanzania /Entertainment	Auditorium
9:00-10:30 am	Special Opening Message Her Excellency Samia Suluhu Hassan, Vice President of the United Republic of Tanzania	Auditorium
10:30-11:15 am	Keynote address by Twesigye Jackson Kaguri, Founder and Executive Director of Nyaka AIDS Orphans Project, Uganda <i>Title: Building Sustainable Communities - Nyaka A Case Study</i>	Auditorium
11:17-11:30 am	TEA BREAK	Veranda
11:32-12:32 pm	Concurrent Session 1	See p. 6
12:35-1:35 pm	Concurrent Session 2	See p. 7
1:40-2:25 pm	LUNCH	Cafeteria
2:30-3:30 pm	Concurrent Session 3	See p. 8
3:35-3:45 pm	TEA BREAK	Veranda
3:48-4:48 pm	Concurrent Session 4	See p. 9
5:00 pm	Vehicles leaving for respective hotels Please make sure you get in the right vehicle and be prompt.	Front area

TUESDAY 16 TH JULY 2019		
TIME	ACTIVITY	VENUE
9:00-9:30 am	View silent auction items, Children's Art, Exhibits & Market Place	3 rd & 4 th floors
9:30-10:15 am	IASE General Membership Meeting	Auditorium
10:30-11:15 am	Keynote address by H.E. Benjamin W. Mkapa, Former President of the United Republic of Tanzania	Auditorium
11:19-11:30 am	TEA BREAK	Veranda
11:35-12:35 pm	Concurrent Session 5	See pp. 10&11
12:40-1:40 pm	Concurrent Session 6	See pp. 11&12
1:40-2:30 pm	LUNCH	Cafeteria
2:35-3:15 pm	Keynote Address by Dr. Girma Berhanu, Sweden <i>Title: Trust Social Capital and Relational Pedagogy as Tools to Advance Inclusive and Sustainable Learning Environments for Pupils with Special Educational Needs</i>	Auditorium
3:20-3:35 pm	TEA BREAK	Veranda
3:40-4:40 pm	Concurrent Session 7	See pp. 13&14
4:50 pm	Vehicles leaving for respective hotels	Front area
4:55 pm	IASE Board meeting and Incoming Leadership meeting	Old Library & Board room

WEDNESDAY 17TH JULY, 2019
Cultural Day



Come Dressed in your Native Attire

TIME	ACTIVITY	VENUE
9:30-9:40 am	Local Chair Announcements	Auditorium
9:40-10:25 am	Keynote Address by Charlot Barker, Director of Technology Support and Systems Architecture, USA <i>Title: Using Technology to Enable and Empower People With Special Needs</i>	Auditorium
10:30-11:30 am	Concurrent Session 8	See pp. 15&16
11:35-11:50 am	TEA BREAK	Veranda
11:52-12:52 pm	Concurrent Session 9	See pp.16 &17
1:00-2:00 pm	LUNCH	Cafeteria
2:05-3:05 pm	Concurrent Session 10	See pp. 17,18 &19
3:07-3:47 pm	Keynote address by Dr. Edward Bagandanshwa, Tanzania <i>Title: Empowering Persons with Disabilities: A Myth or Reality?</i>	Auditorium
3:47-4:00 pm	TEA BREAK	Veranda
4:03-5:07 pm	Closing Remarks Hon. Prof. Joyce Ndalichako, The Minister of Education, Science and Technology for Tanzania	Auditorium
5:07-5:15	Conference Evaluations	Auditorium
5:17-7:00 pm	Gala Dinner Those without Gala tickets, vehicles will depart at 5:20 pm for the hotels.	Campus B- Assembly Hall
7:30 pm	Vehicles leaving for respective hotels	Front area- Campus B



**Sebastian Kolowa
 Memorial University
 SEKOMU**

Cultural Gala Event

5:20 pm Viewing Live Auction Items
 5:25 pm Welcome by Drs. Beatrice Adera & Anneth Munga
 5:26-5:30 pm Dr. Marg Csapo Scholarship Awards
 5:31-5:40 pm Message of Inspiration by Stuart and Stella Mbondei with their son Alfred
 Entertainment Dancers from Mazinde
 5:40 pm Buffet Dinner
 6:50 pm Live Auction
 7:30 pm **Vehicles will leave for the respective hotels and be prompt.**



Thursday July 18, 2019

8:00 am Transport vehicles will leave from your lodging locations to go back to Moshi/Arusha/Tanga.

Thursday, July 18, 2019

Optional Tours from your lodging locations.
(You need to have prepaid to attend)

Tour One: Irente area: Irente Rainbow School, Irente School for the Blind, Irente Children's Home, Irente Viewpoint & Irente Farm.

Tour Two: Tea Factory & Lutindi Mental Hospital



Hon. Prof. Joyce Ndalichako, The Minister of Education, Science and Technology for Tanzania will be present to close our conference.



Procession to the Gala Dinner 5:17 pm



Gala Dinner 5:20-7:30 pm Campus B
You must have your ticket to participate.



Friday July 19, 2019

8:00 am Friday, transport vehicles will leave from your lodging locations to go back to Moshi/Arusha/Tanga.

Plenary Introductions: Rev. Dr. Anneth Munga



In 2005, the North East Diocese (NED) of the Evangelical Lutheran Church in Tanzania (ELCT), assigned Rev. Dr. Anneth Munga to be the coordinator of renovations of former Usambara Trade School and Magamba Secondary School buildings and to start plans to establish Sebastian Kolowa University College. Dr. Munga not only had to be the construction-renovation supervisor, but also the first Provost for Sebastian Kolowa University College as it got started in 2007.

A Certificate of Provisional Registration was approved for Sebastian Kolowa University College by the Tanzania Commission for Universities (TCU) which allowed them to register students and hire faculty. After three years, the university college obtained Full Registration and Charter of Incorporation. As the first University in Tanzania which required all of its students, no matter what degree they are seeking, to take classes in special needs education, they have found in their brief history that the value of people with special needs in Tanzania has been elevated and recognized.

In 2012, Sebastian Kolowa University College was transformed into a full-fledged university and therefore the name was changed to Sebastian Kolowa Memorial University. Dr. Anneth Munga was the first Vice Chancellor. After serving as coordinator, Provost and Vice Chancellor for 12 years, Dr. Munga was given the position she currently holds as Director of Post Graduate Studies and International Relations and Linkages.



Key Note Speaker: Dr. Edward Bagandanshwa, Professor & Deputy Vice-Chancellor for Academics, Research and Consultancy, SEKOMU, Tanzania

Title: Empowering Persons with Disabilities: A Myth or Reality?

Dr. Edward Bagandanshwa was appointed in 2014 by the President of Tanzania as the Chairperson for the National Advisory Council for the services of people with disabilities, a position he continues to hold. He has a Master's Degree in Education from the University of Dar es Salaam. He earned his PhD in Special Education from the University of Manchester where has also done his Post-Doctoral work. At the age of 7 he lost his eye sight and since that time has been totally blind. He has held several positions at SEKOMU since arriving there in 2014.

Introductions: Dr. Beatrice Adera, IASE President



Dr. Beatrice Adera is currently an Associate Professor and Student Teacher Coordinator at West Chester University, Pennsylvania, USA



Key Note Speaker: Twesigye Jackson Kaguri, Founder and Executive Director of Nyaka AIDS Orphans Project, Uganda

Title: Building Sustainable Communities- Nyaka A Case Study

Twesigye Jackson Kaguri was born and raised in Uganda in the small village of Nyakagezezi. At a very young age he demonstrated an unquenchable desire to learn, which led him to study at and graduate from Makerere University in Kampala. During this time, he co-founded a human rights organization, Human Rights Concerns, to help victims of human rights violations in Uganda and to educate the public about their rights. In the 1990's he became a visiting scholar at Columbia University where he studied Human Rights Advocacy. Over the years he has been involved extensively in international community efforts as a human rights advocate, fundraiser, and inspirational speaker.

In 2001, Kaguri founded the Nyaka AIDS Orphans Project in response to the devastating effects of AIDS in his hometown. The organization provides free education to children who have lost one or both parents to HIV/AIDS. In addition to three schools, it also operates two libraries, Desire Farm and Nutrition Program, two medical clinics, clean water systems, and a support program for over 7,300 grandmothers who care for up to 12 children at a time.

Since founding the project, Kaguri has also become an author. In "A School for My Village" he shares how he came to build the first school and the struggles he faced during the first few years. In 2012, he was named a CNN Hero and recognized internationally for his innovative work in human rights. Kaguri has also been named a Heifer International Hero, recognized in Time Magazine's 'Power of One' Series, and has spoken to the UN about his work. When not visiting the schools in Uganda or working at his office in Okemos, Michigan, Kaguri travels the country to speak about the organization.



Practicing Critical Thinking Skills to Guide Teacher Candidates toward Specially Designed Instruction

The overall aim of this session is to introduce participants to a process that specifically incorporates critical thinking into the teacher education program and guides teacher candidates toward providing equitable education opportunities for students with exceptionalities through specially designed instruction. Implications and recommendations for improvement will be discussed.

Presenter: Randy Seevers, University of Houston, USA
Room 1 (30 minutes)

A Study of Awareness of Inclusive Practices among Pre-service Teachers in Nigeria

This study investigated pre-service teachers' awareness of inclusive practices in Nigeria. It involved two hundred pre-teachers in four higher institutions in Southwest Nigeria. Three research questions were formulated. Descriptive survey and scheduled interview was used. Lack of awareness of inclusive education by pre-service teachers who are not in special education is a potential barrier to inclusionary practices.

Presenters: Theophilus Ajobiewe, Federal College of Education, Nigeria; Emmanuel Olufemi Adeniyi, Federal College of Education, Nigeria
Room 1 (30 minutes)

From Apathy to Empowerment: The Transformative Power of Trauma Informed Practice

Children exposed to traumatic experiences carry a "figurative backpack" of life experiences that shape their lives. Traumatic experiences place children and youth at risk for social, emotional, academic and cognitive impairments. This presentation will examine risk producing conditions and associated academic/behavioral characteristics along with evidence-based strategies for creating safe/supportive schools.

Presenters: Beatrice Adera, West Chester University, USA; Pamela Raburu, Jaramogi Oginga Odinga University of Science & Technology, Bondo, Kenya
Room 2

Discriminative Challenges Limiting Girls with Visual Impairment (GVI) in Their Intention for HIV/AIDS Education

HIV and AIDS have been a pandemic and necessitated prevention measures. Yet, it is steadily acknowledged that these measures are predominantly discriminative to the diverse population of people with disabilities (PWDs). This session will discuss a study and the findings that School-based HIV and AIDS interventions for girls with visual impairments that (GVIs) face discrimination in the teaching and learning processes in selected secondary schools in Tanzania.

Presenter: Agnes E. Masawe, Tanzanian Institute of Education, Tanzania
Room 3 (30 minutes)

The Extent to Which Parental Advocacy Can Enhance Inclusive Education

Many nations appear to have embraced inclusive education for learners with special educational needs. However, few schools appear to be aware of it. Parents are greatly affected. How much orientation has been done to them to push the agenda?

Presenter: Donald Nongola, UNICAF University, Zambia

Room 3 (30 minutes)

Creating Inclusive Classrooms: Changing Teacher Practice, Not Just Knowledge

This workshop will share an effective professional learning model for a teacher that includes: planning for inclusion, greater use of various co-teaching models, added formative assessment and more targeted instruction. This professional learning changes daily classroom instruction, not just what teachers know and understand. This practice translates into increased student achievement.

Presenter: Barry Bullis, Pace University, USA
Room 4

Young Adults with Intellectual Disabilities and Their Parents' Perceptions of College Transitions

Students with intellectual disabilities (ID) are attending postsecondary programs at unprecedented rates. Little has been written about two critical transitions: the transition to college and the transition to college living. We discuss these transitions as reported by students and parents and make recommendations for institutions of higher education.

Presenters: Jo Hendrickson, University of Iowa, USA; Karen Sealander, Northern Arizona University, USA
Room 5

Providing Support for Individuals with Intellectual Impairment for Independent Life, Lushoto District, Tanga, Tanzania

The research was conducted targeting four specific objectives provided by the Shambala Society of Children with Intellectual Impairments. Qualitative data (interviews and observation) were collected. The results and recommendations of this research will be shared about the need to introduce special education schools around Mtae ward, so children with intellectual impairment can have access to education and benefit within their neighborhood.

Presenter: Alfred Walalaze, Sebastian Kolowa Memorial University, Tanzania
Room 6

International Collaboration to Enhance Inclusion

The University of Minnesota in collaboration with Arizona State University recently completed an international fellowship program with 28 young professionals from Armenia, India, Kazakhstan and Ukraine focused on inclusive education. The panel will highlight the experiences of fellows and their current projects on inclusion launched in their own countries.

Presenters: Brian Aberly, University of Minnesota, USA; Renata Ticha, University of Minnesota, USA
Room 7

Special Education Across the World -- Preliminary Findings

This session will showcase preliminary finding based on a recently published 3-volume series entitled, The Praeger International Handbook of Special Education, which I have co-edited with Dr. Michael Wehmeyer. The session will focus on key findings related to policy, special education services, and teacher training drawn from information provided on 70+ countries.

Presenter: James Patton, University of Texas, USA
Room 8



Examining Innovative Paths to Inclusive Leadership and Interdependence for People with Disabilities

In the US, the intersection of race, class, and disability signals dire outcomes for economic prosperity for those who don't hold markers of privilege. When people with disabilities are empowered to lead in our community, the result is inclusive, interdependent networks focused on ensuring access and well-being for all members.

Presenters: Natalie Persons, Teach for America/ Conscious Roots ,USA; Portia Williams, Teach for America / Conscious Roots, USA **Room 1**

The Mindful Classroom: Supporting Students with Learning Disabilities through Mindfulness and Metacognition

Interest in mindfulness-based interventions is exploding. Mindful practices can anchor social-emotional learning in the special education classroom and are particularly effective for students with SLD and ADHD. This session shares practical activities and exercises that support students' awareness of their own learning, energy level, body regulation, and mood.

Presenter: Tara Schneider, Mary McDowell Friends School, USA **Room 2**

Working Effectively With Minoritized Families

Family participation and engagement in the IEP process is vital to the success of children with disabilities. Therefore, educators need to be equipped with culturally-responsive strategies designed to help students sustain their cultures and succeed academically and behaviorally. Practical family engagement strategies will be discussed.

Presenter: Monica Brown, University of Nevada, USA **Room 3 (30 minutes)**

Knowledge and Attitude of Parents towards Vocational Education of Students with Intellectual Disabilities

Vocational education is an important skill needed by students with intellectual disabilities. Descriptive research design was used. Two hundred and fifty parents responded to the twenty item questionnaire. Study revealed that there was a significant relationship between the knowledge and attitude of parents towards vocational education of students with intellectual disabilities in Ilorin, Nigeria.

Presenter: Olubukola Christianah Dada, Kwara State University, Nigeria **Room 3 (30 minutes)**

Moving the Inclusion Needle: From Proximity to Integration PANEL

From separate schools to mainstreaming, the road to inclusion has been paved with good intentions, but fraught with false starts. We will explore some of the reasons students with disabilities are often excluded from the general education community. Ideas to move the needle and create inclusive environments will be discussed.

Presenters: Karen Sealander, Northern Arizona University, USA; Jo Hendrickson , University of Iowa, USA **Room 4**

Designing Lifepaths: Teaching Creative and Critical Thinking for Transition

The National Longitudinal Study (US) indicates that a high level of student autonomy and decision-making skill is a major predictor of successful transition for students with special needs. This presentation offers strategies that can increase a student's ability to visualize, test, and evaluate possibilities for independent living after high school.

Presenter: Shannah Zorn, Jackson College Prep High School, USA **Room 5 (30 minutes) 12:10-12:40**

Educating Persons who are Deaf or Hard of Hearing in Tanzania

Needs and possibilities for personal growth of persons who are Deaf and Hard of Hearing is discussed out of observations, interviews and my own experiences in Tanzania in comparison to the situation in Sweden, my home country. Language development is crucial in spoken/written language as well as in sign language.

Presenter: Elsa Foisack, Malmo University, Sweden **Room 5 (30 minutes) 12:40-1:10**

An Examination of Inclusive Practices for Students with LD in Botswana

The country of Botswana has passed laws to support the human rights of their citizens, including special education. In this ethnographic study, the researcher has examined the inclusive practices currently in place to support junior secondary students with learning disabilities (LD) in Gaborone, Botswana over a four-month period.

Presenter: Samantha Mrstik, Georgia Gwinnett College, USA **Room 6**

UDL and Inclusive Instructional Design Around the World – PANEL

The goals of accessibility and educational equity are internationally-shared. This multi-country panel will respond to questions about foundations, policies, strategies, technologies, and research regarding inclusive instructional design to support all learners. UDL integration is highlighted. Panelists are authors in the upcoming book, Universal Access Through Inclusive Instructional Design (Publisher-Routledge).

Presenters: Elizabeth Dalton, University of Rhode Island, USA; Marcia Lyner-Cleophas, University of Cape Town, South Africa; Susie Gronseth, University of Houston, USA; Mary Ferguson, National University, USA; Judith McKenzie, University of Cape Town, South Africa **Room 7**

Disability and Poverty are Linked

Disability and poverty are linked and reinforce one another creating a cycle of exclusion and impoverishment. In Uganda, this population earns the lowest income. This session will provide insight on how we can advance the well-being of individuals with disabilities and integrate them into their communities with a focus of self-independence and empowerment for their families.

Presenter: Moses Walusimbi, Special Children Special People, Uganda **Room 8**



The Best of Both Worlds: Cross-National Teacher Training

This session will describe a unique cross-national teacher training project designed to (a) help U.S. university students develop cultural competence, critical for teaching children from diverse cultural backgrounds, and (b) help Guatemalan teachers, without formal special education training, develop competencies in special education methodologies for effectively instructing students with disabilities.

Presenter: Kara Faraclas, Southern Connecticut State University, USA **Room 1**

An Innovative Curriculum in Special Education to Teach Banking Promoting Life Skills

Mumbai, a metropolitan city is advancing towards a cashless economy. It is thus essential to train students, with intellectual disabilities, in financial literacy skills such as banking, in the classroom and through experiential learning. This education promotes a sustainable development for a secure and dignified life for these young adults.

Presenter: Jasmine Pandya, SPJ Sadhana School, India **Room 2**

Parental Involvement in Educating Children with Developmental Disabilities: Nigeria Perspective

Parents need to develop a partnership with the school in educating children with disabilities for positive results. Hence, parental involvement in the decision-making process in influencing teaching-learning activities is crucial. In Nigeria, parental attitude towards involvement of the child's education is of concern to special educators.

Presenter: Tolu Eni-Olorunda, Federal University of Agriculture, Nigeria **Room 3**

Change Making Education: A Collaboration Between Tanzania and the United States

Change Maker groups empower educators who work with diverse learners in developing inclusive and sustainable skills through a collaborative experience in Tanzania and the United States. Twenty educators compared education systems in both countries (frame), exchanged ideas and resources (convene), and implemented a community project in Tanzania (ignite).

Presenters: Rebekka Jez, University of San Diego, USA; Danyella Burciaga, University of San Diego, USA; Madeline Campisano, University of San Diego, USA; Katherine Murphy, University of San Diego, USA; Denise Torres, University of San Diego, USA **Room 4**

Community Development Model: Application for Empowering and Mobilizing Youth

This session will introduce and demonstrate a Locality Development model and collaborative leadership to empower and mobilize youth with special needs. It explores the implications of community development approaches for building sustainable, healthy and productive establishments. It will address the social development practice for special needs populations through the promotion of social and economic justice.

Presenters: Barbara Klimek, Arizona State University, USA; Mohamed Abdalla, Arizona State University, USA **Room 5 (30 minutes)**

Improving Post-school Employment Outcomes for Youth with Disabilities in Developing Countries

Young people with disabilities need to be prepared to contribute to their communities as they transition to post-school life. This presentation will discuss ways in which inclusive and special schools in developing countries can provide their students with work experiences in their local communities that improve employment opportunities and well-being.

Presenter: Sue O'Neill, UNSW Sydney, Australia **Room 5 (30 minutes)**

Advancing Poor Readers' Skills in Inferential Comprehension Using Strategic Instruction

This presentation will provide information and statistically significant results from a quasi-experimental study focused on developing advanced reading comprehension skills of culturally and linguistically diverse students with identified learning disabilities. Methods of instruction and teacher and student satisfaction will be shared. Implications for classroom teachers will be discussed.

Presenter: Nanette Fritschmann, National University, USA **Room 6**

Education Personnel Awareness of UDL and its Utility in Ghana

Ghana launched an Inclusive Education Policy in 2016 with Universal Design for Learning (UDL) as one of its conceptual frameworks. This study sought to understand education personnel awareness of UDL and its utility for Ghana's inclusive classroom. Qualitative survey research provided an in-depth understanding of participant opinions related to familiarity with UDL and the suitability and cultural appropriateness of UDL for Ghana's Inclusive Classrooms.

Presenter: Tiece Ruffin, University of North Carolina, USA **Room 7**

Overcoming Challenges and Finding Effective Solutions in a Resource-Poor Landscape

The session addresses creating an environment, structure and ethos for unqualified teaching staff. Our teacher-training model shows how to deliver an effective development programme for children with a wide spectrum of special needs aged from 2 – 18.

Presenter: Jackie Wrafter, The Kianh Foundation, Vietnam **Room 8 (30 minutes)**

The Effect of Inclusive Intervention Programme on the Attitudes of Tertiary Students Towards Inclusion in Singapore

The purpose of this study was to develop an understanding as to whether tertiary students' participation in a course about inclusive education would influence their attitudes towards inclusion. Three hundred students (16 to 20 years) from a Polytechnic participated in the study in Singapore. Phase 1 involved a demographic survey and an adapted survey about attitudes toward inclusion (Paris, Nonis & Bailey, 2018). Phase Two was the 13 week intervention programme and a post survey. The author discusses the impact of intervention on students' attitudes.

Presenter: Karen Philomena Nonis, Curtin University, Australia **Room 8 (30 minutes)**

Awareness and Knowledge Trainings on Autism for Special Educators in Tanzania

Tanzanian special educators received training on autism, significantly increasing their knowledge about the disorder. This session provides insight related to the collaboration between the administrators from the Tanzanian Ministry of Education and the non-profit OMPACO. It presents an overview of the content, outcome measures and the data from the trainings.

Presenter: Nilofer Naqvi, Iona College, USA **Room 1**

The Floyd I Marchus School: A K-12 Counseling and Education Program

The presentation will detail a highly successful K-12 public school program for students with emotional, behavioral and neurodevelopmental disorders. The presentation will focus on the positive instructional and behavioral classroom programs, the school wide routines and support services that have produced a high degree of student success and family involvement.

Presenter: Daniel McCarthy, Private Practice, USA **Room 2**

Developing Resilience Through Literacy Empowerment for Vulnerable Women with Reading Disorders

This paper reports the rehabilitation of ten soldiers' wives with reading disorders. These women were humiliated because they could neither assist their children academically at home nor communicate with their husbands at work through texts. They were subjected to an intensive literacy programme involving readings, retellings, and narrations in writing.

Presenter: Gladys Babudoh, University of Jos, Nigeria **Room 3**

Inclusive Practices and Equity: Challenges in Mainstream Classrooms in Guyana

A major challenge facing special and general education teachers in Guyana is the lack of equitable inclusion policies. The Dakar and Salamanca Frameworks have necessitated renewed energy and commitment in the fulfillment of equal opportunities for individuals with disabilities. This paper examines challenges of inclusive practices and equity in Guyana.

Presenter: Sherwin Fraser, President's College, Guyana **Room 4 (30 minutes)**

Application of UDL Principles to Promote Access to Education for All Students

Teachers in four schools in Gunug Kidul, Indonesia, sought to address a professional challenge of including all students in the classroom curriculum. They achieved this through applying the principles of universal design for learning. This presentation will report the process of working of building their knowledge, and results they achieved.

Presenters: Elga Andriana, Sukolah Tumbuh School, Indonesia; David Evans, University of Sydney, Australia **Room 4 (30 minutes)**



The Development and Psychometric Investigation of an Arts Integrated Assessment for Special Education

Anecdotal evidence regarding connections between an arts curriculum, creativity, and improved student learning consistently affirm the value of the arts. This presentation will focus on development of an effective instrument that, when utilized by teachers in the classroom, can capture student progress across five dimensions using a multidisciplinary arts-based curriculum.

Presenters: Susan O'Rourke, Carlow University, USA; Kevin Spencer, Carlow University, USA **Room 5**

Sustaining Resilience in Individuals with Learning Disabilities: From Research to Practice

Resilience will be discussed in the context of current evidence-based research on success for individuals with learning disabilities. A comprehensive school/home/community program and specific curriculum activities from The Frostig Success Attributes study will be introduced which have been found to promote and sustain resilience over the life-span for these individuals.

Presenter: Roberta Goldberg, The Frostig Center, USA **Room 6**

Tapping into Powerful Tools for Teaching and Learning in Special Education

The session will feature highlights from two Massive Open Online Courses (MOOCs) developed at the University of Houston. Attendees will learn about tools and recommendations for how to apply digital storytelling and accessible educational technologies to special education teaching from the primary grades through teacher training contexts.

Presenter: Susie Gronseth, University of Houston, USA **Room 7**

Effect of Instructional and Behavioral Intervention Strategies for Students with ADHD

The purpose of the research was to investigate the effects of educational intervention strategies which are environmental, instructional and behavioural modifications on the academic performance of pupils with Attention Deficit Hyperactivity Disorder (ADHD) in Uyo Local Government Area of Akwa Ibom State. This work focused on the history, etiology, treatments, and interventions within the paradigm of Attention-Deficit Hyperactivity Disorder. The study was a quasi-experimental design, the sample size of 44 ADHD pupils were purposively selected from three public primary schools.

Presenter: Elizabeth Ogunshola, Brainy Hive Schools, Nigeria **Room 8**

Teacher Empowerment for Disability Inclusion

Continuing professional development is most effective when it empowers teachers. In this presentation we discuss short courses for teachers of children with severe to profound disabilities. We consider how these courses contributed to teacher empowerment through presenting data on course evaluation and follow up visits to schools.

Presenter: Judith McKenzie, University of Cape Town, South Africa **Room: Auditorium**





General Membership Meeting 9:30-10:15 am

All members of the International Association of Special Education are invited to attend this General Membership Meeting. We will be reporting to the membership and sharing what has transpired during the last two years.

The meeting agenda will be provided upon arrival at the auditorium. Awards for research, volunteers, Volunteer Service Projects.

Tribute to IASE Founder Dr. Marg Csapo

We will be announcing the site and location for our 2021 conference. You won't want to miss this one!

IASE Vision

The vision of the International Association of Special Education (IASE) is to improve the quality of life and service delivery for all individuals with special needs.

IASE Mission

- promote awareness and understanding of issues and developments related to the education and welfare of individuals with special needs throughout the world;
- promote professional exchange between professionals in special education, family members and individuals in related disciplines internationally;
- encourage and promote research to advance the field of special education and share that information through official publications;
- promote continuing education in special education;
- work collaboratively with other special education organizations for worldwide promotion of the interests of individuals with special needs.

Keynote Speaker: Benjamin Mkapa 10:30 – 11:15



His Excellency Benjamin William Mkapa, Former President of the United Republic of Tanzania

H.E. Benjamin Mkapa worked as a civil servant in Dodoma and Dar es Salaam, Tanganyika, which united with Zanzibar in 1964 to form present day Tanzania. In August of 1962, he was recruited for Exterior Services and four years later he specialized in journalism as the editor of the daily governmental Tanzania Nationalism and Uhuru (1966). Previously he worked for the Daily News and the Sunday News (1972). In July of 1974 he was appointed Secretary of Press for President Julius Nyerere and in July of 1976 he launched the Tanzana News Agency (SHIHATA).

In 1987 H.E. Mkapa became an elected member to the central committee of the Revolutionary Party of Tanzania. In November 1995, H.E. Mkapa won the first democratic elections in Tanzania, as a candidate for the CCM. During his first term, he continued the economic liberalization program initiated by his predecessor, Ali Hassan Mwinyi. In the 2000 elections, H.E. Mkapa was elected for a second term which concluded at the end of 2005.

What Do We Understand by Special Educational Needs and Inclusion Policy

The aim of this presentation is to outline challenges that schools face in identifying and providing appropriate support to children with special educational needs in Dubai and the Ivory Coast. Findings of the comparative study will be shared.

Presenter: Diane Gakuba Ninteretse, Early Childhood Education Consultant, Cote d'Ivoire **Room 1 (30 minutes)**

Secondary School Students with Oppositional Defiant Disorder in Vietnam

This paper demonstrated research findings of signs and causes of Oppositional Defiant Disorder in secondary school students in Vietnam. Furthermore, it showed impacts of Oppositional Defiant Disorder on learning outcomes as well as relationships among others.

Presenter: Le Ha, Van Lang University, Vietnam
Room 1 (30 minutes)

Universal Design for Learning in Inclusive Education Policy

South Africa has undertaken the implementation of inclusive education as a vehicle for achieving enhanced educational outcomes and equity. In this paper we argue that UDL could serve as a strategy to make the link between policy imperatives and classroom practice, enabling effective communication between the different stakeholders.

Presenter: Judith McKenzie, University of Cape Town, South Africa; Elizabeth Dalton, University of Rhode Island/Dalton Ed Services Intl, USA **Room 2 (30 minutes)**

Inclusive Education in Kenya: Within School and Between Education Cycle Transitions

Teachers competences acquired during their training on adapting the learning environment are crucial in meeting the learner's unique needs. The competencies include the use of assistive technology and strategies like team teaching and cooperative Findings of the study indicate that teachers who had acquired these competencies made a positive impact on learner's academic achievement and holistic development.

Presenter: Manson Barasa Sichari, Masinde Muliro University of Science and Technology, Kenya **Room 2 (30 minutes)**

Parents-Teachers Collaboration: Predictors of Self-Determination/Resilience Among Students with Disabilities in Ibadan, Nigeria

This paper investigates parents-teachers collaboration on self-determination/resilience among students with disabilities in Nigeria. The descriptive research design was adopted with three research questions. Two instruments were used for data collection. Respondents were drawn from students with special needs in Ibadan, Nigeria. Data was analyzed with multiple regression analysis.

Presenter: Gabriel Ogunsola, Federal College of Education Special, Nigeria **Room 3 (30 minutes)**



Teachers and Parents Perceived Influence of CAI on Self-Help Skills of Pupils with Mild ID

The study examined teachers' and parents' perceived knowledge, applicability and effectiveness of CAI among pupils with mild ID in Lagos State, Nigeria. The study adopted survey research methods with a targeted population of 93 participants. From the findings, it was recommended that stakeholders in education can use CAI to enhance self-help skills.

Presenter: Oyeyinka Oladipupo Oluwawumi, University of Ibadan, Nigeria **Room 3 (30 minutes)**

Service Delivery Options for Students with Physical and Health Impairment in Nigeria

The paper discusses the concept of service delivery options in an inclusive setting, importance of service delivery, strategies of service delivery, problems militating against service delivery in Nigeria among students with physical or health impairment in an inclusive education. Lastly, recommendations will be discussed to facilitate teaching and learning.

Presenter: Ya'u Musa Dantata, Bayero University, Kano, Nigeria **Room 4 (30 minutes)**

Inclusive Educational Practice in Nigeria: Myth or Reality

The importance of education, as a tool in the development of the Nigerian nation, makes upward mobility for persons with special needs difficult. A policy change is in favor of inclusive education so that it will become a reality, as well as, retraining of teachers adequately.

Presenter: Jacob-Udeme Mojisola University of Ibadan, Nigeria **Room 4 (30 minutes)**

Gender Based Restoration of Degraded River Banks and Strengthening Community Inclusion Using Beekeeping

Modern beekeeping is introduced in rural settings to improve people's livelihood and restore biodiversity in degraded water sources sites. Women and persons with disabilities are involved as participants. After the introduction of bee-keeping, the watershed systems and the living quality of families within the community improved substantially.

Presenter: Didas Kimaro, Sebastian Kolowa Memorial University, Tanzania **Room 5**

Cultural and Other Influences of Teacher Preparation Programs in Three OECD Countries

How best to provide appropriate education to children with disabilities will vary from country to country. Why, and to what extent do culture, political, and other factors influence teacher preparation and curriculum, from the perspective of novice teachers? Initial survey data of novice teachers will be shared and implications discussed.

Presenters: Mary Ferguson, National University, USA; Christine Sollenberger, National University, USA **Room 6**



Technology and UDL: Best Practices for Addressing the 21st Century Learning Challenges

This presentation examines the trends and best practices for technology use in addressing the learning challenges in 21st century classrooms. Using the UDL lens, presenter will discuss a selection of literacy focused e-tools along with some augmentative and alternative communication devices that provide solutions to communication related challenges.

Presenter: Beatrice Adera, West Chester University, USA **Room 7**

Empowering the Excluded through Inclusive Education

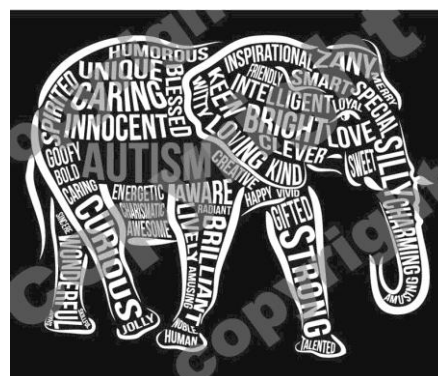
Many underprivileged children in India are denied the opportunity to receive equitable education, mainly due to poor quality of education imparted in the Government schools. This results in children either being never enrolled or dropping out of school. Hence, Sankalp Society, a non - profit organization, is imparting free education to 100 underprivileged children. The session will discuss specific strategies for enrollment and retention. Novel strategies used by teachers including assessment techniques to improve the learning levels of the children will also be discussed in detail.

Presenter: Anupriya Chadha, Sankalp Society for Promoting Inclusive Education, India **Room 8**

The BASICS 3 Classroom: A Functional Curriculum Framework for Moderate/Severe Disabilities

Making hope happen in Vietnam began with the implementation of the BASICS 3 Curriculum Framework. The implementation of BASICS 3, a functional curriculum framework, will be presented. A story that began with one pilot classroom at HCMC University to the present time is being implemented in two community special education centers serving children from 2-5 years of age. Collaboration between HCMC University, San Bernardino City Unified School District and California State University, Sacramento, will be shared.

Presenters: Nga Thi Hoang, Ho Chi Minh City University of Education, Vietnam; Rachael A. Gonzales, California State University, USA; Craig Goldsberry, San Bernardino City Unified School District, USA **Room 1**



Music as a Vehicle to Increase Communication Skills of Individuals with Autism

This study explores the possibility of increasing expressive communication skills of non-verbal individuals with Autism by adding musical tones to a traditional visuals-based communication system. Three students diagnosed with ASD were taught to use a system of bells equipped with picture symbols to request desired items from a third party.

Presenters: Colleen Gaudio, New York City Department of Education, District 75, USA; Marissa Gutherz, St. Constantine's International School, USA **Room 2 (12:25-12:55 30 minutes)**

Hip Hop: Culturally Relevant Social Stories for Students with Emotional Behavioral Disorders

Students with emotional behavioral disorders (EBD) have the lowest academic, social, and behavioral outcomes (Kauffman & Landrum, 2012; Payne, Marks, & Bogan, 2007). This presentation will explore the use of hip hop music integrated into culturally-relevant social stories to increase social skills and academic outcomes of students with EBD.

Presenter: Monica Brown, University of Las Vegas, USA **Room 2 (30 minutes)**

Protecting Participation Rights of Children with Disabilities in Rural Kenya

All children have a right to participation rights. Children with disabilities, especially in rural settings are more vulnerable because they deal with childhood, disability and living in poor and difficult conditions at the same time. This paper will discuss the role of parents in upholding participation rights of these children and discuss the law/legislation that supports parents.

Presenter: Charles Makori Omoke, School of Education, Jaramogi Oginga Odinga University of Science and Technology, Bondo, Kenya **Room 3 (30 minutes)**

Nutrition and Disability: Myths and Facts

The purpose of this survey study is to determine student perceptions of Inter-professional Core Competencies. During these panel discussions, we administered evaluation surveys and reflections. The survey and reflection results indicated that the panel discussions were instrumental in showing students the importance of professional collaboration and communication to debunk myths that certain diets will reverse disorders and conditions.

Presenter: Priti Haria, Stockton University, USA **Room 3 (30 minutes)**

Empowerment and Inclusion: Language Objectives Beyond ELLs and Students with Exceptionalities

The intersection of SIOP and UDL approaches are to be shared with best practice examples of the difficulty with lesson planning for inclusion of language objectives during field experiences of students in the TESOL endorsement program, and other content areas in Education. Qualitative and quantitative results will show this struggle.

Presenters: Martha Michael, Capital University, USA; Jennifer Faison-Hodge, Columbia University, USA **Room 4 (30 minutes)**

Improvement Needs of Teachers for Students with Learning Disabilities

This study examined key areas where teachers needed improvements for effective teaching of students with learning disabilities. Mixed approaches were used. Data from 50 respondents showed that instructional planning, student and facility management, and delivery methods required further improvements by the teachers.

Presenter: Beth Oluka, Ebonyi State University, Nigeria **Room 4 (30 minutes)**

Watotos Got Talent! An Arts Based Approach to Combating Gender-Based Violence

Effects of gender based violence (GBV) on the health of women and girls in Bukedea, Uganda have devastating consequences. Not a single girl has completed Senior Level 4. This presentation explains an arts-based approach to increasing awareness and changing attitudes in this community through Watotos Got Talent competition in 2019.

Presenters: Kevin Spencer, Carlow University, USA; Susan O'Rourke, Carlow University, USA **Room 5**

Get Published in *The Journal of International Special Education* (JIASE)

In this presentation, the audience will learn about the guidelines for submitting a manuscript for the JIASE, including tips and strategies for writing a high-quality publication. The editor and invited reviewers will highlight features of well-written manuscripts, including topic, structure, method, and relevance to international audiences.

Presenter: Renata Ticha, University of Minnesota, USA **Room 6**

Autism Knowledge Trainings for Teachers in Tanzania- The Mobile Phone Solution

Educators in Tanzania have the opportunity to learn more about autism through their mobile phones! This presentation provides key information about the web-based platform used in this project, a copy of the assessment tool used to measure learning outcomes, and initial data from the pilot launch.

Presenter: Nilofer Naqvi, Iona College, USA; Danielle Martino, Iona College, USA **Room 7**

Meditate to Activate and Stimulate Learning & Relaxation

The purpose of this presentation is to review the most recent research on the benefits of meditation for children and adults. Several meditation and breathing techniques will be taught & practiced, along with strategies for teaching meditation to young children and children with disabilities.

Presenter: Raquel Schmidt, SUNY College, USA **Room 8**

Integration of People with Disabilities in Travel/Tourism Industry: Opportunities and Challenges; Examples from Northern Tanzanian

This paper presents the findings of the study on challenges and opportunities for people with disability to participate in travel and tourism industry. The study involved three sectors transportation, accommodation and recreational activities.

Presenter: Dickson Shekivuli, Sebastian Kolowa Memorial University, Tanzania **Room: Auditorium**

Keynote Speaker – Girma Berhanu, Sweden



Title: Trust social capital and relational pedagogy as tools to advance inclusive and sustainable learning environments for pupils with special educational needs

Dr. Girma Berhanu, teaches in the Department of Education and Special Education at the University of Gothenburg in Sweden. He is an IASE member and the IASE National Chair for

Sweden. He is originally from Ethiopia and was a pioneer in the field of mental retardation in his home land.

He has over 100 publications and his general areas of research interest include: race, ethnicity, and special education. Currently, he primarily works in the areas of socio-cultural factors, including historical aspects and institutional frameworks, that are relevant to education in general and to special education approaches and perspectives in particular. He frequently discusses topics of equity in the field of special education.

He is particularly interested in "group-based inequalities" in scholastic achievement and minority students learning and development in a globalized and post-colonial world. He is a member of the International Consortium of Equity in Special Education. The consortium focuses mainly on understanding the "Complexities of Inclusive Education from a Comparative Perspective: How Cultural Histories Shape the Ways That Schools Respond to Multiple Forms of Diversity."



Using Literacy in Functional Curriculum

This presentation will explore literacy based behavioral interventions (LBBIs) as an evidence based practice to teach functional curriculum to students with disabilities based on the modified criterion for the Council for Exceptional Children's Standards for evidence based practices. With a focus on reading to learn, LBBIs are being used to promote independence by teaching a variety of skills to students of all ages.

Presenter: Kalyann Pistorio, Columbus State University, USA
Room 1

Arts-Based Therapy – An Effective Intervention in Special Education to Improve Social Awareness

A combination of creative arts and Indian Mind Studies (a holistic understanding of the mind and body's mutual influence), can provide a non-judgmental environment to improve social awareness of persons with special needs. A case study focusing on using this intervention for emotional adjustment and empathy of young adults with special educational needs will be presented.

Presenter: Kashmira Vazifdar, SPJ Sadhana School, India
Room 2

Cultural Appropriateness of Informal Reading Assessment Tools with Second Language Readers

The study explored the appropriateness of selected Informal Criterion Reference Tests and Curriculum Based Assessment (CBA) measures in determining students reading levels. Purposive and convenient sampling techniques were used for the school and students, respectively. Design was descriptive, sample was tested and interviewed. Students performed better on the CBAs.

Presenters: Florence Akua Mensah, University of Winneba, Ghana; Tiece Ruffin, University of North Carolina, USA
Room 3 (30 minutes)

Integration of Learners with Physical Disabilities: Panacea for Sustainable Development in Nigeria

This study investigated the integration of learners with physical disabilities as a panacea for sustainable development in Nigeria. Using a descriptive survey research design, data were collected using questionnaires from 300 purposively of selected teachers involve in teaching students with physical disabilities in fifty secondary schools in South East Nigeria. The results and implications of this study will be discussed

Presenter: Oloaku Nene Okoro, University of Education Owerri, Nigeria
Room 3(30 minutes)

Developing Lifelong Learning for Professional Competence

Learners enrolling in competitive-admission educational programs often focus on grades while encouraged to learn for content after training. Transition to content focus requires professors who foster mastery learning. Research with professional teachers and therapists indicates multiple learning orientations may be most beneficial. This presentation will provide current findings and training techniques.

Presenter: Lynne Umbarger, Emory and Henry College, USA
Room 5

Factors that Influence Teachers Choice of Challenging Behavior Management Strategies Among Learners with Autistic Spectrum Disorders in Western Kenya

The study investigated factors that influence teachers in choosing challenging behaviour management strategies among learners with ASDs. Data was collected from 91 respondents using a questionnaire, semi-structured interview and observation. Factors that influence choice included professional qualification, experience, and cognitive perception of causes of challenging behaviour.

Presenters: Manson Barasa Sichari, Masinde Muliro University of Science and Technology, Kenya; Edward Okaya Khasakhala , Masinde Muliro University of Science and Technology, Kenya
Room 6



Low- to High-Tech Interventions to Include and Empower People with Disabilities

We examine how technology is used in schools to support inclusion. Low-tech interventions to develop skills can generalize to effective use of high-tech tools. A technology continuum from handmade supports to PC OS tools to Apps and specialized tech for people with disabilities is presented from a global perspective.

Presenters: Elizabeth Dalton, University of Rhode Island, USA; Judith McKenzie, University of Cape Town, South Africa; Marcia Lyner-Cleophas, University of Cape Town, South Africa; Mary Ferguson, National University, USA **Room 7**

Examining Special Educator Trainees' Academic Assessment Errors

Decisions regarding eligibility, services, and interventions for students with disabilities are made, in part, based on results from standardized assessments. How accurate are the results? Discussion focuses on the number and type of errors made by university students enrolled in teacher training programs when administering norm-referenced academic achievement assessments.

Presenters: Karen Sealander, Northern Arizona University, USA; Jo Hendrickson, Western Kentucky University, USA
Room: **Auditorium**

Interactive Roundtable/Poster Sessions
Each session will last 30 minutes Room 8

Nigerian Special Needs Education and Education 2030 Agenda

Education 2030 Agenda describes action plans for achieving all seventeen goals of the Sustainable Development Goal (SDGs), engaging education as the main tool. This paper, therefore, explored how education 2030 guidelines can be implemented to transform special needs education operations in Nigeria and thereby improve living standards of Nigerians living with disabilities.

Presenter: J. Abiola Ademokoya, University of Ibadan, Nigeria
Room 8 (3:40-4:06)

Experiences of Learning English by Visually Impaired Adult Students: Selected Cases in Astana, Kazakhstan

This paper seeks to develop a better understanding of how visually impaired people learn English as a second language in Kazakhstan. The central research question is 'What are the experiences of visually impaired students in learning English?' This is a qualitative research study that used a multiple case-study with four participants.

Presenter: Arman Assanbayev, Nazarbayev University, Kazakhstan
Room 8 (3:40-4:06)

Braille Reading Proficiency Effects on the Academic Achievement of Students with Visual Impairment

The paper discusses the concept of Braille reading proficiency on students with visual impairments in an inclusive setting. Strategies of teaching Braille reading proficiency, the importance of Braille proficiency, and problems militating against Braille reading proficiency will be addressed. Recommendations are made to facilitate Braille reading proficiency in an inclusive setting.

Presenter: Ya'u Musa Dantata, Bayero University, Nigeria **Room 8 (3:40-4:06)**

Stories and Highlights from Volunteer Service Project Sites in Vietnam, India, Colombia and Guatemala



This session will examine issues and adventures experienced by Volunteer Service Project personnel, IASE members & IASE Coordinators who have developed the following sites in Vietnam: Dien Ban Day Centre, Santa Maria Clinic, Ho Chi Minh City University and Hue Medical College, Office of Genetic Counseling and Disabled Children (OGCDC). In India: Sankalp Centre, SPJ Sadhana School. In Colombia: Prosefam, and in Guatemala: Centro Maya Servicio Integral.

Presenters: Iris Drower, Arizona State University, USA; Jackie Wrafter, Vietnam; Brenda Lazarus, USA; Nga Hoang Thi, Vietnam; Le Thi Minh Ha, Vietnam; Craig Goldsberry, USA; Rachael Gonzales, USA; Anupriya Chadha, India; Tejal Kothari, India; Rajashri Ghosalkar, India; Jasmine Pandya, India; Fionika Sanghvi, India **Room 8 (3:40-4:06)**

Stories and Highlights from Volunteer Service Project Sites in Tanzania and Malawi

This session will examine issues and adventures experienced by Volunteer Service Project personnel, IASE members & IASE Coordinators who have developed the following sites in Tanzania: SEKOMU, Diana Women Empowerment Group, and Toa Nafasi ; In Malawi: Mwayi Trust Vocational College.

Presenters: Iris Drower, Arizona State University, USA; Anneth Munga, Tanzania; Susan Pursch, USA; Farida Khakoo, Tanzania; Sarah Rosenbloom, USA/Tanzania; Sandra Trevethan, Malawi
Room 8 (4:06-4:40)

Disability and Violence from Multiple Perspectives

The purpose of this survey study was to gather evidence about how college students perceived discussion on disability and violence. During discussion, law enforcement officers, citizens with disability that endured violence, faculty members from different disciplines, and students from the Criminal Justice Program brought different aspects and perspectives on a given topic. The survey results indicated that the discussion helped students to understand different aspects on a given topic.

Presenter: Priti Haria, Stockton University, USA **Room 8 (4:06-4:40)**

Implementing High-Intensity Mathematics Strategies at the Secondary Level

This poster addresses the four instructional approaches identified through research as showing the most promise for secondary students with disabilities who display math difficulties. Specifically: (1) systematic and explicit instruction, (2) self-instruction, (3) peer tutoring, and (4) visual representation are displayed.

Presenter: Monica Brown, University of Nevada, USA **Room 8 (4:06-4:40)**

Empowering Youth with Disabilities Initiatives in Tanzania

Presenter will share the services and programs provided to persons with disabilities in Tanzania with a focus on providing vocational skills to out of school youth with disabilities in villages. Some include: life skills, eating habits, respect, money skills, traveling skills, and HIV/AIDS knowledge.

Presenter: Evena Masse, Comprehensive Support to Persons with Disabilities (COSUPED), Tanzania **Room 8 (4:06-4:40)**

Wednesday, July 17, 2019

Plenary Session IV 9:30 – 10:25 am Auditorium

Concurrent Sessions 8 10:30-11:30 pm

Cultural Day and Announcements (9:30 – 9:40)



Keynote Speaker
Charlot Barker
Director of Technology Support
and Systems Architecture, USA
(9:40-10:25 am)

Title: *Using Technology to Enable and Empower People with Special Needs*

Charlot Barker is the Director of Technology Support and Systems Architecture in Information Technology (IT) at the Chester County Intermediate Unit (CCIU) in Southeastern Pennsylvania.

Charlot has been a software engineer at the System Development Corporation working on the design of a system for the Federal Aviation Administration (FAA), and for Computer Sciences Corporation where she worked projects for National Aeronautics and Space Administration (NASA) including Space Shuttle support, the Hubble Space Telescope and other research projects. She has extensive experience developing tools and resources for people with special needs.



Training Special Education Teachers at an Afterschool Program for Low Income Youth

Special education and social work students gained an understanding of factors that promote or inhibit effective learning experiences for children living in poverty in the U.S. Through participating in a student run after-school program at a low-income housing development, these students learned to promote developmental assets through enrichment activities.

Presenters: James Kirk, Winona State University, USA; Robert Palmer, Winona State University; Mary Kirk, Winona State University, USA **Room 1**

Teaching Music in a Full Inclusion Class: Does It Work?

The action-research project determined if a fully inclusive middle school music class (students with and without significant disabilities) could affect non-disabled students' perception of peers with disabilities. Through surveys and observations it was determined that students' perceptions positively evolved and created a more inclusive class/school environment.

Presenter: Carolyn Lindstrom, Brandman University, USA **Room 2**



Using Picture Books to Support Children with Varying Abilities

This lecture focuses on using picture books to support all children. It is vital that children see themselves in the literature. Often, children of varying abilities and circumstances are not well represented in picture books. The need to create an all-inclusive children's library, its benefits, and practices are discussed.

Presenter: Katherine Norris, West Chester University, USA **Room 3**

Bridging the Gaps in Learning towards Inclusive and Equitable Quality Education in Ghana

The study investigates unique approaches of teaching in inclusive classrooms in Ghana. Design was explanatory-sequential and sampling-purposive. Differentiated Instruction (DI), Universal Design for Learning (UDL) and Inclusive Pedagogical Approach in Action (IPAA) were found to make learning accessible while improving the learning process for all students towards equity for all.

Presenter: Tiece Ruffin, University of North Carolina; Florence Akua Mensah, University of Winneba, Ghana **Room 4**

Teaching College and Career Readiness Skills to At-Risk Youth

High school, college and career readiness (CCR) programs focus on teaching students the knowledge and skills needed for postsecondary success. This presentation will describe core components of CCR programs. Strategies will be delineated to enhance CCR programs so that they meet the needs of students at-risk for school dropout.

Presenter: Lee Kern, Lehigh University, USA **Room 5**

Developing Evaluation Criteria for Elementary Teachers of the Visually Impaired in Vietnam

In Vietnam, teacher professional standards are available at all levels including preschool, elementary, middle and high school. These standards were also designed as a teacher assessment tool. Teachers who teach visually impaired children at elementary school have been evaluated with the professional standards of elementary teachers. However, working with visually impaired learners requires many specific competences that are different from other teachers. This paper will present the process used to develop assessment criteria for teachers of visually impaired children in elementary school in Vietnam.

Presenter: Nga Thi Hoang, Ho Chi Minh City University of Education, Vietnam **Room 6 (30 minutes)**

Difficulties with Implementing Policy Provisions on Special Education in Nigeria Schools: Teachers' Views

In-depth interviews were employed to investigate teachers' views on difficulties with implementing policy provisions for special education in Nigeria's high schools. Results revealed teachers' limited knowledge capacities regarding pupils with disabilities, limited knowledge regarding links between disabilities and the potentials to learn. and the schools' lack of support for pupils with disabilities.

Presenter: Olaniyi Bojuwoye, Kwara State University, Nigeria **Room 6 (30 minutes)**

Leadership Positions for Persons with Disabilities for Sustainable Development in Nigeria

This study discussed getting persons with disabilities (PWD) into leadership roles in Nigeria. Three research questions guided the study, using survey research methods with a sample of 60 PWD, from a population of 130. Data collected was analyzed using mean and standard deviation. Challenges of exclusion into special schools exist, recommending passing disability discrimination legislation.

Presenter: Josephine Nwabueze, Federal College, Nigeria
Room 7 (30 minutes)

Coping with Educational Barriers in Tanzania: Evidence from Students with Sensory Impairment

This study explored coping strategies employed by students with sensory impairments in Tanzania to overcome educational barriers experienced. Twenty-seven students with sensory impairments were involved and a thematic analysis was used to analyze data. Both problem-focused and emotional-focused coping strategies were reported. Overcoming educational barriers requires support from the entire community.

Presenter: Sarah Kisanga, University of Dar es Salaam, Tanzania
Room 7 (30 minutes)

An Intensive Sports Training Program to Promote Varied Skills in a Special School

An intensive sports program is of tremendous relevance in a special school, enhancing the physical development, competitiveness, perceptual-motor skills, social skills, team work, independence and confidence of students with special needs. A case study of such a program for the holistic development of students from primary to the senior level will be discussed.

Presenter: Rajashri Ghosalkar, SPJ Sadhana School; Tejal Kothari, SPJ Sadhana School, Mumbai **Room 8**

Special/Inclusive Education Provision in Institutions of Higher Learning-How Long Should it Be?

The Bachelor of Education degree generally takes about 4 years, but should a degree in Special/Inclusive Education take the same period of time? Special Education includes learning subjects like Braille, Sign Language and specialized digital concepts. There is need to re-visit the period for training.

Presenter: Donald Nongola, UNICAF University, Zambia
Auditorium (30 minutes)

Sport Policy Implementation Challenges: A Case of Schools in Zimbabwe

The study explored challenges faced in implementing the Inclusive Education Policy in Sport, in Masvingo District, Zimbabwe. Qualitative case study design was used and data was purposively collected from heads, teachers, children and ministry. Study revealed that schools were not implementing the sport policy. Study recommends government to train all stakeholders

Presenter: Tapiwa Mudyahoto, Great Zimbabwe University, Zimbabwe **Room: Auditorium (30 minutes)**

The Milandizi Vocational Training Centre in Tanzania

The presentation will give an insight about how this ambitious project was started, how it evolved and how it now came close to reaching its goal of starting a new centre which will train youth and young adults with intellectual disability in Tanzania. The aim of the presentation is to inspire others, but also to open the discussion on strategies for creating employment opportunities and access to the labour market in Tanzania and in other countries.

Presenter: Caroline Shedafa, Mlandizi Vocational Training Centre, Tanzania **Room 1**

Functional Independence in Toileting: Developing Resilience for Persons Using Wheel Chairs

Humans need to constantly release waste through toileting (urinating and defecating) to ensure a healthy state. Millions of persons using wheelchairs however experience inconveniences in a bid to use the conventional conveniences. This paper highlights peculiar toileting needs of persons using wheelchairs, proffering solutions to this embarrassing trend.

Presenter: Esther Oyefeso, University of Ibadan, Nigeria
Room 2 (30 minutes)

HIV/AIDS Knowledge, Attitude and Sexual-risk Behavior Among Students with Visual Impairment in Nigeria

This study investigated knowledge, attitude and sexual-risk behaviours among the visually impaired towards HIV/AIDS in Nigeria. Three research questions were formulated. A descriptive survey was used. The visually impaired had a fair level of attitude and good knowledge of HIV/AIDS. No significant relationship existed among sexual-risk behavior, attitude, and knowledge of HIV/AIDS among the respondents.

Presenter: Okoli Bibiana Ifeoma, University of Ibadan, Nigeria
Room 2 (30 minutes)

School Meal for Children with Special Needs in Nigeria

Poverty has prevented about 3.25 million Nigerian children with special needs from access to primary education. The Nigerian government has introduced the school meal in the primary school as a measure to increase access. This proposal considers evaluation of the implementation of the school meal policy critical for improvement.

Presenter: Oluseyi Dada, University of Calabar, Nigeria **Room 3**

Optimal Learning Environments and their Impact on Student Experience

Optimal Learning Environments (OLE) are thoughtfully planned areas of learning that are designed to maximize the experience of and increase the positive interactions for all students. Implementation results of an OLE and its impact on student satisfaction and performance by providing intellectually and emotionally safe, stimulating classroom will be discussed.

Presenter: Nanette Fritschmann, National University, USA **Room 4**



Students with Autism and Intellectual Disabilities: Status After College

Parents of students with autism and intellectual disabilities describe the employment status and supports their students need to live with increased independence after completing a two-year college-based postsecondary program. Discussion focuses on post-college challenges, life trajectories, and on how programs, families, and students can prepare for adult responsibilities.

Presenters: Jo Hendrickson, University of Iowa, USA; Karen Sealander, Northern Arizona University, USA **Room 5**

Disrupting Inclusive Education Assumptions: Implications for the Global South

This session will provide a brief overview of the evolution of inclusive education. Critical aspects of inclusive education will be discussed and what needs refinement to increase its relevance for nations in the Global South. Reflections about future inclusive education research will be explored.

Presenter: Alfredo J. Artilles, Arizona State University, USA **Room 6**

Exploring Issues Relating to 24-hour Provisions for SEN Children in Selected Early Years Settings in Greater Manchester (UK)

A three-part questionnaire employed in sampling the perceptions of selected early years staff in Greater Manchester (UK). This generated data that supported the relevance of twenty issues in designing and implementing 24-hour provisions for SEN children in early years settings. The research findings and implications will be discussed.

Presenter: Olanrewaju Bola Jegede, Sapon Abeokuta Ogun State, Nigeria **Room 7**

An Evolving World of Teaching Means Evolving Teacher Preparation

Arizona State University is reimagining teacher-prep by strengthening curriculum and experiences afforded to pre-service teachers in the special education program. Three ways the university is doing this is by implementing communities of practice approach, by clinically embedding course work and focusing on program offerings to address diverse populations.

Presenters: William Butler, Arizona State University, USA; Jessica Debiasse, Arizona State University, USA; Kathleen Puckett, Arizona State University, USA **Room 8**

Information Session for First Time Conference Attendees and New IASE Members

In this session, participants will learn about IASE and the different ways to get actively involved with the organization. Participants will receive information outlining the different IASE board of director positions along with the specific job descriptions and responsibilities associated with the board position. In addition, information regarding the different committee leadership opportunities and associated responsibilities will be shared. There will also be time set aside to respond to different questions from participants regarding the organization.

Presenter: Beatrice Adera, IASE President, West Chester University USA **Room: Auditorium**

A Survey of Inclusive Practices in Schools in the Western Cape

Although numerous inclusive policies are in place, exclusive practices are still occurring in South African schools. This study reports on a Global Collaborative Inclusive Education project which was done by academics from universities in South Africa and United States using two schools in Cape Town. The study also reports on the lack of parental involvement as one of barriers to implementing inclusive practices in South African schools.

Presenter: Lawrence Meda, Cape Peninsula University, South Africa **Room: Auditorium (30 minutes)**

Special/Inclusive Education Provision in Institutions of Higher Learning-How Long Should it Be?

This session will discuss the coursework and time frame it takes to complete a Bachelor of Education degree in special/inclusive education. Implications for revisiting the structure and training involved in this specialized field will also be discussed.

Presenter: Donald Nongola, UNICAF University, Zambia **Auditorium (30 minutes)**

Assessing for Learning Disabilities in India

This paper describes and analyzes the process of assessment that leads to students from non-English-speaking backgrounds being identified as learning disabled in India, and suggests the need for using indigenously developed and standardized, regional language assessment tools such as the Dyslexia Assessment in Indian Languages (DALI).

Presenter: Maya Kalyanpur, University of San Diego, USA **Room 1 (30 minutes)**

Effect of "APPLE TREE" Approach on Writing Performance of Deaf Children

Deaf children are known to be deficient in writing of sentences. "APPLE TREE" approach was used to teach 20 deaf children how to write sentences correctly. The study used a pre-test post-test experimental design. Results showed a significant improvement in the children's writing of sentences after treatment.

Presenter: Michael Abednego, University of Jos, Nigeria **Room 1 (30 minutes)**

Relationships of Adults Who Have a Brother/Sister with Mild-Moderate or Severe-Profound IDD

This study's purpose was to examine the perceptions of 72 adult siblings about their relationship with a brother or sister with Intellectual Developmental Disabilities (IDD). The findings describe the sibling roles, relationship quality, emotional responses, and contexts affecting the relationship of siblings with mild-moderate or severe-profound IDD.

Presenter: Sarah Hall, University of Minnesota, USA **Room 2 (30 minutes)**



Looking Forward: How Adults with IDD and Their Siblings Make Decisions

Siblings of people with intellectual and developmental disabilities (IDD) are likely to fulfill caregiving roles and be involved in decision-making. We interviewed sibling pairs to understand how they make decisions regarding independent living, employment, and daily choices. The findings describe their decision-making process, contextual factors, and suggestions for support.

Presenter: Sarah Hall, University of Minnesota, USA **Room 2 (30 minutes)**

Inclusive Practices at AL Muntazir Schools

This session will discuss inclusive education and what inclusive practices that have been successful in the Al Muntazir school that help children with Autism.

Presenter: Zahida Chagani, Al Muntazir, Tanzania **Room 3 (30 minutes)**

Teaching Learners with a Phonological Disorder: Reflective Encounters in Inclusive Classrooms

This paper is based on revelations of teaching encounters and experiences with learners with special education needs in inclusive classrooms. It brings out screening assessments, intervention and teaching strategies employed by the teacher in a classroom of learners with phonological disorders.

Presenter: Daniel Mpolomoka, Zambian Open University, Zambia **Room 3 (30 minutes)**

Using Peer Mediated Lego Play to Promote Social Communication in Young Students with Autism

The current study examined the effects of a peer-mediated **LEGO®** play intervention on improving social skills for children with ASD in two mainstream classes using a single-case multiple-baseline-across-behaviors-design. Results showed an increase in both the frequency and quality of the three target social communication behaviors across both target participants.

Presenters: Cathy Little, University of Sydney, Australia; David Evans, University of Sydney, Australia **Room 4**

Transformative Co-Teaching Practices

Transform co-teaching practices by exploring school wide structures, teacher behaviors, typical student struggles, and responsive instructional practices that are powerful in making co-teaching partnerships and the students in their classrooms highly successful. The presenter will not only discuss effective structures, but involve participants in multiple strategy models throughout the lecture.

Presenter: April Noah, Fire International, USA **Room 5**



Recommendations for School-Based Mental Health Services

The incidence of mental health problems is on the rise. Schools are ideally situated to provide mental health services. Recently, the Council for Behavioral Disorders published recommendations for school-based mental health services (Kern et al., 2018). This presentation will describe key features of effective school-based services and recommendations for practice.

Presenter: Lee Kern, Lehigh University, USA **Room 6**

Avoiding the Security Pitfalls of Synchronous Sessions and Webinars

In 2018, an international synchronous webinar was hacked by intruders, causing shock, disruption and disgust (terrible photos & videos were posted). The presenters have researched how best to avoid such intrusions, since global webinars and MOOCs are so important to our professional development. The presentation is based on a review of the literature, recommendations from experts in the field, and reflective experiences by the presenters. Recommendations will be shared.

Presenters: Susie Gronseth, University of Houston, USA; Elizabeth Dalton, University of Rhode Island, USA **Room 7**

Wednesday, July 17, 2019
Round Table and Poster Session 2:05 – 3:05 pm
Each Session Will Last 30 Minutes
Room 8

Holistic and Dynamic Integrated Development Through Performing Arts

A multi-sensory integrated performance production, to inculcate perception, spatial awareness and body balance, of students with special needs will be discussed. Further dialogue will involve a variety of modalities of communication for a stage performance, to enhance the holistic development of students.

Presenter: Tejal Kothari, SPJ Sadhana School, India **Room 8 (30 minutes 2:05-2:25)**

Diagnosis of Children with Autism in Africa with Special Reference to Kenya and South Africa

The goal of this presentation is to explore how children with autism are diagnosed in Africa. There has been an increase in the prevalence of autism both nationally and internationally. Access to diagnostic intervention and educational services is still a significant challenge for families in Kenya and South Africa

Presenters: Zandile Nkabinde, New Jersey City University, USA; Joshua Manduku, University Kabianga, Kenya **Room 8 (30 minutes 2:05-2:25)**

Inclusion Follow-Up Project in China

This is a duplicated study of inclusion in China. We reported an inclusion project at one elementary school in Nanjing, China. Now we duplicate it to three different preschools in the same city. The teachers are trained how to teach preschoolers with autism that are included at normal class setting.

Presenters: Jing Jing Tao, San Jose State ; Mei Li, China; Ping Li, China; Weiwei Zhu, China **Room 8 (30 minutes 2:05-2:25)**

Wednesday, July 17, 2019
Round Table and Poster Session 2:05 – 3:05 pm
Each Session Will Last 30 Minutes Room 8

Effects of Life-long Learning Intervention on Children with Deaf-blindness

This paper discusses effects of life-long learning intervention on children with deaf-blindness. The purpose is to examine the pupils' self-concept of environment and language development skills. The study used an experimental pretest-posttest design using life-long intervention tools. Recommendations will be proffered based on the findings.

Presenter: Bolchit Gideon Dala, University of Jos, Nigeria
Room 8(30 minutes 2:05-2:25)

IASE National Chairs

This session will focus on what is going on in the world through our IASE National Chairs. Learn how you can become more involved within your country as part of the International Association of Special Education

Presenters: Zandile Nkabinde, IASE National Co-Chair, Anupriya Chadha, India; Girma Berhanu, Sweden; Tolulope Eni-Olorunda, Nigeria; Lightness Mbila, Tanzania
Room 8 (30 minutes 2:25-3:05)

Educational Project for Work Related Training and Development of an Infrastructures for Children with Disabilities

The purpose of this project is to reduce the number of beggars and loiterers in Muheza and to improve the opportunities for individuals with intellectual impairments. This session will address training and needlework skills, to provide education and entrepreneurial opportunities.

Presenter: Muumin Sudi Muheza, Tanzania **Room 8(30 minutes 2:25-3:05)**

Knowledge, Attitude and Sexual-Risk Behaviours Among Visually Impaired Towards HIV/AIDS in Nigeria

This study investigated knowledge, attitude and sexual-risk behaviors among the visually impaired towards HIV/AIDS in Nigeria. Three research questions were formulated. A Descriptive survey was used. The results and implications of this study will be discussed.

Presenter: Okoli Bibiana Ifeoma , University of Ibadan, Nigeria
Room 8 (30 minutes 2:25-3:05)



Wednesday, July 17, 2019
Auditorium

Closing Session: 4:07-5:07 pm

Conference Evaluations 5:07-5:15pm

Tea Break and then proceed to the Gala Dinner
Non-Gala attendees, vehicles will depart at 5:20 pm for the hotels.

Special Thanks to.....



Irente Rainbow School

We wish to thank the students and staff of the Irente Rainbow School in Lushoto for their craft work in preparing the name tag lanyards. They are beautiful and a great skill building activity for the special needs students. Asante sana!

The Gabriella Rehabilitation Center

A special thanks to the staff and students at the Gabriella Rehabilitation Center in Moshi for their sewing skills in preparing the conference bags. They will be well used and will find their way around the world after the conference.

The North East Diocese-ELCT

Our heartfelt gratitude goes out to the North East Diocese of the Evangelical Lutheran Church in Tanzania for the use of their vehicles and experienced drivers. It was important that we provided quality ground transportation and skilled drivers to navigate the journey from Arusha-Moshi and Tanga. Thanks for your willingness to accommodate us and for the transportation during the week from Lushoto to Magamba and back each day.

VUGA Press North East Diocese-ELCT

Special thanks for the printing and production of the program book.

SEKOMU

Special thanks goes to Rev. Dr. Annet Munga, staff, and volunteers for allowing us to feel welcome and being included in their global family. Thanks to Dr. Didas Kimaro, Vice Chancellor at SEKOMU and his administration and staff for donating the use of the Benjamin William Mkapa Auditorium and campus facilities for this conference.

Special thanks goes to Joseph Amani- Mariki-JM Graphics for donating his time to design and layout our conference cover and to Fred Ngumbuke for his technical assistance, and for VUGA Press for the printing and production of the program book

Our Exhibitors

Karen Nave, Days for Girls, USA
 Johanna Kroth, Therap Global

Johanna Kroth
 Director of Global Implementation
 (203) 596-7553 ext. 2035
 johanna@therapglobal.net

www.TherapGlobal.net
<https://www.facebook.com/therapglobal>

Therap Global offers a comprehensive web-based application suite for documenting and tracking educational, vocational, therapy and other services.

Therap has over 16 years of experience working with stakeholders in the Intellectual and Developmental Disabilities (IDD) community including schools, private agencies, governments, NGOs, donor organizations, self-advocates, and families.

Index of Presenters

A-B

Abdalla, Mohamed	p. 8
Abednego, Michael	p.17
Abery, Brian	p. 6
Ademokoya, J. Abiola	p. 14
Adeniyi, Emmanuel Olufemi	p. 6
Adera, Beatrice	p.1, 5, 6, 11, 17
Ajobiewe, Theophilus Emmanuel	p. 6
Andriana, Elga	p. 9
Artiles, Alfredo J.	p.17
Assanbayev, Arman	p. 14
Babudoh, Gladys	p. 9
Bagandanshwa, Edward	p. 5
Barker, Charlot	p. 15
Berhanu, Girma	p. 13, 19
Bojuwoye, Olaniyi	p.15
Brown, Monica	p. 7, 12, 14
Bullis, Barry	p. 6
Burciaga, Danyella	p. 8
Butler, William	p.17

C-D

Campisano, Madeline	p. 8
Chadha, Anupriya	p. 11, 14, 19
Chagani, Zahida	p. 18
Dada, Olubukola Christianah	p. 7
Dada, Oluseyi	p.16
Dala, Bolchit Gideon	p.19
Dalton, Elizabeth	p. 7,10,14,18
Dantata, Ya'u Musa	p. 11, 14
Debiasse, Jessica	p. 17
Drower, Iris	p. 14

E-F-G

Eni-Olorunda, Tolu	p. 8, 19
Evans, David	p. 9, 18
Faison-Hodge, Jennifer	p.12
Faraclas , Kara	p. 8
Ferguson, Mary	p. 7, 11, 14
Foisack, Elsa	p. 7
Fraser, Sherwin	p. 9
Fritschmann , Nanette	p. 8, 16
Gaudio, Colleen	p. 12
Ghosalkar, Rajashri	p. 14, 16
Goldberg, Roberta	p. 9
Goldsberry, Craig	p. 11, 14
Gonzales, Rachael	p. 11, 14
Gronseth, Susie	p. 7, 9, 18
Gutherz, Marissa	p. 12

H- I- J

Ha, Le Thi Minh	p. 10, 14
Hall, Sarah	p. 17.18
Haria, Priti	p. 12, 14
Hendrickson, Jo	p. 6, 7, 14, 17
Hoang, Nga Thi	p. 11, 14,15
Ifeoma,Okoli Bibiana	p. 16,19
Jegede, Olanrewaju Bola	p. 17
Jez, Rebekka	p. 8

K-L

Kaguri, Twesigye Jackson	p. 5
Kalyanpur, Maya	p.17
Kern, Lee	p. 15, 18
Khakoo, Farida	p. 14
Khasakhala Okaya Edward	p. 13
Kimaro, Didas	p. 11
Kirk, James	p 15
Kirk, Mary	p 15
Kisanga, Sarah	p. 16
Klimek, Barbara	p. 8
Kothari, Tejal	p. 16, 18
Lazarus, Brenda	p. 14
Li, Mei	p. 18
Li, Ping	p. 18
Lindstrom, Carolyn	p. 15
Little, Cathy	p. 18
Lyner-Cleophas Marcia	p. 7, 14

M- N

Manduku, Joshua	p.18
Martino, Danielle	p.12
Masawe, Agnes E	p. 6
Masse, Evena	p. 14
Mbila, Lightness	p.19
McCarthy, Daniel	p. 9
McKenzie, Judith	p. 7, 9, 10, 14
Meda, Lawrence	p.17
Mensah, Florence Akua	p. 13, 15
Michael, Martha	p. 12
Mkapa, Benjamin	p. 10
Moheza, Sudi Muumin	p. 19
Mojisola, Jacob-Udeme	p. 11
Mpolomoka, Daniel	p.18
Mrstik. Samantha	p. 7
Mudyahoto, Tapiwa	p. 16
Munga, Anneth	p.1, 5, 14
Murphy, Katherine	p. 8
Naqvi, Nilofer	p. 9, 12
Ninteretse, Diane Gakuba	p.10
Nkabinde, Zandile	p 18, 19



Index of Presenters

N

Noah, April	p. 18
Nongola, Donald	p. 6, 17
Nonis , Karen Philomena	p. 8
Norris, Katherine	p. 15
Nwabueze, Josephine	p. 16

O-P

O'Rourke, Susan	p. 9, 12
Ogunsola, Gabriel	p. 10
Ogunshola, Elizabeth	p. 9
Okoro, Uloaku Nene	p. 13
Oluka, Beth	p. 12
Oluwawumi, Oyeyinka Oladipupo	p. 11
Omoke, Charles Makori	p. 12
O'Neill, Sue	p. 8
Oyefeso, Esther	p. 16
Palmer, Robert	p.15
Pandya, Jasmine	p. 8, 14
Patton, James	p. 6
Persons, Natalie	p. 7
Pistorio, Kalynn	p. 13
Puckett, Kathleen	p.17
Pursch, Susan	p. 1, 14

Q-R- S

Raburu, Pamela	p. 6
Rosenbloom, Sarah	p. 14
Ruffin, Tiece	p. 8, 13,15
Sanghvi, Fionika	p. 14
Schmidt, Raquel	p.12
Schneider, Tara	p. 7
Sealander, Karen	p. 6, 7, 14, 17
Seevers Randy	p. 6
Shedafa, Caroline	p. 16
Shektivuli, Dickson	p.12
Sichari, Barasa Manson	p.10, 13
Sollenberger, Christine	p. 11
Spencer, Kevin	p. 9, 12

T-U

Tao, Jing Jing	p.18
Ticha ,Renata	p. 6,12
Torres, Denise	p. 8
Trevethan, Sandra	p.14
Umbarger, Lynne	p. 13

V-W

Vazifdar, Kashmira	p. 13
Walalaze, Alfred	p. 6
Walusimbi, Moses	p. 7
Williams, Portia	p. 7
Wrafter, Jackie	p. 8, 14

X-Y-Z

Zhu, Weiwei	p.18
Zorn, Shannah	p. 7

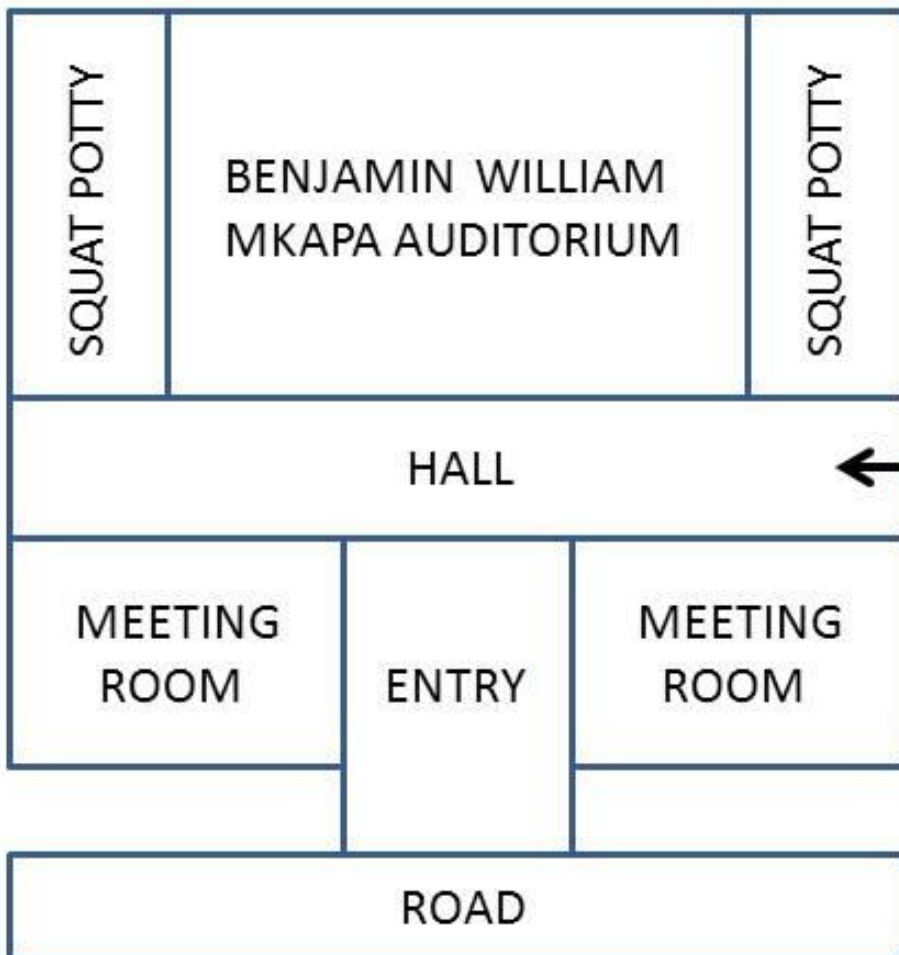
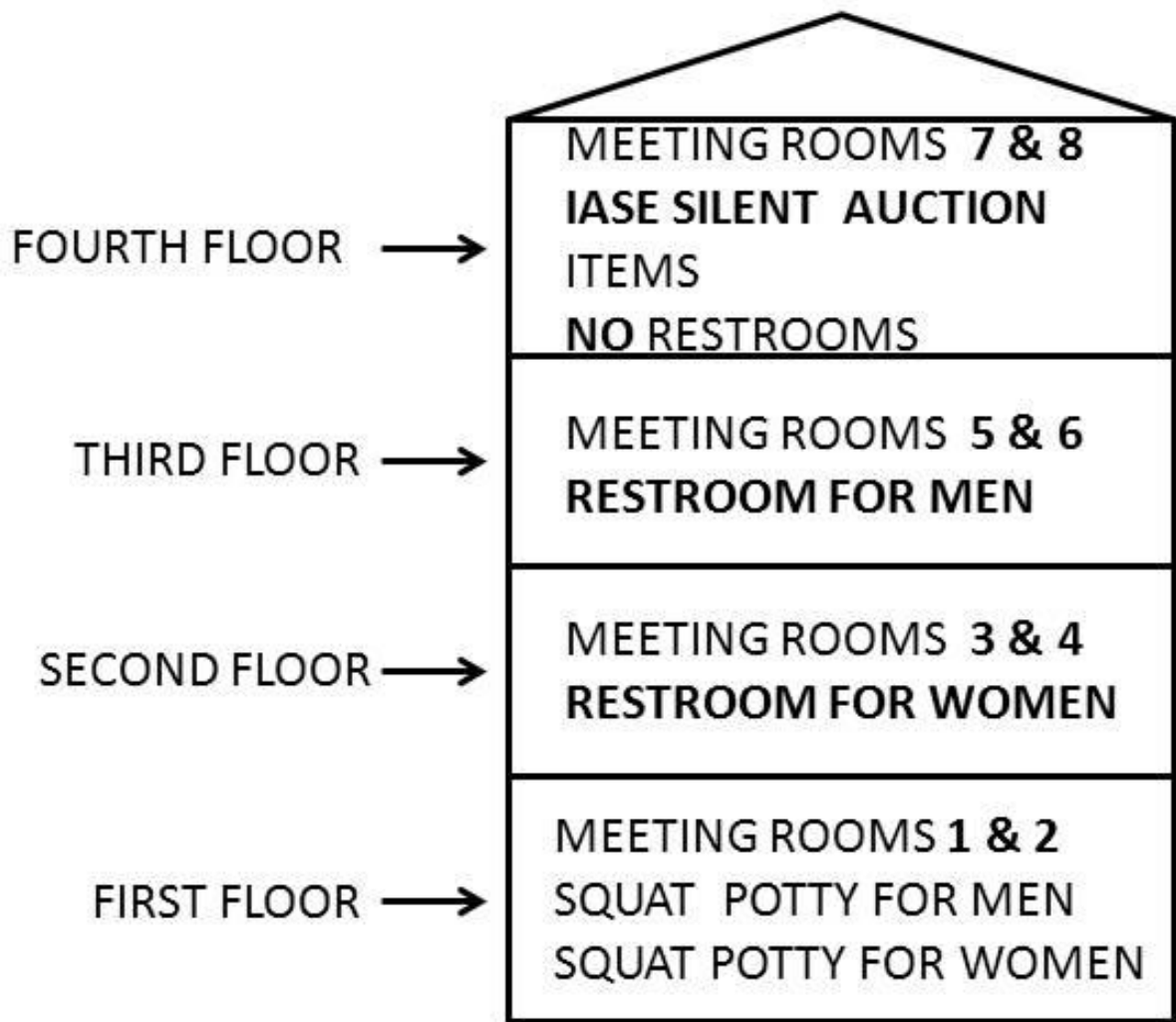


We wish to remember and give special thanks to our members of our IASE family who have recently passed away. From to left to right to: Dr. Bob Henderson, USA; Stan Love, Love Publishing, USA; Center: Founder of IASE, Dr. Marg Csapo. Bottom left to right: Dr. Richard Zigler, Canada/Kenya; & Dr. Sarah Devi, India



NOTES





← IN HALL:
 **EXHIBITS
 **TAKE AWAYS
 **MARKETPLACE
 **CHILDREN AND YOUNG ADULT ART WALK

16TH BIENNIAL CONFERENCE OF THE INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION

SEKOMU-TANZANIA 14TH-17TH JULY 2019

SEKOMU is...

- The host of the 2019 Conference of the International Association of Special Education (IASE).
- An institution owned by the North Eastern Diocese of the Evangelical Lutheran Church in Tanzania.
- The first university to be opened in Tanga region.
- A higher learning institution with its headquarters in Magamba, Lushoto.
- The first higher learning institution in the country to offer Special Education at degree level with emphasis on specialization areas.
- The only university in Tanzania offering Special Education at Masters degree level.
- The only higher learning institution in Tanzania and East Africa offering Bachelor of Science in Mental Health and Rehabilitation degree programme.
- A university that clearly puts persons with disabilities at the centre of its activities.
- A university bearing the name of the first African bishop of The North Eastern Diocese, Dr. Sebastian Kolowa.
- A higher learning institution that has collaborations with universities in USA, Belgium, Germany, Sweden, Norway, Finland and the Netherlands.

