



USAID
FROM THE AMERICAN PEOPLE



saigonchildren

17TH BIENNIAL CONFERENCE

THE INTERNATIONAL ASSOCIATION OF SPECIAL EDUCATION



Ho Chi Minh city University of Education

Building an Inclusive Culture Worldwide

10-14 JULY

2022

HCMC, 2022



Special Education Faculty, HCMUE

Early Intervention Room

The Early Intervention Room is administered by the Special Education Faculty, Ho Chi Minh City University of Education.

Our main functions:

- ✓ On-site Practicum for SpEd students
- ✓ Screening and Consultation
- ✓ Early Intervention Program
- ✓ Individual Intervention Session
- ✓ Transition Support to Inclusive Settings



Thuan An Center for Students with Disabilities

The center is known as the first center for teaching and caring for people with hearing loss in Vietnam. Since 1999, Thuan An center has been administered by Ho Chi Minh City University of Education. The center provides study programs for deaf individuals from infant to adolescence.



- ❖ **Early Intervention**
- ❖ **Primary and Secondary Levels**
- ❖ **Vocational Training**

[17naagdNEr5nwJMLypWvA2PJ?usp=sharing](https://www.facebook.com/17naagdNEr5nwJMLypWvA2PJ?usp=sharing)

**17th Biennial Conference
of the International Association of Special Education**

“Building an Inclusive Culture Worldwide.”

Ho Chi Minh city, Vietnam, South East Asia
July 10 – 14, 2022



Mission

Ho Chi Minh City University of Education (HCMUE) has the mission of training, fostering teachers, and organizing applied research in education and other sciences to fulfill the needs of high-quality teachers training, of advanced research for the cause of developments in education, society, and economy of the provinces in Southern Vietnam and the whole country.

Vision

Until 2030, HCMUE

- Will have become one of the key teacher training universities nationwide as a highly prestigious university in the nation and South East Asia in terms of training and fostering teachers and development of high-quality training programs to meet innovation need in education;
- Will have been a place where scientists, excellent educational experts, highly qualified lecturers converge to be the nationally leading center in scientific research in basic sciences and education.





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.

Celebrating 35 Years

Dr. Zandile Nkabinde, IASE Past President

A warm welcome to all Conference Participants! On behalf of the International Association of Special Education (IASE), we welcome you to the 17 th Biennial Conference and to Ho Chi Minh City University of Education (HCMUE) in Vietnam. We hope you will enjoy your time at the Conference as we celebrate 35 years of improving the lives for all individuals with disabilities.

The International Association of Special Education (IASE) was founded in 1985 by a visionary Dr. Marg Csapo who thought outside the box when it came to serving individuals with disabilities. She developed opportunities for people who work with individuals with disabilities in more than 50 countries. These professionals include professors, teachers, speech therapists, psychologists, health care providers, social workers, counselors, parents of children with disabilities, and other related service providers.

The Dr. Marg Csapo Scholarship was established to offer opportunities for teachers from developing countries to attend and participate in Biennial IASE Conferences. The goal is to offer partial assistance to those who may otherwise be unable to attend these international conferences. The scholarship has had a tremendous impact to all recipients. As Scholarship recipients return to their respective countries it is expected that they too will carry on the tradition of service to those who are less fortunate and promote what Dr. Marg Csapo stood for and continue to keep her legacy alive.

Another contribution Dr. Marg Csapo made was the publication of the International Association of Special Education known as the International Journal of Special Education. In her own words this publication was meant to provide national and international scholars with the platform for global issues, multiple voices about special education throughout the world. The first issue of this journal was published in 1986. Marg served as an editor for this journal for many years. What started small turned into a well-recognized publication now known as The Journal of the International Association of Special Education (JIASE). The journal has been instrumental in disseminating research and scholarship on special education worldwide. In addition, the journal has increased the visibility of international scholars and educators to the world stage in academia.

In its mission of fostering a global exchange of ideas and resources, IASE established Volunteer Service Projects in different countries such as Bangladesh, Colombia, Guatemala, India, Malawi, Mexico, Tanzania and Vietnam. These sites receive generous support from IASE members and donors that addresses the unique needs of those countries and the children they serve to live productive lives.





President of University

It is my great pleasure and honor to welcome you to Ho Chi Minh University of Education (HCMUE). Our mission is to train, foster and organize applied research in education and in other sciences to fulfil the needs of our teaching professionals. We are a higher educational institution that influences and contributes to the development of teacher training in the Southern region as well as in the entire country.

This conference will provide an opportunity for leaders and future leaders within the profession joining us from across continents to gather, reflect and redefine questions impacting, training, research, and practices toward a more inclusive culture. I encourage you to engage in decisions around the future of education will look like, the role you play as a global agent of innovation will be and how you can be an agent to ensure that our education systems are responsive to change and the needs of our society at large.

Finally, I would like to thank everyone who will embark with us and contribute in making this conference a success.



**Dr. Nga Hoang Thi
Local Conference Vice Chair**

On behalf of the local arrangement committee I am honored and delighted to welcome you to our 17 IASE Biennial Conference co-hosted by HCMC University School of Education This has been over 4 years in the making with the support and kind hospitality of our University President for allowing us to use this amazing facility along with the service of our endless volunteers. Special welcome to all of our delegates from over 25 countries around the world!

We have a truly unique platform for us to now come together and shape the future for all children and young adults with special needs. Our program provides a wide array of keynote speakers and individual presentations both in person and online.

We hope you enjoy the urban buzz and excitement of Ho Chi Minh City, the attractions of the region, cultural events and the hidden gems along the way.



**Dr. Renata Ticha, IASE
Conference Liaison and President**

It is a real pleasure to welcome all of you to the 17th Biennial Conference of IASE titled *Building an Inclusive Culture Worldwide* in Ho Chi Minh City University of Education (HCMUE) in Vietnam. This is a long-awaited conference that was slowed down by the pandemic. We are very excited to meet most of you in person and some of you online for this rich opportunity to learn from each other about useful approaches and strategies to work with children, youth and adults with disabilities in different educational, vocational, and community contexts.

This conference would not be possible without the IASE Conference Planning Committee, the conference planning committee at Ho Chi Minh City University of Education (HCMUE) under the leadership of the Conference Co-Chair, Dr. Nga Hoàng, the entire IASE Board of Directors, and all of you coming to Vietnam or joining on online.

We are excited to feature many outstanding presentations from around the world, including Vietnam, Cambodia, Kenya, Ghana, Tanzania, India, Spain, China, Australia, Czech Republic, UK, US, and many more. The wide range of topics include student engagement, access to higher education, transition to employment, training for parents, literacy, etc. There are also a number of sessions highlighting the work of IASE, including a session for new IASE members, a session featuring IASE Volunteer Service Projects (VSPs), and a session for those who would like to publish in the Journal of the International Association of Special Education (JIASE).

Let's get together to *Build an Inclusive Culture Worldwide!*



IASE Board Members

Renata Ticha, President, Czech Republic/USA
 Gulnoza Yakubova, President-Elect, USA
 Zandile Nkabinde, Past- President, USA
 Brenda Lazarus, Secretary, USA
 Iris Drower, Treasurer, USA
 Charles Omoke, Member-at-Large, Kenya
 Pavan Kumar Bada, Member-at-Large, India
 Josue Niyokwizigirwa, Member-at-Large, Burundi

IASE Committee Chairs and Extended Board

Beatrice Adera, National Chair Coordinator, Kenya/ USA
 Renata Ticha, Journal Editor, USA
 Iris Drower, Volunteer Service Projects (VSP), USA
 Virginia MacEntee, Book Publication Chair, USA
 Kalynn Hall, Web Administrator, USA
 Doreen N. Myrie, Scholarship Chair, USA
 Rachael Gonzales, Membership Chair, USA
 Doreen N. Myrie, Newsletter Co-editor
 Monerah N. Al-Dubayan, Newsletter Co-editor,
 Saudi Arabia

National Chairs

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

Exhibiti

Ha Hoang Manh, HCMUE, Vietnam
 Ms. Christina Stover, Autism Hearts Foundation
 Ma. Flory Mapeso, Autism Hearts Foundation

Program Chair

Renata Ticha, USA

Program Reviewers

Beatrice Adera, USA
 Iris Drower, USA
 Robert Gable, USA
 Rachel Gonzales, USA
 Susie Gronseth, USA
 Priti Haria, USA
 Nga Hoang Thi, HCMUE, Vietnam
 Brenda Lazarus, USA
 Mimi Staulters, USA
 Gulnoza Yakubova, USA

Silent and Live Auction Co-Chairs

Yogi Singh Tokas, India & Lucy Evans, USA

Committee:

Lucy Evans, USA
 Belle Khuu, USA
 An Hoang Truong Thuy, HCMUE, Vietnam

Children's and Young Adult Art Chair

Dr. Carolyn Lindstrom, USA

Committee:

Ha Hoang Manh, Vietnam
 An Hoang Truong Thuy, Vietnam

Evaluation Committee Chair

Brenda Lazarus, USA

Committee

Lucy Evans, USA
 An Hoang Truong Thuy, HCMUE, Vietnam

Conference Proceedings Chair

Gulnoza Yakubova, USA

Proceeding Co Editors:

Elizabeth Dalton, USA
 Iris Drower, USA
 Nga Hoang Thi, HCMUE, Vietnam
 Huong Pham Thi, HCMUE, Vietnam
 Hoa Nguyen Thanh, HCMUE, Vietnam
 Matthew Lucas, USA
 Kalyn Pistorio, USA

Conference Steering Committee

Iris Drower, USA
 Nga Hoang Thi, HCMUE, Vietnam
 Brenda Lazarus, USA
 Zandile Nkabinde, USA
 Gulnoza Yakubova, USA

Local Committee Chair

Tuan Cao Anh, HCMUE, Vietnam

Local Committee Members

Nga Hoang Thi, HCMUE, Vietnam
 Khuong Nguyen Vinh, HCMUE, Vietnam
 My Cao Thi Xuan, HCMUE, Vietnam
 Oanh Huynh Thi Hoang, HCMUE, Vietnam
 Vinh Nguyen Thanh, HCMUE, Vietnam
 Minh Lam Thanh, HCMUE, Vietnam
 Long Au Buu, HCMUE, Vietnam
 Nam Nguyen Thi Yen, HCMUE, Vietnam
 Thuy Pham Chung, HCMUE, Vietnam
 Cuong Nguyen Quang, HCMUE, Vietnam
 Phong Huynh Trung, HCMUE, Vietnam
 An Nguyen Vu Hoai, HCMUE, Vietnam
 Nhi Le Thi Cam, HCMUE, Vietnam

Long Term Volunteers from Vietnam

An Hoang Truong Thuy, HCMUE, Vietnam
 Ha Hoang Manh, HCMUE, Vietnam
 Ha Phan Thanh, HCMUE, Vietnam
 Hang Phan Thi, HCMUE, Vietnam
 Hoa Nguyen Thanh, HCMUE, Vietnam
 My Cao Thi Xuan, HCMUE, Vietnam
 Nga Hoang Thi, HCMUE, Vietnam
 Ngoc Pham Thi Hong, HCMUE, Vietnam
 Nhung Pham Thi Hong, HCMUE, Vietnam
 Oanh Huynh Thi Hoang, HCMUE, Vietnam
 Phuong Nguyen Ngoc Nam, HCMUE, Vietnam
 Trung Vo Minh, HCMUE, Vietnam
 Lien Dang Thi Quynh, HCMUE, Vietnam
 Huyen Nguyen Thu, HCMUE, Vietnam

Short Term Volunteers:

Lan Tran Thi Ngoc, HCMUE, Vietnam, Nga Nguyen Thi Ngoc,
 Ha Le Thi Minh, Vietnam, Craig Goldsberry, USA, Rachael
 Gonzales, USA, Truc Ng Tran Thanh, Nhi Nguyen Tran Linh,
 Dat Nguyen Ngo Ta, Nguyen Nguyen Thi Hai, Hoa Hoang Thi
 Kim, Tri Cao Nguyen Minh, Nghi Nguyen Ngoc Xuan, My
 Trinh Truong Yen, Quang Nguyen Nhat, Lan Nguyen Thi
 Huong, Hoa Nguyen Quynh, Phu Nguyen Thien, Han Pham Mai
 Gia, Quynh Nguyen Diem, Nhi Tran Thien, Chau Vu Hoang,
 Thao Truong Thi Phuong, Khanh Nguyen Tuan, Nam Le Dinh
 and Thanh Nguyen Pham Nhat, Vietnam.

Registration Chairs

Iris Drower, USA
 Craig Goldsberry, USA
 Brenda Lazarus, USA
 Daniel McCarthy, USA

**17th Biennial IASE Conference-Volunteers-Teacher Scholarship Awardees
Schedule-At-A-Glance**

Vietnam Scholarship Chairs

Doreen N. Myrie, USA & Zandile Nkabinde, USA

Vietnam Teacher Scholarships Awardees:

Thiep Tran Thi, Loan Truong Thanh, Hieu Le Trung Chi, Hong Le Thi Thu, Hien Do Thi, Nga Nguyen Thi Ngoc, Tieng Cao Thi, Phung Nguyen Thi, Hong Do Thi, Kha Hoang Bich, Tan Nguyen Thi & Tam Nguyen Duy

Special Thanks for those who donated funds for our Vietnamese Teacher Scholarships: Iris Drower, Renata Ticha, Priti Haria on behalf of Stockton University, friends at Chautauqua Charter School in Panama City, FL, Heather Hay and Craig Goldsberry.

Schedule-At-A-Glance

Sunday, July 10, 2022

Registration Opens 4:00 pm-5:00 pm

Pick up conference materials at the Auditorium, HCMUE Video Tour in Auditorium (4:30 pm to 5:15 pm)

Drop off auction items with Dr. Zandile Nkabinde and Yogi Tokas

Drop off Children & Young Adult Art with Dr. Carolyn Lindstrom

Exhibitors set up with Local Arrangement Committee

Welcoming Reception 5:20-6:20 pm

Welcome by IASE President, Dr. Renata Ticha
Welcome by Past President, Dr. Zandile Nkabinde
Special Welcome from HCMUE President, Son Huynh Van

VIETNAMESE TRADITIONAL ART SHOW



IASE, 17th Biennial Conference
Ho Chi Minh City, Vietnam

Local Entertainment - performance team of HCMUE
Light Refreshments and Networking

Monday, July 11, 2022

Registration Opens 8:30-8:50 am

Delegates can view the exhibits, Children and Youth Art, Silent Auction items, VSP Table, & local artists selling their goods in the Marketplace (outside Auditorium)

Pick up and pay for silent auction items daily during tea breaks and lunch.

Online Delegates will be able to view all sessions except Roundtables and Poster sessions. See key below:



Online Session



Language Translation

MONDAY 11 TH JULY 2022		
TIME	ACTIVITY	VENUE
8:30-8:55 am	Registration & viewing exhibitions, Market Place, Silent auction, VSP Table & Children's and Young Adult art.	Outside the Auditorium
9:00-9:03 am	Opening Welcome by Local Conference Chairs Drs. Nga Hoang Thi, Dean, Special Education Faculty and Renata Ticha	Auditorium
9:03- 9:20 am	Special Entertainment	Auditorium
9:21 -10:15 am	Keynote address by Dr. Nga Hoang Thi, Dean , Faculty of Special Education, HCMC University of Education, Vietnam <i>Title: Overview of Achievements and Challenges in Managing Inclusive Education of Children with Disabilities in Vietnam and Possible Measures for Improvement</i>	Auditorium
10:17-10:52 am	Keynote address by Dr. Erlinda Borromeo , Co-founder and President of the Autism Hearts Foundation, USA/Phillipines <i>Title: Special Education Beyond the Classroom</i>	Auditorium
10:55-11:55 am	Concurrent Session 1	See p. 6
12:00-1:00 pm	LUNCH	Cafeteria
1:05-2:05 pm	Concurrent Session 2	See pp. 7-8
2:10-3:10 pm	Concurrent Session 3	See pp. 8-9
3:15-3:25 pm	Tea Break	Outside Auditorium
3:30-4:30 pm	Concurrent Session 4	See p. 9

TUESDAY 12 TH JULY 2022		
TIME	ACTIVITY	VENUE
8:30-8:55 am	View silent auction items, Children's Art, Exhibits & Market Place	Outside the Auditorium
9:00-10:00am	Keynote address by Dr. Viann Nam-Phuong Nguyễn-Feng , counseling psychologist and assistant professor in the Department of Psychology at the University of Minnesota, USA <i>Title: Culturally-Sensitive and Trauma-Informed Education Practices</i>	Auditorium
10:05-11:05 am	Concurrent Session 5	See pp.10-11
11:07-12:07 pm	Concurrent Session 6	See p. 12
12:10-1:10 pm	LUNCH	Cafeteria
1:15-2:15 pm	Concurrent Session 7	See pp.13-14
2:20-3:20 pm	Concurrent Session 8	See pp.14-15
3:25-3:40 pm	TEA BREAK	Outside Auditorium
3:45 pm- 4:45 pm	IASE General Membership Meeting (Everyone is Welcome) Membership Presentation	Auditorium

WEDNESDAY 13TH JULY, 2022



Cultural Day

Come Dressed in your Native Attire

TIME	ACTIVITY	VENUE
8:30-8:45 am	Local Chair Announcements and Welcome	Auditorium
8:45-9:45 am	Keynote Address by Dr. Phuong N. Le, Co-Founder & President of the Consortium to Advance School Psychology - International (CASP-I), freelanced public speaker, trainer, and writer in psychology and education, Vietnam. Title: <i>Knowledge of Vietnamese Special Education and Psychology Faculty Towards Specific Learning Disability</i>	Auditorium
9:50-10:50 am	Concurrent Session 9	See p. 16
10:55-11:55 am	Concurrent Session 10	See p.17
12:00-1:00 pm	LUNCH	Cafeteria
1:05-2:05 pm	Concurrent Session 11	See pp. 17-18
2:10-3:10 pm	Concurrent Session 12	See pp 18-19
3:15-4:25 pm	Tea Break	Outside Auditorium
4:30-5:00 pm	Closing Session -Awards, Certificates & Celebrations	Auditorium
5:00-5:05 pm	Conference Evaluations	Auditorium
6:30-8:30 pm	Gala Dinner	HCMUE

This school is known as the first school for teaching and caring people with hearing loss in Vietnam. In October 1999, Thuan An Center became a part of Ho Chi Minh City University of Education.

Currently, more than 300 deaf students from many provinces are studying at Thuan An Center in early intervention programme; primary and secondary programme and vocational programme. Thuan An Center is also an intership workplace of the Special Education department, Ho Chi Minh City University of Education.

Thuan An Center locate in Binh Duong province where is famous for tropical orchird farms and some traditional craft villages such as Lai Thieu pottery village, Tuong Binh Hiep lacquer village and Tan Uyen bamboo and rattan villages.



Tour Two: Center for Sponsoring-Vocational Training and Job Creation for People with Disabilities of Ho Chi Minh City

- *This tour needs to be prepaid and we are not sure if it is convenient for visiting yet*

The center organizes vocational training and career counseling for students with disabilities and street children in the city.

The center coordinates with departments, districts, businesses, production facilities, and employment service centers in the city to introduce and create jobs for people with disabilities.



6:30-8:30 – Gala Dinner

Cultural Gala Event

- 6:30 pm Welcome by Drs.Renata Ticha & Dr. Nga Hoang Thi
- 6:40 pm Entertainment
- 7:00-7:30 pm Buffet Dinner
- 8:00 pm Live Auction



Thursday July 14, 2022

8:00 am Transport vehicles will leave from HCMC University of Education

Tour One: Thuan An Center for Students with Disabilities (Thuan An Center)

- *This excursion is open to all participants and is fully sponsored by HCMUE*



Plenary Introduction: Dr. Ha Le Thi Minh, Associate Professor

Associate Professor, Dr. Ha Le Thi Minh was a former dean of the Faculty of Special Education at the Ho Chi Minh City University of

Education. She has a doctor's degree in Psychology and a master's degree in education. She has more than 40 years of teaching at the university and has rich experience in researching on children with developmental disorders. Currently, she is the Head of Psychology and Vice Dean of the Faculty of Social Sciences and Humanities at Van Lang University. She has been a member of IASE since 2013.

Key Note Speaker: Dr. Nga Hoang Thi, Dean, Faculty of Special Education, HCMC University of Education, Vietnam.



Dr. Nga Hoang Thi is a lecturer at Ho Chi Minh City University of Education and has been in charge of the Special Education Department since 2014. She holds B.Ed. degrees in both

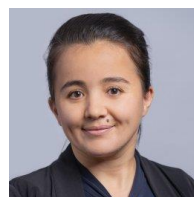
Elementary Education and in Special Education as well. She received her M.Ed. in Special Education and Ph.D. in Educational Management related to Special Education. Her research focused on promoting the quality of education for children with visual impairment in Vietnam.

She is a key person to develop many training programs in the field of special education. Her interest, currently and near future, is improving the early intervention service for children with developmental disabilities, evidence-based teaching and promoting the inclusive education for children with disabilities in Viet Nam.

Title: *Overview of Achievements and Challenges in Managing Inclusive Education of Children with Disabilities in Vietnam and Possible Measures for Improvement*

Since inclusive education was introduced in Vietnam nearly 30 years ago, the quality of education for children with disabilities has been continuously improved. Many factors have contributed to these positive change included the key one of the construction and operation of the inclusive education management system. Her presentation addresses the primary achievements in inclusive education management and at the same time points out the problems and shortcomings in this system, from which proposing a number of measures to enhance the quality of inclusive education for children with disabilities in Vietnam.

Plenary Introduction: Dr. Gulnoza Yakubova, President-Elect



Dr. Gulnoza is an Assistant Professor in Special Education in the College of Education at the University of Maryland, College Park. Having received her Ph.D. in special education from Purdue University in 2013, Dr. Yakubova worked as an Assistant Professor at Duquesne University prior to joining the University of Maryland. She has several years of experience in working with autistic children to teach them independent living skills and supporting them in an academic environment. Her overarching research interest focuses on examining technology-based interventions to teach autistic students the skills they need to have a successful life after school.

Key Note Speaker: Dr. Erlinda Borrromeo, Co-founder and President of the Autism Hearts Foundation, USA/Philippines



Dr. Borrromeo holds a Masters degree in Special Education with an emphasis in Mild-Moderate Disabilities focusing on Autism Spectrum Disorder (ASD) and a Doctorate Degree in Management and Organizational Leadership. She is the co-founder and president of the Autism Hearts Foundation (AHF), a nonprofit organization that hopes to maximize the potential of persons with ASD; a mission that is personal to her as a grandmother of a child with autism.

Title: *Special Education Beyond The Classroom*

Dr. Borrromeo will discuss how special education extends to learning outside the classroom. She will explain how special education is supplemented within a community that is most vulnerable and challenged. She will speak from a perspective of working with students in a natural setting that develops and hones their skills and talents towards a fulfilled and productive life.



Parental Perceptions of the Sexuality of Adolescents with Intellectual Disabilities

The purpose of our study was to examine the sexuality of adolescents with ID from their parents' perceptions. The study was conducted using a phenomenological approach and included 21 in-depth, semi-structured interviews with parents. We will present our research and the findings.

Presenters: Iris Manor Binyamini, Associate Professor, (Visiting) Faculty of Medicine, Technion, Israel; Michal Schreiber-Divon, Talpiot College of Education, Israel **Room 1 (30 minutes) online**

Teachers Knowledge, Perception and Attitude Towards the Implementation of IEP in Building an Inclusive Culture in Nigeria

Inclusive settings for students with special needs in Nigeria is an evolving construct. For it to become a culture practiced in every state in Nigeria, the implementation of IEP becomes sine qua non. The teachers' knowledge, perception and attitude towards the implementation of IEP gives children with special needs opportunity to compensate for their weaknesses and as a result learn the same concept in inclusive educational setting alongside with their counterparts without special needs. Consequently, this study hopes to investigate teachers' knowledge, perception and attitude towards the implementation of IEP in building inclusive culture in Nigeria.

Presenters: David Oyeyinka Oluwawumi, Director of Inclusive Education & IEP Centre, Nigeria **Room 1 (30 minutes) online**

Assessment Methods for Immigrant Students Referred for Special Education

We explore assessment practices related to immigrant students referred for special education services in Greece. We surveyed 194 professionals, including special education teachers, on assessment practices and the language of communication they use with immigrant students and their families during the assessment process. Implications for practice and policy are discussed.

Presenter: Dimitrios Anastasiou, Associate Professor, Southern Illinois University Carbondale, USA **Room 2 (60 minutes)**

There Are No Connections Without Departures

Students with disabilities from Chautauqua Charter School and their gifted mentors of the Advanced International Certificate of Education program of Bay High School, Panama City, FL will describe transition skills mastered while traveling to seven continents and 38 countries volunteering and advocating for a just and equitable world for all.

Presenter: Melissa Grabner-Hagen, Purdue University/Chautauqua Researcher, USA **Auditorium (60 minutes)**

Preservice Teachers' Self-Efficacy for Gender Equality Practice in Spain

Gender equality (GE) is a matter of great concern in today's societies. Since the United Nations proposed its 17 SDGs (UN, 2015), education for GE has become a critical issue for its potential to reduce inequities. This paper assesses student teachers' gender competence in two teacher education program at a public university in Spain.

Presenter: Maria Cristina Cardona-Molto, Professor University of Alicante, Spain, **Room 3 (poster session 30 minutes)**

Interprofessional Process for Developing an ASD Toolkit for Rural South Africa

This poster session provides information about the interprofessional group process used to create an autism spectrum disorder toolkit for rural South African families. Additionally, partnerships were developed within South Africa to ensure cultural perspectives and that biases were removed. This process provides insights for advocates to implement future collaborative projects.

Presenter: Julie Sears, Coordinator/Vanderbilt LEND East TN Coordinator, USA **Room 3 (poster session 30 minutes)**

Investigation: Symbolic Play and Expressive Language's Correlation of Autistic Children

This presentation will investigate the expressive language competency of 50 autistic children aged 5 – 6 years old, their symbolic play age, their autistic symptomatology, 120 parents' and 120 teachers' assessments about this correlation. Descriptive statistics were calculated for play age, expressive language age, and CARS scores by SPSS software. Results will be discussed.

Presenters: Thu Nguyen Thi Anh, Faculty of Special Education, Hanoi National University of Education; Nho Hoang Thi, Faculty of Educational Sciences, University of Education, Ha Noi National University, Vietnam **Room 4 (30 minutes)**

Teaching Social Skills through Experiential Activities

The presentation presents measures to teach social skills for students with intellectual disabilities from 14-18 years old. Measures are designed basing on model of experiential activities to prepare children with necessary skills for life inclusion.

Presenter: Huong Hoang Thi Thu, Principal, Thao Dien School for Handicapped children, Vietnam **Room 4 (30 minutes)**

Student Groups: Use Maximum Diversity of Students for Success

To ensure success, students should be allowed to work in groups that have maximum student diversity. The presentation will first discuss the benefits of having students work in groups and then the benefits of working in diverse groups. We will discuss student strengths and weaknesses that could be considered in putting students together.

Presenter: Barry Bullis, Adjunct Associate Professor, Pace University, USA **Room 5 (60 Minutes)**

What is Inclusion in Education and When is Inclusion Enacted?

Human rights drive the global imagery of inclusive education. Equity for inclusion, however, lies within situated experiences of disability. For children with disability the process of interpersonal communication is a means to engagement and equity to participate. This session will discuss the argument that equity to communicate is a key to educational inclusivity.

Presenter: Peng-Sim Eng, Ph.D. Student, Deakin University, Australia **Room 6 (30 minutes) Roundtable**

📖 Training Teachers in Universal Design of Learning

The paper describes and discusses the training programme methodology and results of a single group pre-test post-test experimental study that involved training of teacher educators and education researchers in understanding and using the principles and guidelines of Universal Design of Learning and evaluating/appraising accessible Open Education Resources for accessibility.

Presenters: Sujata Bhan, Professor, Department of Special Education, SNTD Women's University, India; Panshikar Apoorva, Assistant Professor, SNTD Women's University, India **Room 1 (30 minutes) online**

📖 Using Children's Literature to Promote Social Participation in Inclusive Settings

This study measured the influence of children's literature on students' attitudes. Fifty-eight respondents were sampled in a pre-experimental design. An attitude measurement scale was used to measure respondents' attitudes. Findings indicated that children's literature could promote social participation in inclusive settings. Students should, therefore, be encouraged to read children's literature.

Presenter: Francis Anku, Assistant Lecturer, Department of Special Education, University of Education, Winneba, Ghana. **Room 1 (30 minutes) online**

📖 Family Factors that Influence Reading of Persons with Intellectual Disability

The ability to read is seen as a highly valued behaviour. Certain family factors can therefore be responsible for the reading performance of persons with intellectual disability. This paper seeks to examine parental involvement and socioeconomic status as factors that can influence reading of persons with mild intellectual disability on ensuring access and well-being for all members.

Presenter: Oluwaseun Adaghosa, Special Needs Teacher, Anthos House, Nigeria **Room 2 (30 Minutes) online**

Education for Gifted Students with Learning Disabilities: Changing from Assessment Aspect

Learning Disabilities is one of the categories of special needs which was recognized late. Especially there is almost no interest in gifted students with learning disabilities. In order to change this situation, it is necessary to change the assessment perspective and use of assessment results in the inclusive education process.

Presenter: Huong Nguyen Thi Cam, Ph.D., Hanoi National University of Education, Vietnam. **Room 3 (30 minutes) Roundtable**

Autism in Cambodia: Diagnosis, Integration, and Inclusion

Followed eight families of children with autism in Cambodia on their journey from medical diagnosis to the classroom. Giving voice to the families and sharing the challenges a special school encounters, findings show a disconnect between "mental health" and "intellectual disability", rise of a "new" diagnosis, and shifting understanding of disability.

Presenter: Anne Crylen, Head of Stellar World School, Mumbai, India **Room 3(30 minutes) Roundtable**

Successful Community Collaborations for Transition for Students with Intellectual and Developmental Disabilities

The purpose of this presentation is to describe a community-based collaborative process to facilitate a person-centered and culturally sensitive approach to transition to employment or post-secondary education for students with intellectual and developmental disabilities. The collaborators include universities, state departments, transition programs, employment and advocacy organizations. The presenters will provide an example from a National Project of Significance designed to improve the transition process in Minnesota.

Presenters: Brian Abery, Professor, University of Minnesota, USA; Renáta Tichá, Researcher, University of Minnesota, USA; Satomi Shinde, Professor, University of Wisconsin River Falls, USA; Tim Riesen, Director of Research and Training, Institute for Disability Research, Policy, & Practice, Utah State University, USA. **Room 3 (60 minutes) Roundtable**

Impact of Covid-19 Pandemic on Non-Public Special Education Teachers and Psychosocial Support

This session presents the survey results on the impact of the Covid-19 pandemic on non-public special education teachers in Ho Chi Minh City. Research results show that the Covid-19 epidemic has profoundly affected the lives of non-public special education teachers (SET) in terms of income, employment and psychology. Detail findings will be discussed.

Presenter: Ha Le Thi Minh, Associate Professor, Van Lang University of Ho Chi Minh City, Viet Nam. **Auditorium (30 minutes)**

The Application of Basics3 Curriculum Framework in Vietnam: Practical Experiences

This session will discuss the results of in-depth interviews with five special education teachers in Ho Chi Minh City who have applied the Basics3 curriculum during their educational intervention for children with developmental disabilities. We will present the summary of practical experiences and provides suggestions for teachers in applying this framework in Vietnam.

Presenters: An Hoang Truong Thuy, Lecturer, Ho Chi Minh City University of Education, Vietnam; Oanh Huynh Thi Hoang, Lecturer, Ho Chi Minh City University of Education, Vietnam; Nga Hoang Thi, Dean, Ho Chi Minh City University of Education, Vietnam Craig Goldsberry, Educator, USA **Auditorium (30 minutes)**



Monday, July 11, 2022
Concurrent Sessions 2 1:05-2:05 pm

Teachers Supporting Student Mental Health in the Classroom: An Essential Perspective

Teachers are in a unique position to make a profound difference in the lives of students experiencing social/emotional distress. This session will introduce various social-emotional learning curriculum teachers are currently implementing in their classrooms. A variety of classroom strategies that promote positive emotional and behavioral health and increase academic engagement within a whole school environment will be presented.

Presenter: Rachael Gonzales, Professor California State University Sacramento, USA **Room 4 (60 minutes)**

Making the Case for Social-Emotional Learning: Practical Tools for Teachers

Social and emotional learning is an integral part of child development. When social and emotional competencies are taught, modeled, and practiced they lead to positive outcomes that are important for success in school and life. This session will explore strategies and practical tools for implementing SEL.

Presenter: Maureen Short, Associate Professor, North Carolina Central University, USA **Room 5 (60 minutes)**

Early Detection and Early Intervention for Children with Hearing Loss in Tai Viet Nam

The implementation of appropriate support for each developmental stage of children with hearing loss from an early stage is very important, especially early detection and early intervention are of paramount importance. The session introduces the Law and Policy for children with hearing loss, the history and current status of education for children with hearing loss in Vietnam. Especially, the situation of early intervention for children with hearing loss in Vietnam, some existing problems and explanations of causes related to early detection and early intervention in Vietnam.

Presenter: Phuong Nguyen Thi Mai, Lecturer, Ho Chi Minh City University of Education, Vietnam **Room 6(30 minutes) Poster**

Cooperative Learning Curriculum for Enhancing Deaf College Students' Listening Skills

The objective was to develop a Curriculum to enhance the listening skills of the deaf college students. The sample groups were deaf students in Chongqing Normal university, total 22. Conducted with the research and development methodology. The results found that the Cooperative Learning Curriculum can enhance the listening skills.

Presenters: Xu Jing, Lecturer Chongqing Normal University, China; Xiaoqin Yan, Chongqing Normal University, China **Room 6 (30 minutes) Poster**

Monday, July 11, 2022
Concurrent Sessions 3 2:10-3:10 pm

Amplifying Children's Voices Within Photovoice: Emerging Inclusive Education in Indonesia.

A photovoice project conducted with primary and secondary students with and without disabilities in Indonesia examined students' perceptions of social inclusion, belonging, and community. The students took photographs and analysed them during individual interviews and group discussions.

Monday, July 11, 2022
Concurrent Sessions 3 2:10-3:10 pm

Three themes emerged, including Inclusive Characters, Cultural and Civic Engagement, and Self-Determination.

Presenters: Michelle Bonati, Associate Professor of Teacher Education, State University of New York at Plattsburgh, USA; Elga Andriana, Lecturer, Faculty of Psychology, Gadjah Mada University, Indonesia **Room 1 (60 minutes) online**

Education Laboratories in 'Education for All' in Russia: from Lenin to Putin

The research appeals to the history of education for all (focusing on children with disabilities) during 1917-2012. Methodology has its qualitative approach, aiming to make text analysis of the main state policy documents. Three research questions formulated. Research findings were combined in two big themes: Desired contours of the future and a state order for experimentation and Unfinished experimentation: disrupting the pattern. Both of the themes are discussed for the understanding of special education inputs in education for all.

Presenter: Liya Kalinnikova Magnusson, Senior lecturer in Special Education, University of Gävle, Sweden **Room 2 (30 minutes)**

Co-Teaching Practices: What is it and How Does it Work?

In the United States, students with disabilities are increasingly being educated with peers without disabilities. Students with disabilities can receive instructional supports in the general education classroom through co-teaching practices. This session will inform participants of common co-teaching practices and the impact on student academic, behavioral, and social outcomes.

Presenters: Samatha Kelly, Doctoral Student and Research Assistant, Lehigh University, USA; Lee Kern, Professor and Director of the Center for Promoting Research to Practice, Lehigh University, USA **Room 2 (30 minutes)**

Global Special Education Strategies Learned From The COVID-19 Pandemic

Students with disabilities were at higher risk for lack of educational opportunities during the pandemic. Educators and parents expressed concern regarding these students during distance learning. A global survey conducted determined which strategies worked, didn't work and continued after the pandemic. This research highlights educational strategies implemented during distance learning.

Presenters: Carolyn Lindstrom, Adjunct Professor, UMass Global, USA; William Nicholas Rodriguez Bork, Researcher & Educator, Michigan State University, USA. **Auditorium (60 minutes)**

Including All Students in STEM Education

Education is a human right, yet students with disability continue to be excluded from regular education contexts, content and opportunities on an ever-increasing basis (Cukalevski & Malaquias, 2019). This paper will challenge some commonly held myths or professional beliefs about students with disability accessing and participating in robust educational opportunities in STEM.

Presenters: Cathy Little, Senior Lecturer in Special Education, University of Sydney, Australia; David Evans, Professor, Special Education Designation Coordinator, Special and Inclusive Education, University of Sydney, Australia **Room 4 (60 minutes)**

Monday, July 11, 2022
Concurrent Sessions 3
2:10-3:10 pm

Developing Role Playing Skills for Children with Autism Spectrum Disorder

The significance, purpose, content, and techniques of using role-playing games to help children with autism spectrum disorder acquiring communication skills will be discussed in this presentation. And as a consequence of intervention, children will be more engaged in playing and learning activities.

Presenter: Tan Nguyen Thi , MSc., Faculty of Special Education, The National College of Education, HCMC, Vietnam
Room 5(30 minutes)

Developing Tactile Books for Children with Visual Impairment

Children with visual impairment have the right to access books to develop their language and emotional skills. The lack of tactile books for the visually impaired was the inspirations for this project, making tactile books for sharing in Vietnamese.

Presenters: Thanh Trinh Thi Thu, Researcher, The Vietnam National Institute of Educational Science, Hanoi, Vietnam; Louise France, Educator, The Vietnam National Institute of Educational Science, Hanoi, Vietnam **Room 5 (30 minutes)**

Monday, July 11, 2022
Concurrent Sessions 4
3:30-4:30 pm

Untangling the Web: From Trauma Sensitive to Trauma Informed Practice

Exposure to different Adverse Childhood Experiences [ACE] is a silent epidemic affecting students in our K-12 schools. This presentation will examine the impact of trauma on learning and social-emotional wellbeing of students, discuss the importance of being trauma sensitive and provide a pathway towards trauma informed practice.

Presenter: Beatrice Adera, Professor, Special Education, West Chester University, USA **Room 1 (60 minutes) online**

How Executive Functioning Skills and UDL Practices Lead to Inclusiveness

Drawing from teaching at international, domestic and teacher education programs, this interactive workshop will provide interested attendees the opportunity to experience activities that develop and reinforce executive functioning skills followed by discussions on the role UDL and best practices in language acquisition plays in helping K-12 students access inclusive environments.

Presenters: Grace Fantaroni, Professor of Special Education. Point Loma Nazarene University, USA; David Lauchmen, Special Education Teacher and Student Support Services Coordinator Hsinchu County American School, Taiwan **Room 2(60 minutes)**

Developing the Bachelor Training Curriculum of Special Education in Vietnam

The presentation focuses on analyzing the current bachelor's degree curriculum in Special Education in Vietnam; investigate and analyze the current situation of the construction and development of these curriculums in Vietnam. From there, research and propose the development of a bachelor's degree curriculum in Special Education in Vietnam in the current context.

Monday, July 11, 2022
Concurrent Sessions 4
3:30-4:30 pm

Presenter: Huyen Nguyen Thi Thanh, Lecturer, Faculty of Educational Sciences, University of Education, Ha Noi National University, Vietnam **Auditorium 30 (minutes)**

Model of Lifelong Education for People with Disabilities Access to Computer and Public Internet

In the Vietnamese current context, the number of individuals with disabilities accessing computers and the internet is still very limited. The development and implementation of a lifelong education model for individuals with disabilities to access computers and public internet based on actual conditions of computers, public internet at libraries, post offices, & social culture houses will be discussed.

Presenters: Hang Nguyen Thi, The Vietnam National Institute of Educational Science, Hanoi, Vietnam; Thanh Trinh Thi Thu, The Vietnam National Institute of Educational Science, Hanoi, Vietnam. **Auditorium 30(minutes)**

Effective Early Intervention Models in Vietnam

Currently, in Vietnam, there are different models of intervention. This presentation focuses on evaluating the effectiveness of the models for about 200 teachers and 100 parents of children with disabilities in Vietnam. Suggestions and recommendations for intervention models for children with disabilities will be discussed.

Presenters: My Cao Thi Xuan, Faculty of Special Education, Ho Chi Minh City University of Education, Vietnam; Nho Hoang Thi, Faculty of Educational Sciences, University of Education, Ha Noi National University, Vietnam **Room 3 (30 minutes) Round Table**

Academy NExT: A Gamified Virtual Transition Program for SWD

Due to the pandemic, Academy New and Exciting Transitions (NExT) was developed as a five-day virtual summer program for individuals with disabilities to address transition skills. Activities were gamified through quests, Minecraft, and collaborations both real-time and distance over zoom. Results, and the development and implementation of the program will be discussed.

Presenters: Jennifer Gallup, Associate Professor, Idaho State University, USA; Joel Bocanegra, Associate Professor of School Psychology. Idaho State University, USA. **Room 4 (60 minutes)**

Residential Postsecondary Education for Students with Intellectual Disabilities

Bethel University's BUILD program is a residential post-secondary program for individuals with intellectual disabilities, aiming to increase college access for historically marginalized students and improve the quality of life for these individuals. Presenters will share results from a longitudinal student survey, institutional case analysis, and empirical phenomenological student experience study.

Presenters: Mary Lindell, Associate Professor, Bethel University, USA; Jessica Daniels, Program Director, Graduate School, Bethel University, USA **Room 5 (60 minutes)**





Plenary Introductions: Dr. Renata Ticha, IASE President

Renáta Tichá, Ph.D, has received a Doctor of Philosophy degree from the University of Minnesota in Educational Psychology, with an emphasis in special education. She works as a Research Associate at the Institute on Community Integration at the University of Minnesota. She has extensive experience in the development and implementation of assessment and intervention materials for children, youth, and adults with different types of disabilities. She also conducts research, training, and technical assistance in this area. Dr. Tichá is a Principal Investigator on an international grant titled, Developing Leadership Capacity in Inclusive Education: A U.S. - Ukrainian Partnership, and U.S.-based projects on Ecological Momentary Assessment of Leisure Activity Participation among Adults with Autism Spectrum Disorders and Improving Self-determination of Students with Intellectual and Developmental Disabilities in Wisconsin. Dr. Tichá is also an editor of *The Journal of the International Association of Special Education (JIASE)*.



Key Note Speaker: Dr. Viann Nam-Phuong Nguyễn-Feng, PhD, MPH, LP is a counseling psychologist and assistant professor in the Department of Psychology at the University of Minnesota, Duluth.


She serves as core faculty in the counseling/clinical master's program and directs the Mind-Body Trauma Care Lab, where her research focuses on increasing access to holistic, trauma-informed mental healthcare among in-need community groups. Dr. Nguyễn-Feng was raised by Vietnam War Veteran/refugee parents in Alexandria, Virginia, eight miles from the United States capital.

Title: *Culturally-Sensitive and Trauma-Informed Education Practices*

Students bring their whole selves into the classroom. We can best serve students when we address their whole being, including their multicultural backgrounds and psychosocial contexts. Understanding students' contexts includes acknowledgement of their traumas, whether historical, transgenerational, interpersonal, or systems-based. Our cultivation of such awareness is necessary to foster student growth and inclusivity.

By doing so, we may tailor our lessons and our communication modes to better meet individual and collective student needs. Through culturally-sensitive and trauma-informed education practices, we may extinguish the potential of our schools and classrooms perpetuating systems of oppression and marginalization. This presentation aims to increase understanding of: (1a) the impacts of trauma as well as cultural and multiple marginalization on student learning, (1b) how to recognize subtle cues of how such impacts may be recognized in the classroom; (2a) theoretical models of multicultural orientations and trauma-informed practices, (2b) applications of such practices in the classroom.



 **Classroom Management' a Key Teacher Competency for Inclusion**

Competencies and skills of teachers can define the success of inclusive education (Flecha & Soler, 2013; Florian, 2012; Naicker, 2009). In fact, the absence of supervised experience and professional development in the critical competencies of classroom organization (management) and behaviour management significantly reduces the effectiveness of many teachers, especially new teachers (Berliner, 1986; Espin & Yell, 1994). This session will discuss teacher compencies toward managing an effective inclusive classroom.

Presenter: Betty Abraham, Assistant Professor, Department of Special Education SNDT Women's University, India
Room 1 (30 minutes) online

 **Training Teachers in India/UAE online: UDL Basics and Applications**

During Covid, online instruction has soared! Learn how training in UDL was designed, developed, delivered, and researched with educators at higher education and k-12 levels in both India and UAE, through international university and professional collaboration. Outcomes and implications of this work will be shared.

Presenters: Besty Dalton, Senior Consultant, Dalton Education Services International, USA; Susie Gronseth, Clinical Associate Professor, University of Houston, Texas, USA; Sujata Bhan, Professor, SNDT Women's University, Mumbai, India; Betty Abraham, Professor, SNDT Women's University, Mumbai, India **Room 1 (30 minutes) online**



Marching Towards Equity in Education: Work of Sankalp Society – India

Many underprivileged children in India are denied the opportunity to receive equitable education, mainly due to poor quality of education imparted in the public school system. This results in children either being never enrolled or dropping out of school. Hence, Sankalp Society, a non-profit Organization, is imparting free education and skill training to 200 children and young girls living in urban slums to help them lead a productive life. Initiatives during COVID Pandemic would also be shared.

Presenter: Anupriya Chadha, Ph.D, Director of Sankalp Society for Prompting Inclusive Education, India. **Room 2 (60 minutes)**

Supporting Self-determination of Students with Intellectual and Developmental Disabilities

Research shows that supporting self-determination (SD) of students with intellectual and developmental disabilities (IDD) can lead to their positive school outcomes and enhanced quality of life. The current study focuses on educators' perception about their knowledge and skills to support their secondary students' SD.

Presenters: Satomi Shinde, Professor, University of Wisconsin River Falls, USA; Renata Ticha, Researcher, Institute on Community Intergration, University of Minnesota, USA; & Brian Abery, Professor, University of Minnesota, USA **Room 3 (30 minutes) Roundtable**

Literature Review: Intersection Between Disability Studies and Special Education

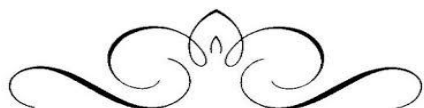
Historically Special education originated from a medical framework and is rooted in a deficit model. Though well-intended, often it limited research and pedagogical practices to fix a person with disability, whereas, disability studies views disability from social and cultural perspectives. Thus, the focus of this literature review is to examine the research on intersection between disability studies and special education to help educators to reframe and define their research practices to move away from deficit-perspectives to strength-based and social justice perspectives.

Presenter: Priti Haria, Associate Professor of Inclusive Education, Stockton University, USA **Room 3 (30 minutes) Roundtable**

Adapting Support for Learners with Disabilities in Culturally Diverse Communities

This paper comes timely as the world is facing challenging times in education. This presentation will discuss diverse communities Cameroon and Dubai, briefly address key policies governing them, the disabilities of the learners as well as the barriers met. Experiences will be shared on inclusive practice and Equity.

Presenter: Nassuna Ndzenge Lucia, New Indian Model School, Dubai, United Arab Emirates **Room 4 (30 minutes)**



Special Education Teacher Evaluation and Professional Development Connection: Teacher Perspectives


Teacher evaluation policies have been conceived and promoted as the panacea for the perceived shortfalls in teacher quality and effectiveness. This presentation will present results from a study that examined the perceptions of special educators regarding the evaluation feedback they receive and how it impacts their professional development needs.

Presenter: Gordon Brobbey, Assistant Professor, University of Washington Tacoma, USA **Room 4 (30 minutes)**

International Collaboration in the Delivery of an Online Special Education Course

A process of collaborative course design and delivery across two universities using a case study approach is presented. The online course was taught by a Professor at UNSW Sydney, and taken by students in both UNSW and Arizona State University. The advantages/disadvantages of this international teaching/learning experience will be shared.

Presenters: Therese Cumming, Professor of Special Education, University of New South Wales, Australia; Kathleen Puckett, Associate Professor, Arizona State University, USA **Room 5 (30 minutes)**

 **Using Innovation Configurations for Program Review and Curricular Change**

In a collaborative effort to ensure that inclusive practices as well as culturally-relevant teaching and social emotional learning topics were being incorporated into coursework, three programs (Special Education, Elementary Education, and Educational Leadership) utilized the CEEDAR's Innovation Configurations to analyze syllabi. This presentation will describe that cross departmental process.

Presenter: Kimberly Viel-Ruma, Clinical Associate Professor, University of Georgia, USA **Room 5 (30 minutes)**



It Takes a Village to Raise a Child

This session will explore how expanding one's concept of Special Education can contribute to the fuller development of a child. Further illustrations will be discussed on how a special school in Dien Ban, Viet Nam transforms the lives of children with special needs.

Presenters: Quyen Do Le To, Faculty, The Kianh Foundation, Dien Ban School, Vietnam; Quynh Nguyen Thi, Dien Ban School, Vietnam; Vuong Huynh Thi Anh, Dien Ban School, Vietnam **Auditorium (60 minutes)**.

**Transition Assessment & Planning Across Cultures:
Preparing for Life After School**

This session will focus on key evidence-based elements of transition planning/assessment and how these elements can be implemented in different cultural and geographic settings. Subtopics include: recognizing preferences and interests, identifying strengths and needs using informal techniques, and developing plans that prepare a student for life wherever she or he lives.

Presenters: James Patton, Associate Professor of Instruction, University of Texas at Austin, USA; Le Tran, Research Associate, University of Texas at Austin, USA. **Room 1 (60 minutes) online**

A Critical Analysis of Exclusionary Policy Language in 16 Countries' National Policies

This critical policy analysis examined 16 selected countries' national level inclusive education laws and policies for exclusionary language. Explicit exclusionary language and implicit assumptions were found to exist within the countries' policies. This session outlines and defines the exclusionary language and assumptions found within the policies.

Presenters: Julie Sears, Coordinator/Vanderbilt LEND East TN Coordinator, East Tennessee State University, USA. **Room 2 (30 minutes).**

Customized and Supported Employment of People with Disabilities in Japan

This presentation will highlight the gaps and successes in customized and supported employment for people with disabilities in Japan. We will present results of a gap analysis and focus groups conducted with people with disabilities, family members and employers as part of a project funded by the US Embassy on Tokyo. We will discuss the differences and similarities between the US and Japanese systems of support for employment of people with disabilities.

Presenters: Renata Ticha, Researcher, Institute on Community Intergration, University of Minnesota, USA; Brian Abery, Professor, University of Minnesota, & Satomi Shinde, Professor, University of Wisconsin River Falls, USA; **Room 2 (30 minutes)**

Special Education Train the Trainer: Empowering Cambodian Disability Educators

In this proposed session, we will share how DSI, in partnership with local disability professionals, developed a train the trainer program for Cambodian special educators. We will present our program, then open for roundtable discussion with a focus on addressing the strengths, challenges, results, and ethical concerns behind this approach.

Presenters: Jennie Wendland, Disability Support International (DSI), Minnesota, Thy Nhip, DSI Cambodia Program Coordinator, Cambodia **Room 3 (60 minutes) Roundtable**

Promoting the Use of Evidence-Based Practices on Behalf of Students with Disabilities

Beginning special education teachers often struggle to engage in evidence-based practices with fidelity. One proven-effective support is the provision of a quality program of professional development. However, it is essential that this program consists of an intensive, interactive series of integrated presentations that reflect documented teacher classroom priorities.

Presenters: Robert Gable, Professor, Old Dominion University, USA; Thuy Do Thi Thanh, Senior lecturer, Ph.D., Head of Department of Practice in Special Education (PSE) Hanoi National University of Education (HNUE), Vietnam **Room 3 (30 minutes) Roundtable**

Challenging the Marginalization of Special Needs Children in the Classroom Through Inclusion

In this presentation the presenter will discuss the positioning of special needs children in relation to the classroom landscape alongside students without disabilities. The presenter challenges the view that students with disabilities are sometimes marginalized and or their voices are stifled in the general education settings. Inclusion is a fast growing phenomenon that requires the discussion of equity as it applies to children with disabilities. This presentation specifically sought to identify the main strategies that have been proven to contribute in supporting inclusion of special needs students. In addition, evidence-based practices such as UDL (Universal Design for Learning, project-based learning, direct instruction, (ABA), and role playing will all be discussed.

Presenter: Zandile Nkabinde, Associate Professor, New Jersey City University, USA. **Room 4 (60 minutes)**

CEP: A School for Students with Emotional and Behavioral Disorders

This presentation will detail a highly successful K-12 public school program for students with emotional, behavioral and neurodevelopment 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, School Social Work, Consultant MSW, LCSW, PPSC, California Association of School Social Workers, USA. **Room 5 (60 minutes)**

Knowledge and the Need of Parents Who Have Children with Autism Spectrum Disorders About Gesture Communication

The study aims to understand about knowledge and the need of parents for gesture communication for children with autism spectrum disorder. It also provides some strategies and skills for parents to support gesture communication development in autism spectrum disorder.

Presenters: Giang Phan Thieu Xuan, M.D. & Psychiatry and Developmental Disabilities Specialist, Centre Medical International and Nhan Hoa Supporting Center for Intergrated Education, Vietnam; Thu Nguyen Thi, Director of Nhan Hoa Center for supporting development of integration education. **Auditorium (30 minutes)**

Home-Based Intervention Model for Children with Developmental Disabilities

Home-based intervention is an initiative derived from huge need of children with disabilities in Binh Phuoc and Dong Nai where special education services are rare. After 18 months of implementation with participations of 612 parents under training and coaching of experienced special education specialists, great achievements reached regarding children's improvements.

Presenters: Ngan Chu Thi Kim, Special Education Specialist, Sustainable Health Development Center – VietHealth, Vietnam; & Nhung Quach, Specialist, Sustainable Health Development Center – VietHealth, Vietnam. **Auditorium (30 minutes)**

📖 Social Experiences of Deaf-Blind Student in Ghana: A Phenomenological Study

This study explored the lived social experiences of a deaf-blind student. A semi-structured interview guide was employed in a phenomenology to solicit data. Results indicated that the deaf-blind student was more involved in social activities. It was concluded that non-disabled students should be encouraged to interact with disabled peers regularly.

Presenter: Francis Anku, Assistant Lecturer, Department of Special Education, University of Education, Winneba, Ghana. **Room 1 (30 minutes) online**

📖 Inclusion of Primary Caregivers in Music Therapy Sessions for Children with Autism Spectrum Disorder (ASD)

The purpose of this study is to find out "what effect primary caregivers' involvement will have on the outcome of music therapy interventions and on building a parent-child relationship", and "What impact do primary caregivers perceive their involvement in music therapy sessions has on their relationship with their child?" Structured interview methods was used for data collection. Results will be discussed and recommendations will be provided for further studies.

Presenter: Khushi Bhatia, Research Scholar, FAME INDIA. **Room 1 (30 minutes) online**

Empowering Young Adivasi Tribal Women that Generates Employment

This presentation will share methodology that helped to change the uneducated poverty stricken tribal young women on the ASD spectrum in life skills, house keeping & catering skills. With the focus of hygiene to help them to be integrated in mainstream society.

Presenter: Radhike Khanna, Ph.D., Founder /Director of Om Creations Trust, Om Creations Trust, India **Room 2 (60 minutes)**

A Collaborative Model to Train Future Teachers and Speech Language Pathologists to Work with Students with Extensive Support Needs

We will share a collaborative model for the preparation of highly qualified special education teachers and speech language pathologists (SLPs) to serve students with high intensity support needs in a rural region. The model has focused on an interdisciplinary training, extensive coursework, and a collaborative team-based approach. The goal is to address the extreme shortage of highly trained professionals to work with this population by providing a broad and deep training that focuses on knowledge and supports to mitigate feelings of inadequacy, burnout, and attrition often noted when working with this population.

Presenters: Pamela Mims, Professor of Special Education/ Associate Dean of Research and Grants, East Tennessee State University, USA. **Room 3 Poster (60 minutes)**

The Rate of BIPOC Teacher Candidates in Special Education From California

The special education teacher shortage in the United States coupled with the need to diversify the workforce remains a challenge. California is one of the most diverse states in the nation. This study examines the rate of BIPOC candidates from special education teacher preparation programs in California. Implications for diversifying the workforce and combating the shortage will be discussed.

Presenter: John Mouanoutoua, Assistant Professor, California State University, Chico, USA. **Room 3 Poster (30 minutes)**

Project-Based Learning for Preservice in a Dual Certification Program

This presentation reports on a problem based learning in which teacher candidates created assistive technology devices for students with disabilities and sheds light on the need to adopt such student centered and innovative method for learning of prospective teachers so that they may be able to develop skills related to it and may be able to use this strategy in their future career as teachers. The project provided empirical indication on the usefulness of Problem Based Learning in a more controlled situation in Pre-service Teacher Education.

Presenter: Deborah Tamakloe, Associate Professor, Millersville University of Pennsylvania, USA **Room 3 Roundtable (30 minutes)**

Improving Student Attitudes towards their Peers with Autism

This talk describes a framework that can be used to improve students' attitudes towards autism. This framework consists of two components: (a) education on autism and disability awareness and (b) contact (direct or indirect) with an individual with autism. Following this talk, participants will have resources to implement this program.

Presenters: Elise Settanni, Doctoral Student/ Research Assistant, Lehigh University, USA; Lee Kern, Profession Special Education, Lehigh University, USA. **Room 4 (60 minutes)**

Autism and Adolescence

During the presentation we shall be presenting on how do we as a special needs school address the topics concerning adolescence and adulthood especially in children with Autism. The topics include: 1. Hormonal changes. 2. How should the parents communicate with the child about these changes. 3. When and How to say "NO" – Abuse and 4. Vocational Training.

Presenter: Zahida Chagani, Al Muntazir Special education Needs, Tanzania **Room 5 (30 minutes)**

Wraparound Supports for Students in Rural NSW Australia

The aim of the current study was to discover the wraparound support needs of students in rural New South Wales. Results established types of wraparound approaches currently being used in the schools, enablers, barriers, and additional needs required for successful wraparound support in rural and remote schools.

Presenter: Therese Cumming, Professor of Special Education, University of New South Wales, Australia **Room 5 (30 minutes)**

Using Thematic Projects to Increase Engagement for All Students

This presentation will focus on the use of long term thematic projects and their ability to increase engagement for all students by focusing on student strengths and interests while working on areas of concern. An international book exchange, a virtual fan fiction club, and an exceptional science fair will be discussed.

Presenter: Kalynn Hall Pistorio, Assistant Professor, Columbus State University, USA **Room 6 Roundtable (60 minutes)**

Tuesday, July 12, 2022
Concurrent Session 7 1:15 – 2:15pm

Factors Affecting Educators' Involvement in Gender Mainstreaming Implementation in Spain

Gender mainstreaming (GM) has been globally adopted as a strategy to promote gender equality. Despite legal requirements suggesting that GM should be a priority in university teaching, many institutions/educators still do not mainstream gender issues in study plans. This session aims to explore educators' view of their involvement in teaching with a GP in teacher education in Spain.

Presenter: Maria Cristina Cardona-Molto, Professor University of Alicante, Spain , **Room 6 (Roundtable session 30 minutes)**

Tuesday, July 12, 2022
Concurrent Session 8 2:20-3:20 pm

Caught in the Net: A Cross-Disciplinary Proposal for Change

Why are students with special needs caught within the juvenile justice system? It is the last stop on the continuum that fails to address their needs. Psychology, special education, and criminal justice do not provide integrated supports. We describe a cross-disciplinary model which interrupts the school to prison pipeline.

Presenters: Joan Silver, Associate Professor, St Joseph's College, USA; Sarah Birch, Associate Professor, St Joseph's College, USA; Barbara Morrell, Professor, Criminal Justice St Joseph's College, USA. **Room Auditorium (30 minutes)**

Supporting Access of Students with Disabilities to Quality Education in Ethiopia

Access by children with disabilities to mainstream education without discrimination has been a matter of concern in many countries in the Global North since the 1970s and lately also in Africa. This presentation will focus on access of students with disabilities to education and on the barriers and drivers for change explored during the implementation of the bilateral international project in Ethiopia.

Presenter: Jan Šiška, Associate Professor, Charles University, Faculty of Education, Czech Republic & University of Minnesota, Centre on Community Integration, USA. **Auditorium (30 minutes)**

The Next Generation: Rethinking Special Education Teacher Evaluation

Teachers are evaluated by administrators but the protocols rarely measure the unique nature of special education classroom instruction. More effective teaching can result from observations that provide vetted examples of special education classrooms that incorporate best practices. Presenters will discuss their work redesigning evaluations and share vignettes that were created.

Presenter: Lori Navarrete, Associate Professor. Nevada State University, USA. **Room 1 (30 minutes) online**



Tuesday, July 12, 2022
Concurrent Session 8 2:20-3:20 pm

Advancing Access to Higher Education for Students with Intellectual Disability in the United States

Due to changes in legislation and policy in the US, higher education has become more available to people with intellectual disability (ID). This session will describe the impetus and impact of this funding. With the emergence of these opportunities, a field of research has emerged, offering new knowledge about what higher education can offer to students with ID as well as the positive impact these students have on their campus communities and the long-term impact on the lives of the students, which will also be described.

Presenter: Lyman Dukes III, Professor, University of South Florida, USA **Room 1 (30 minutes) online**

Preparing and Supporting Early Intervention Teachers of Children with Disabilities

We (a) draw upon the literature on early intervention teacher preparation and (b) the literature on implementation science to propose a way to establish a 'host environment' in schools to support and reward early intervention teachers who have been taught to use evidence-based practices with young children with disabilities.

Presenters: Robert Gable, Professor, Old Dominion University, USA; Nga Hoang Thi, , Dean, Faculty of Special Education, HoChiMinh City University of Education, Vietnam **Room 2 (30 minutes)**

“Open Educational Resources (OER) Would You Give it a Try?”

Students have struggled with the high cost of textbooks for many years. Open Educational Resources is suggested to be the solution to ease that burden. Concerns and challenges from teachers were addressed and useful resources were introduced in the article. I am hoping teachers and stakeholders of educational institutions would be more “open” to give OER a try.

Phuong Nguyen, Ph.D Student, University of Houston, USA **Room 3 Poster (30 minutes)**

How COVID-19 Got Us Connected in Mind, Body & Soul Virtually

Pandemic has created a major shift in all our lives .Reflecting upon its impact on our students with special needs and how we integrated multidisciplinary approach to learning with Occupational therapy. Our goal focused beyond teaching skills but a harmony in mind,physical body and soul by using activities as therapeutic media.

Presenter: Radhika Khanna, Ph.D., Founder /Director of Om Creations Trust, Om Creations Trust, India **Room 3 (Roundtable)**

Supporting STEM Inclusion Through Pedagogical Development in a Makerspace

Makerspaces are becoming increasingly popular in K-12 schools as a way to support STEM learning; yet, many teachers are not prepared to support inclusive learning specific to students with disabilities, augmenting the chronic underrepresentation in STEM. This presentation discusses development, integration in methods-classes, and initial research on pre-service teacher self-efficacy.

Presenter: Jennifer Gallup, Associate Professor, Idaho State University, USA. **Room 4 (30 minutes)**

Establishing Preliminary Reading Fluency Benchmarks for Grade 3 Students in India

The present study seeks to establish data-driven benchmarks for oral reading fluency at Grade 3 in India. It compares Indian benchmarks to international standards as well as to targets set by the Indian government. Results indicate that percentiles fall below international norms but well above the target goal set by the government.

Presenter: Radhika Misquitta, Ph.D., The Gateway School of Mumbai, India. **Room 4 (30 minutes)**

Functional Language and Other Developmental Areas in Children with Autism Spectrum

Functional language of children with autism spectrum disorder is one of the most important areas in diagnostic assessment. In this retrospective study, we will discuss the percentage of different groups of functional language from single word to fluent sentence in various ages of ASD children as well as any correlation between functional language and other developmental areas such as attention, response to name being called, imitation and symbolic plays, visual-motor problem solving skill, motor skills, muscle tone.

Presenters: Giang Phan Thieu Xuan, M.D. & Psychiatry and Developmental Disabilities Specialist, Centre Medical International, Vietnam; Dung Doan Director of Potential Development Center, Vietnam **Room 5 (30 minutes)**

How Parents Respond to Children with Autism Spectrum Disorder During Social Distancing Due to COVID-19

A strong outbreak of the COVID-19 pandemic in 2021 in Ho Chi Minh City has interrupted direct interventions for children with autism spectrum disorder at centers. This research topic aims to understand the current situation of difficulties, coping methods and needs of parents of children with autism spectrum disorder during the time of social distancing due to the COVID-19 pandemic in Ho Chi Minh City in 2021. From there, propose support solutions to help parents continue to implement intervention programs for children with autism spectrum disorder at home during this time.

Presenters: Lan Pham, Nhan Hoa Center Ho Chi Minh City University of Education, Vietnam; Thu Nguyen Thi, Ho Chi Minh City University of Education, Vietnam. **Room 5 (30 minutes)**

Plenary Introductions: Dr. Zandile Nkabinde, IASE Past – President



Dr. Nkabinde is an associate professor and a former chair person for the Department of Special Education at New Jersey City University in Jersey City, NJ USA. Her teaching and research focus is on inclusion for children with behavioral disorders, current innovative interventions for children with autism, and experiences of immigrant students in education. She is the recipient of the 2016 Carnegie African Diaspora Fellowship which allowed her to teach in Kenya, East Africa for a semester.



Key Note Speaker: Dr. Phuong N. Le received his M.A in Educational and School Psychology from California State University, Long Beach and his Ed.D. in Educational Leadership and Psychology from the University of Southern California.

Dr. Le has over 18 years of experience as an educational psychologist for major school districts in California, USA, where he was responsible for evaluation, counseling, and delivering interventions for students with disorders and disabilities from K-12 students. He was also an adjunct faculty in the graduate school psychology and counseling programs at California State University, Long Beach and Chapman University. In private practice, Dr. Le provides counseling and psychotherapy services to clients at all ages with mood disorders, which include stress, anxiety, depression, and especially complex trauma. He specializes in Cognitive Behavioral Therapy, Brief Solution-Focused Therapy, and Somatic Experiencing. Dr. Le was also the co-founder and later the President of the Consortium to Advance School Psychology - International (CASP-I), of which aim is to bring school psychology as both a discipline and profession to Vietnam.

Title: Knowledge of Vietnamese Special Education and Psychology Faculty Towards Specific Learning Disability

There has been an increasing understanding in Vietnam about learning disability as a specific impairment that negatively impacts students' performance in school despite their backgrounds, attitudes or effort in learning. However, belief and perception related to specific learning disability continues to be limited and uneven among university faculty in special education and psychology departments in Vietnam. This limitation, therefore, may adversely affect the training especially future teachers and psychologists. The purpose of this qualitative study was to examine these trainers' knowledge about nature and characteristics, assessment and diagnosis, services delivery and intervention of specific learning disability. Knowledge gap analysis was conducted to identify areas that need improvements.

General Membership Meeting 3:45-4:45 pm



All members and those interested in joining 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 several years.

A meeting agenda will be provided upon arrival at the auditorium.

New Member presentation! Drs. Beatrice Adera & Zandile Nkabinde... Get involved today! Open to in person and online delegates.

International Perspectives and Implementations of Universal Design for Learning (UDL)

This session will explore applications of inclusive learning and equity projects through the lens of the Universal Design for Learning framework, in which learner variability considerations inform curricular and programmatic design. Through this globally diverse panel, shared practices and future international collaborations will be fostered.

Presenters: Susie Gronseth, Clinical Associate, University of Houston, Texas, USA Professor Besty Dalton, Senior Consultant, Dalton Education Services International, USA; Radhika Khanna, Founder Directress of Om Creations Trust, India. **Room 1(60 minutes) online**

Friendship Curriculum in Inclusive Secondary Schools

The gains of inclusive education are sometimes hampered due to adverse effects of unfriendly school mates, especially at adolescent stage. This paper amplifies the need to intentionally implement a friendship curriculum and how to modify it to ensure an inclusive culture in secondary school settings.

Presenters: Esther Oyefeso, Faculty, Department of Special Education, University of Ibadan, Ibadan, Nigeria & Tolu Eni-Olorunda, Professor, Child Development & Family Studies Unit, Department of Home Science & Management, Federal University of Agriculture, Nigeria **Room 2 (60 minutes) online**

Stories and Highlights from Volunteer Service Project Sites in Vietnam

This session will examine issues, programs, insights and adventures experienced by our Volunteer Service Project personnel, IASE members and volunteers that contributes to endogenous capacity development(CD) processes within each site.



Above all, each VSP site representative will reflect on how learning and making time for learning, relational skills and co-creating knowledge are widely recognized as playing a pivotal role within their programs as well as IASE's mission.

Presenters: Iris Drower, VSP Coordinator/Arizona State University, USA; Brenda Lazarus, Fulbright Scholar/IASE Secretary, USA; Quyen Do Le To, The Kianh Foundation, Dien Ban School, Vietnam; Craig Goldsberry, Educator/IASE site Volunteer; Dr. Giang Phan Thieu Xuan Santa Maria Clinic, HCMC, Vietnam; Prof. Nhan Nguyen Viet, Director of Fund of Genetic Counseling and Disabled Children (FGCDC) Hue, Vietnam; Dean Nga Hoang Thi, HCMC University Site, Vietnam. **Room 3 (60 minutes) Roundtable**

Stay-Play-Talk: Simple Peer-Mediation for Children with Autism

This presentation will describe steps to implement a simple peer-mediation intervention, Stay-Play-Talk, to increase social behaviors between children with autism and their peers. The practice can be implemented in groups and focuses on teaching children the broad strategies of staying with, playing with, and talking to their buddies.

Presenters: Elise Settanni, Doctoral Student and Graduate Assistant, Lehigh University, USA; Lee Kern, Professor & Director/Special Education, Lehigh University, USA **Room 4(60 minutes)**

Visual Arts and Students with Special Needs

Visual Arts affords students with Special Needs effective opportunities to express themselves, to assert their agency and to explore their creativity. Drawing upon my professional and volunteer experience in China along with pertinent academic literature, issues such as the physiological benefits and therapeutic effects of Visual Arts will be explored.

Presenters: Robert McGeachy, Maple Leaf Interational School, Teda Tianjin, China. **Room 5(30 minutes) online**

Coping Strategies and Challenges of Parents of Children with Autism Spectrum Disorder

This presentaiotn will discuss a study that was conducted on the prevalence of challenges and factors affecting coping behaviors used by parents of children with autism spectrum disorder. The results and implications of this study will be discussed.

Presenter: Dung Doan, Director, Potential Development Center of Psychological and Speech, Language Therapies, Ho Chi Minh City, Vietnam **Room 5(30 minutes)**

Supporting Employment of Young Adults with Disabilities in Bhutan

Bhutan is a landlocked mountainous country in the foothills of the Himalayas, where transportation is very challenging, including going to school or to work. In this presentation, we will discuss the challenges and opportunities of employment of young adults with disabilities in Bhutan, including presenting results of two surveys with people with disabilities and employers conducted as part of an international collaborative between the University of Minnesota, University of Birmingham, and Royal Thimphu College.

Presenters: Brian Abery, Professor, University of Minnesota, USA; Renáta Tichá, Researcher, University of Minnesota, USA; **Room 6 (60 minutes) Roundtable**

Supporting Student Mental Health

Today's students are experiencing a high rate of traumatic events. From the pandemic to gun violence, digital threats to deportations, students are impacted. Presenters will share data and explore connections between mental health, specialized educational needs and academic success. A solution for preparing more mental health professionals will be discussed.

Presenters: Lori Navarrete, Associate Professor. Nevada State University, USA; Katherine Dockweiler, Professor, Nevada State University, USA. **online Auditorium (60 minutes)**



Development of Vipassana Meditation on Student Academic Effectiveness

This session apply the techniques of meditation to decrease the negative states of emotion of students suffering from anxiety, depression and stress. These techniques were used at level 11 standard, science students of Higher Secondary School in Pune City India.

Presenter: Phu Thanh Pham, Savitribai Phule Pune University, India, **Room 1 (30 minutes) online**

Promoting Teacher Candidates' Understanding of Culture and Social Justice Issues

Undergraduate teacher candidates (TCs) participated in a 10-week service-learning experience to deliver literacy instruction to youth on probation. The experience provided opportunities to develop professional behaviors related to assessment and instruction but also afforded opportunities to develop awareness and teaching practices considerate of culture and social justice issues.

Presenter: Mimi Staulters, Associate Professor, West Chester University of Pennsylvania, USA **Room 1 (30 minutes) online**

Equity by Design: The Power and Promise of True Inclusion

Educational injustice in inclusive classrooms brings attention to an urgent and pressing question: What does equity in inclusive classrooms look like? Participants will take a critical review of regressive inclusive practices and engage in critical conversations as we chart a clear pathway towards educational equity for students with disabilities.

Presenter: Beatrice Adera, Professor/Special Education, West Chester University of Pennsylvania, USA; ; Zandile Nkabinde, Associate Professor, New Jersey, USA **Room 2 (60 minutes) online**

Health is Wealth: Wellness Recipes for All People

The covid-19 pandemic has adversely impacted everyone's physical and mental health. People with special needs and their stakeholders benefit from wellness recipes to improve their life quality. Wellness recipes are ingredients to a healthy life, including practices like yoga/exercise, meditation, etc. Participants will create personalized wellness "recipes".

Presenter: LeShone HoSang Navies, St. Charles High School/ Charles County Public Schools, USA **Room 3 (60 minutes) Roundtable**

Literacy: A Tool for Liberation or Oppression?

Being literate has been the gate-keeper to equal access and power throughout history. The current status of literacy practices/resources as a tool for oppression or liberation will be discussed. Individual teacher and larger systemic actions for change will be shared.

Presenter: Barry Bullis, Adjunct Associate Professor, Pace University, USA **Room 4 (60 minutes)**

Cross-Cultural Assessment of Adaptive Functioning: Determining How Well a Person Functions in Everyday Life

The of assessment of adaptive functioning (AF)/adaptive behavior (AB) is important for diagnostic and instructional purposes worldwide. This session will explore the assessment of this area across different cultural/geographic settings. Subtopics include: identification of key elements of adaptive functioning; informal/formal assessment techniques; specific examples from Vietnam, Somalia, and Saint-Martin/Sint Maarten.

Presenter: James Patton , Associate Professor of Instruction, University of Texas at Austin, USA **Room 5 (60 minutes) online**

The Imagery-Language Foundation: Teaching All Children to Read and Comprehend

This presentation explores the imagery-language foundation as the basis for reading and comprehension. We will highlight crucial knowledge for teachers as they endeavor to meet the literacy needs of all learners, including those with special educational needs. Peer-reviewed neurological and behavioral research will be shared.

Presenter: Rosie Shand Executive Centre Director and Regional Director of International Development, Hong Kong, **Auditorium (60 minutes) online**

Wednesday, July 13, 2022
Concurrent Session 11 1:05-2:05 pm

Supporting Teenagers With Autism Spectrum Disorders in Vietnam During the Covid-19 Pandemic

This research studies the difficulty teenagers with Autism Spectrum Disorder (ASD) had with reasoning at lower secondary school in Vietnam during the Covid-19 pandemic. A survey of teachers and parents in Vietnam's provinces and cities was conducted using questionnaires and online interviews. The results and appropriate and effective support measures to assist them to overcome obstacles, adapt to changes in the environment, reduce stress, behavior and ensure continuous development will be discussed.

Presenters: Ngoc Tran Thi Bich, Huong Nguyen Thi Cam, Special Education Faculty, Ha Noi National University of Education. **Room 1 Poster Session (30 minutes)**

Training Parents to Provide Daily Living Skills Instruction

This presentation provides attendees tips and suggestions on the use of video-based interventions and other behavioral techniques to support the acquisition of daily living skills of their autistic children. The session will offer strategies for supporting parents' use of video-based interventions and other effective strategies to increase children's independence at home.

Presenter: Gulnoza Yakubova, Assistant Professor, Special Education, University of Maryland, USA Room 1 (60 minutes)

Advancing an Inclusive World: Perception of Optimal Strategies Among Teachers and Administrators

The Individuals with Disabilities Education Act (IDEA, 2004) and Every Student Succeeds Act (ESSA, 2015) promote inclusive educational settings amongst students without disabilities. This presentation seeks to examine the critical components and activities among a sport-related intervention.



Wednesday, July 13, 2022
Concurrent Session 11 1:05-2:05 pm

Key findings and results will be discussed regarding inclusive knowledge, practices, and policies to promote an equitable society.

Presenter: Belle Khuu, Postdoc Health & Disability Researcher, University of Minnesota, USA **Room 3 (30 minutes) Roundtable**

Measures/Methods to Support Learning for Children with Disabilities to Integrate During the Covid Pandemic

The covid pandemic seriously affects all of us, especially children with disabilities. The closure of traditional schools has caused many impacts on children with disabilities, affecting the maintenance of interventions for them. Therefore, there is a need for research and practice to find ways to support children with disabilities to continue learning and socializing during the covid pandemic.

Presenter: Thu Dinh Nguyen Trang, Lecturer, Ha Noi National University of Education, Vietnam **online Room 4 (30 minutes)**

Apply the CRA Sequence to Improve Basic Mathematics Knowledge and Skills for Grade - 1 Students with Mathematics Difficulties

Students with mathematics difficulties struggle to gain achievement in mathematics during their learning at mainstream school. This study examined the effects of the concrete-representational-abstract (CRA) sequence of instruction on improving basic mathematics knowledge and skills for grade - 1 students with mathematics difficulties. The results and implications will be discussed.

Presenter: Tam Le Thi, Researcher, The National Center for Special Education, Vietnam **Room 5 (30 minutes)**

Early Childhood Inclusion for Children with Disabilities: Perspectives of School Administrators

Inclusive Education is the primary direction to ensure equality and equity in the education of children with disabilities. Although this model has been implemented for about twenty years in Vietnam, inclusive practices for children with disabilities have been facing up various challenges. The study aims to point out perceptions, perspectives and challenges of school managers on inclusive education. The study was conducted by surveying 30 school managers and in-depth interviewing 10 specific cases. The study participants came from public and private primary, secondary and high schools where students with disabilities are included in Ho Chi Minh City.

Presenters: Oanh Huynh Thi Hoang, Ho Chi Minh City University of Education, Vietnam; An Hoang Truong Thuy, Ho Chi Minh City University of Education, Vietnam; Hoa Nguyen Thanh, Ho Chi Minh City University of Education, Vietnam; Nga Nguyen Thi Ngoc; Ho Chi Minh City University of Education, Vietnam **Room 5 (30 minutes)**

Wednesday, July 13, 2022
Concurrent Session 12 2:10-3:10 pm

Publishing Your Work in the Journal of the International Association of Special Education (JIASE)

The purpose of this presentation will be to explain to the audience the mission and focus of JIASE, types and quality of articles that are accepted, guidelines for submission, and the review process.

Wednesday, July 13, 2022
Concurrent Session 12 2:10-3:10 pm

Examples will be given of articles published by themes, types and countries. We will also share helpful tips on how to structure your article and make it interesting to special and inclusive educators internationally.

Presenter: Renáta Tichá, Researcher, University of Minnesota, USA. **Auditorium (30 minutes)**

Socio-Emotional Skills of Children with Hearing Impairment in Kwara State

Socio-Emotional skills of children with hearing impairment in Kwara State were examined. Descriptive survey design was adopted. Multistage sampling technique was used to select 400 hearing impaired pupils for the study. Social Emotional Skills Rating Scale was used for data collection. Result revealed low level socio-emotional skills of the children.

Presenter: Olabisi Adedigba **Auditorium (30 minutes) online**

Barriers to Online Education for Students with Visual Impairments

During the pandemic, students with visual impairments have faced barriers in online education. Inaccessible materials, limited interactions with rehabilitation teachers and challenges being included on a platform such as Zoom or Google Meet has left many students excluded from full participation in education.

Presenter: Davina Morritt Director of Eye Care Inc, UK **Room 1 (30 minutes)**

Preparing Educators for Developing Culturally and Linguistically Responsive IEPs

An individualized education program (IEP) is the cornerstone for documenting the appropriate education being provided to students. It is the blueprint of the student's abilities and provides the guidelines for appropriate intervention. This session will walk educators through key culturally and linguistically responsive features to incorporate in an IEP. We will provide examples of suggested culturally responsive considerations and a checklist for future use.

Presenters: Le Tran, Research Associate, University of Texas at Austin, USA James Patton, Associate Professor of Instruction, University of Texas at Austin, USA **Room 1 (30 minutes)**

Community Development Model: Application and Practice

Introduction/demonstration of 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 for social development practice with populations with special needs through promotion of social and economic justice.

Presenter: Mohamed Abdalla, Doctor of Behavioral Health, College of Health Solution, Arizona State University, USA/Kenya **Room 2 (30 minutes) online**



📖 Promoting Citizenship for Students with Intellectual Disabilities

Citizenship is a belief that all members are active participants in society and its importance cannot be underestimated for individuals with intellectual disabilities. This requires a curriculum which emphasizes self-determination and decision-making skills. This presentation discusses the effective implementation of a citizenship educational curriculum for individuals with intellectual disabilities.

Presenter: Melina Alexander Professor, Weber State University, USA **Room 2 (30 minutes) online**

Customized Employment Research and Application for School-to-Work

The extant research on customized employment (CE) has not sufficiently established, with research control, what CE practices are correlated to improved outcomes. This presentation will provide an overview of customized employment and review the status of research on the discovery and customized job development constructs. This presentation will also highlight how CE processes can be used to support meaningful transition from school-to-work.

Presenter: Tim Riesen, Director of Research and Training, Institute for Disability Research, Policy, & Practice, Utah State University, USA **Room 3 (60 minutes)**

Providing Grade Aligned Access to the General Curriculum: Why and How

Using research-based practices and supports is a powerful tool for increasing student quality of life. This presentation will focus on strategies for students with moderate/severe intellectual disability and autism when teaching grade aligned content. Presenters will discuss access to the general curriculum, systematic instructional strategies, and the use of data-based decisions.

Presenter: Pamela Mims, Professor of Special Education/ Associate Dean of Research and Grants, East Tennessee State University, USA **Room 4 (60 minutes)**

Effective Inclusion in Private Schools with Limited Supports

Private schools have limited resources to meet the needs of diverse learners. In this study, we measured school readiness for inclusion and provided training on cultural shift and differentiation. An ongoing consultation model was employed to support growth. Follow up surveys evidenced a significant change in school culture and readiness.

Presenter: Karin Strohmer, Associate Professor of Education, Buena Vista University, USA **Room 5 (60 minutes)**



Wednesday, July 13, 2022 📖 📄

Closing Session: **4:07-5:07 pm**

- Special Awards and Honors
- Certificates of Appreciation and so much more.....



- IASE Special Presentation
- Conference Evaluations **5:07-5:15pm**



Index of Presenters

A-B

Abdalla, Mohamed p. 18
 Abery, Brian p.7,11,12,16
 Abraham, Betty p.10
 Adaghosa , Oluwaseun p. 7
 Adedigba, Olabisi p.18
 Adera, Beatrice p. 9,17
 Alexander, Melina p. 18
 Anastasiou, Dimitrios p. 6
 Andriana, Elga p. 8
 Anku, Francis p. 7,13
 Apoorva, Panshikar p. 7
 Bhan, Sujata p. 7,10
 Bhatia, Khushi p.13
 Birch, Sarah p. 14
 Bocanegra, Joel p.9
 Bonati, Michelle p. 8
 Borromeo, Erlinda p. 5
 Brobbey, Gordon p.11
 Bullis, Barry p. 6,17

C-D

Cao, Xuan My Thi p. 9
 Cardona-Molto, Maria Cristina p. 6,14
 Chadha, Anupriya p.11
 Chagani, Zahida p. 13
 Chu, Kim Ngan Thi p. 12
 Crylen, Anne p.7
 Cumming, Therese p.11,13
 Dalton, Besty p.10,16
 Daniels, Jessica p. 9
 Do, Quyen Le To p.11,16
 Do, Thanh Thuy Thi p. 12
 Do, Thao Thi p.17
 Doan, Dung p.15,16
 Dockweiler, Katherine p. 16
 Drower, Iris p. 16
 Dukes III, Lyman p. 14
 Dinh, Trang Thu Nguyen p.18

E-F-G

Eng, Peng-Sim p. 6
 Eni-Olorunda, Tolu p. 16
 Evans, David p. 8
 Fantaroni, Grace p. 9
 France, Louise p. 9
 Gable, Robert p. 12,14
 Gallup, Jennifer p. 10,14
 Goldsberry, Craig p. 7,16
 Gonzales, Rachael p. 8
 Grabner-Hagen, Melissa p. 6
 Gronseth, Susie p. 10,16

H- I- J

Haria, Priti p.11
 Hoang, Thuy An Truong p. 7, 18
 Hoang, Nga Thi p. 5,7,14,16
 Hoang, Nho Thi p. 6, 9
 Hoang, Thu Huong Thi p. 6
 HoSang Navies, LeShone p. 17
 Huynh, Hoang Oanh Thi p. 7,18
 Huynh, Anh Vuong Thi p.11
 Jing ,Xu p. 8

K-L

Kalinnikova-Magnusson, Liya p. 8
 Kelly, Samatha p. 8
 Kern, Lee p. 8,13,16
 Khanna, Radhika p. 14,16
 Khuu, Belle p. 17-18
 Lauchmen, David p. 9
 Lazarus, Brenda p. 16
 Le, Tam Thi p.18
 Le, Phuong N p.15
 Le, Minh Ha Thi p.5,7
 Lindell, Mary p. 9
 Lindstrom, Carolyn p. 8
 Little, Cathy p. 8
 Lucia, Ndzenge Nassuna p. 11

M-N

Manor-Binyamini, Iris p. 6
 McCarthy, Daniel p. 12
 McGeachy, Robert p.16
 Mims, Pamela p. 13,19
 Misquitta, Radhika p. 15
 Morrell, Barbara p. 14
 Morritt, Davina p. 18
 Mouanoutoua, John p. 7, 13
 Navarrete, Lori p. 14,16
 Nguyễn, Anh Thi p. 6
 Nguyen, Tam An Nu p.17
 Nguyen, Anh Thu Thi p. 6
 Nguyen, Cam Huong Thi p.7,17
 Nguyen, Hang Thi p. 9
 Nguyen, Ngoc Nga Thi p.16
 Nguyen, Nhan Viet p.16
 Nguyen, Mai Phuong Mai p. 8
 Nguyen, Phuong p. 14
 Nguyen, Quynh Thi p. 11
 Nguyen, Tan Thi p.9
 Nguyen, Thanh Hoa p. 8
 Nguyen, Thanh Huyen Thi p.15
 Nguyen, Thu Thi p. 12,15,19

Index of Presenters

M-N

Nguyễn-Feng, Viann Nam-Phuong p.10
 Nhip, Thy p. 12
 Nkabinde, Zandile p. 12,15,17

O-P

Oluwawumi,Oyeyinka David p. 6
 Oyefeso, Esther p. 16
 Patton, James p. 12,17,18
 Pham,Lan p.15
 Phan, Xuan Giang Thieu p. 12,15,16
 Pistorio, Kalynn p. 13
 Puckett, Kathleen p. 11

Q-R- S

Quach, Nhung p. 12
 Riesen,Tim p. 7,19
 Rodriguez, William Nicholas Bork p.8
 Schreiber-Divon, Michal p. 6
 Sears, Julie p. 6,12
 Settanni, Elise p. 13,16
 Shand, Rosie p. 17
 Shinde, Satomi p. 7,11,12
 Short, Maureen p.8
 Silver, Joan p. 14
 Šiška, Jan p. 14
 Staulters, Mimi p.17
 Strohmer, Karin p. 19

T-U

Tamakloe, Deborah p.13
 Thanh Pham, Phu p.17
 Tichá, Renáta p.7,10,11,12,16,18
 Tran, Le p.12,18
 Tran, Ngoc Bich Thi p.17
 Trinh, Thu Thanh Thi p.9

V-W

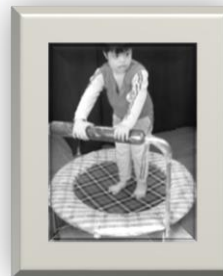
Wendland, Jennie p. 12
 Viel-Ruma, Kimberly p. 11

X-Y-Z

Yan, Xiaoqin p.8
 Yakubova, Gulnoza p.17

35 YEARS

Volunteer Service Sites in Vietnam







Core Values

Quality – Creativity – Humanity

- The university is committed to excellence in training quality with optimal efficiency in all activities and aspects.
- The university encourages and aims for innovation, creativity in academic activities and scientific research.
- The university maintains an educational environment in which values and humane behaviors are nurtured, honored to be the base for training educated human resources with good personality.



Ho Chi Minh city University of Education

Address: 280 An Duong Vuong Street, Ward 4, District 5,
Ho Chi Minh City, Viet Nam.
Tel: (+84) - (28) - 38352020 | Fax: (+84) - (28) - 38398946
Website: hcmue.edu.vn
Email: phongtchc@hcmue.edu.vn

