

Friday, December 5

Session F 8:00-9:00 AM

Session F/G 8:00-10:15 AM

F-01 102

Topic: Friendship and Community

Level of Information: Intermediate

Does Secondary School Inclusion Really Help Students with Disabilities Make Friends?

Minyoung Kim, University of Wisconsin-Madison

Increasing friendships between students with disabilities and their peers are the most common well-known benefit of inclusion. There are many researches providing the benefits of inclusion for students with disabilities at the preschool or elementary school settings. However, since those populations have moved to secondary school settings, we should look at carefully how inclusion can help students with disabilities build friendship at the secondary school settings. In this research, the effect of secondary inclusive settings on making friendship will be discussed.

F-02/G-02 103

Topic: Extracurricular (after school) activities and community recreation

Level of Information: Intermediate

Increasing the Capacity for Inclusive Recreation in the Community

Janet George, Community Partnerships, Inc, Raleigh, NC; Anna

Berkeley, Community Partnerships, Inc, Durham, NC,

This workshop will describe Community Partnership Inc's consultation model that provides training, consultation and technical assistance to childcare, out-of-school time, and recreational providers to successfully include children and youth with disabilities. Presentation will include stories of success and specific examples of intervention strategies that are used to enhance community inclusion.

F-03/G-03 104

Topic: Inclusive Early Childhood education

Level of Information: Intermediate

Social Justice in the 21st Century: Radical Reforms for Early Intervention

Penny Ford, Independent Consultant, Rosanky, TX; Tom Coakley, tc unlimited,

Stratford, CT

Early intervention inappropriately speaks to economic consequences of disability rather than social and spiritual aspects. There is no widespread discussion of competing dimensions of equity. These problems are compounded by the concentration of program resources in large bureaucracies, as well as by personnel preparation focusing on technical skills rather than on long-term participation and self determination of the child as a person with disabilities. Tom Coakley and Penny Ford put forward policy recommendations to address these systemic shortcomings.

F-04/G-04 201

Topic: Augmentative and alternative communication

Level of Information: Beginner

Searching for the Hidden Voice of Eugene Marcus: A Father-Son CoMemoir

David Marcus and Eugene Marcus, Syracuse, NY

David and Eugene Marcus recall how a father and son dealt with disabilities caused by Gene's autism. Obsessions seemingly caused by fear and anxiety have come and gone throughout Gene's 39 years. Facilitated typing allowed father and son to communicate in 1991. We began to really talk about autism, his nonsense speech, self injury (biting and picking at himself), and his many other challenging behaviors.

F-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Intermediate

Decision-making in Sociosexual Domains: Teaching the Who, What, When and Where

Pamela Wolfe and Cheryl Ostry, The Pennsylvania State University; Balazs Tarnai, Seton Hill University, Greensburg, PA

This session will present strategies for teaching socio-sexual decision-making skills to persons having severe disabilities using explicit instruction. The session, of interest to parents, teachers, advocates, agency personnel, and individuals having severe disabilities, will include skill-building activities for decision making related to the "who, what, when and where" issues that may be encountered when advocating for healthy and satisfying sexual lives. Current research and resources will be shared.

F-06 203

Topic: Social Justice in the 21st Century

Level of Information: Beginner

Getting Published in Research and Practice for Persons with Severe Disabilities

Martin Agran, University of Wyoming; Fred Spooner, University of North Carolina- Charlotte

This is an informal presentation about preparing manuscripts for publication consideration for RPSD. Editors of the journal will give practical recommendations on how to get published in RPSD and what they look for when they review manuscripts. This presentation is aimed at graduate students, junior faculty, and anyone else interested in getting published in RPSD .

F-07/G-07 204

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

Power from Passion – Message is in the Mark – Art and Self-Expression

Lawrence Daniel Keplinger and Gail Godwin, Towson University, Towson, MD

The purpose of this session is to impart that art is a pure way for people with disabilities to express them selves. People think art has to be representational, that's not the case. Expressive pieces can be made by a mark and by the color of the medium. A personal video working in my studio with different mediums will be shown. Finally, I will do a pastel drawing to demonstrate the different ways I use them.

F-08 205

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Transition Planning Across the Curriculum: Ensuring Success for Students with Severe Disabilities

Shannon Sparks and Dolores Williamson, University of Nevada-Las Vegas

The information presented at this session will enable professionals, teachers, families, and students with disabilities to become active participants in the transition planning process. The use of longitudinal goals in creating Individualized Education Plans facilitates effective transition planning across all stages of IEP development, and allows students with disabilities to develop self-determination by incorporating critical skills into their educational goals.

F-09/G-09 206

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Youth in Partnership with Parents for Empowerment (YiPPE!) Transition Program

Jennifer Neugart, Waisman Center, Madison, WI; Martha DeYoung, Wisconsin Department of Public Instruction, Madison, WI; Sherry Gundlach, Cooperative Education Service Agency #6, Portage, WI

YiPPE is an opportunity for youth and their parents to work in partnership on the transition process in a unique and effective way. The program takes place over six “weekends” throughout the year. While some topics overlap, parents enjoy their own sessions with speakers and discussions while their children learn about transition issues, self-determination and self-advocacy in a youth-friendly format. This session will describe the program, its development in Wisconsin, and how organizations can offer similar opportunities.

F-10 207

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Advocacy: Resisting Tennessee Funding Cuts to Services for People with Intellectual Disabilities

Mark Friedman and Tracey Doron Kerr, Middle Tennessee Advocacy Center, Murfreesboro, TN; Lori Wigginton and Leanne Boyce, Stop the Cuts Campaign, Murfreesboro, TN; Bill Goodman, People First of Tennessee, Murfreesboro, TN; Donna DeStefano, Tennessee Disability Coalition, Murfreesboro, TN

In 2007-2008, the Tennessee Division of Mental Retardation instituted across the board rate cuts, staff reductions, forced moves of individuals to larger homes with more roommates, therapy cuts and other steps to significantly reduce costs. This presentation will highlight the efforts of three small advocacy organizations and allies to prevent this systematic assault on people with intellectual disabilities. Presenters will share the successes and failures of systemic and individual advocacy efforts with the courts, legislators, policy makers, and providers.

F-11/G-11 208

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Autism and Mental Health Diagnosis

Ann Lyon, Patricia Amos and William Stillman, Temple University, Philadelphia, PA

This workshop will explore, from a practical hands-on basis, how the relationship-based approach has led to gains in the areas of education, social skills, self-determination, self-esteem and mental health, and overall quality of life for individuals on the autism spectrum, as well as provide a parental and historical perspective.

F-12/G-12 209

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

People With Disabilities In The Criminal Justice System

Nancy Sullivan, Empowerment Network Unlimited, Inc., Little Rock, AR; Jane Browning, International Community Corrections Association, Washington, DC

This provocative discussion offers powerful individual stories; an overview of challenges that arise when people with disabilities find themselves embroiled in the legal system as defendants, inmates, witnesses or victims; issues surrounding offenders with disabilities and the death penalty; research on the high percentages of people with disabilities in prison; current relevant federal legislation; tips on maximizing the protection of rights; and recommendations for change. An interactive discussion session will follow the formal presentation.

F-14 211/212

Topic: Positive behavior supports

Level of Information: Intermediate

PBS: What It Is and Isn't – What You Need To Know!

Christopher Oliva, Queens College - City University of New York

This session is for people who want to learn about Positive Behavior Supports (PBS). It will focus on the difference between the traditional approach to managing behavior and addressing problem behavior from the perspective of positive behavior supports. The discussion will include what is and what is not PBS, informal and formal assessment strategies, and designing behavior support plans based on those assessments (as required by IDEA 2004). Case examples will be used to demonstrate effective interventions.

F-15 213/214

Topic: Supported employment in today's economy

Level of Information: Intermediate

How Can We Improve the Outcomes of the Vocational Rehabilitation Program?

Alberto Migliore, University Massachusetts-Boston

The outcomes of the Vocational Rehabilitation Program serving people with intellectual or developmental disabilities have remained about the same throughout the past decade, nationally. However, some state VR agencies have reported outcomes well above the national average independently from the socio-economic circumstances of states. This presentation will show that improving the outcomes of the VR program is possible. Identifying VR agencies that perform above-the-

average and disseminating their practices to other agencies is one way of approaching the issue.

F-16/G-16 Renaissance-Center Ballroom

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

The Critical Role of Literacy in Educating Students with Severe Disabilities

Lucille Zeph, University of Maine

Literacy is often considered beyond the educational reach of students with severe disabilities. This session draws upon available research and promising practices to present a rationale, framework, and teaching strategies for incorporating literacy into the education of every student, regardless of the complexity of their learning needs. Examples, video, and participant discussion will be integrated into the presentation.

F-17 Renaissance-East Ballroom

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

The IRIS Center's Online Resources: Raising Awareness about Students with Disabilities

Naomi Tyler, Zina Yzquierdo, Janice Brown, Anne Smith, Amy Harris-Solomon and Kim Skow, The IRIS Center for Training Enhancements, Nashville, TN

Join the IRIS Center for Training Enhancements for a guided tour of our Web site and an introduction to our series of free interactive online materials, including the IRIS Film Search Tool and the What Do You See? Perceptions of Disability STAR Legacy Module.

F-18 Renaissance-West Ballroom

Topic: Social Justice in the 21st Century

Level of Information: Beginner

Culturally Responsive Instruction for Students with Multiple or Severe Disabilities

Blanche Jackson Glimps, Tennessee State University; Theron Ford, John Carroll University, University Heights, OH

Are there students with disabilities who are so severely impaired that their culture can not be taken into consideration? Growing numbers of preschool and school age children with such disabilities are from international countries or are American Indians/Alaskan, African Americans, or Hispanics. Psychologically familiar food, music, and customs are important for these students as they may provide a comforting link between home and school. This presentation will examine

elements of culturally responsive instructions for students with multiple or severe disabilities.

F-19/G-19 Renaissance-Fisk 1

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

Inclusive Schooling In Hard Times: LRE and Program Improvement Efforts in California

Ann Halvorsen, California State University-East Bay; Dona Meinders, LRE Resources Project, WestEd, Sacramento, CA; Mary Wrenn, Berkeley Unified School District, Berkeley, CA

In the context of California's worst budget crisis in decades, the presenters will provide information on the work of the state's LRE Resources Project in collaborative alignment with Program Improvement planning and technical assistance to targeted schools, and provide examples of schools engaged in whole school inclusive reform that benefits all students, including those with severe disabilities through universally designed interventions and structures. Small group problem solving will be facilitated.

F-20/G-20 Renaissance-Fisk 2

Topic: Inclusive education: General

Level of Information: Intermediate

Promoting Social Justice through Critical Perspectives in Inclusive Teacher Preparation

Diana Lawrence-Brown, René Wroblewski and Anne-Claire Fisher, St. Bonaventure University, St. Bonaventure, NY; Valerie Owen, National-Louis University, Wheeling, IL; Mara Sapon-Shevin, Syracuse University; Phil Smith, Eastern Michigan University; Beverly Rainforth, SUNY Binghamton; Susan Marks, Northern Arizona University, Flagstaff, AZ; Jodi Meyer-Mork and Natalie Tye, University of Central Missouri

Strategies for infusing critical perspectives into inclusive teacher education courses and programs are discussed with a focus on helping teacher candidates understand inclusive education as a social justice issue for students with and without significant disabilities. All participants will be invited to take an active role in the presentation; diverse perspectives are appreciated (teacher education faculty and students, other educators, families and individuals with significant disabilities, etc.).

F-21 Renaissance-Belmont 1

Topic: Inclusive education: General

Level of Information: Intermediate

Creating an Inclusive College Community: The Use of Peer Mentors

Rebecca Daley, Richard Blumberg, Stuart Carrol and Jerry Petroff, The College of New Jersey

Peer support is of critical importance to students with disabilities. Numerous studies have noted the effectiveness of mentoring, but research on mentoring has not paid close attention to the use of peer mentoring to improve learning outcomes for students with disabilities. This presentation will describe the experience of a small liberal arts college in the use of mentors to include students with intellectual disabilities in inclusive college coursework. The perspectives of mentors and students with disabilities will be shared.

F-22 Renaissance-Belmont 2

Topic: Inclusive education: Systems change

Level of Information: Beginning

Personnel Preparation for Systems Change

Kathy Gee, Jean Gonsier-Gerdin, Sarah Ballard, Mara Gonzalez and Walt Kaweski

This presentation will focus on the issues of ongoing segregation of students with disabilities in our public schools and ways we can impact the system through teacher training strategies. Specifically it will focus on actual teacher preparation assignments which require systems change by the very nature of the assignment. The audience expected is people involved in teacher preparation.

F-23/G-23 Renaissance-Belmont 3

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Making "Academic Complexity" More Accessible

Anne Denham and Deborah Taub, University of Kentucky--ILSSA,

An overview of unpacking academic content standards will orient the session to a tool developed to make academic content standards accessible to students with significant cognitive disabilities. Participants will use the tool to accomplish the following objectives: 1) understand how to make grade level standards accessible for all students 2) collaborate with others to develop standards based lessons that can be used in your own classroom 3) ongoing support and feedback about the usefulness of this tool via private blog.

Session G 9:15-10:15 AM

G-01 102

Topic: Friendship and Community

Level of Information: Intermediate

Learning to Connect: Developmental Disability and Friendship in High School

Zachary Rossetti, Providence College, Providence, RI

This presentation reviews a qualitative study of three groups of high school students who are friends; each group includes a student labeled with intellectual and developmental disabilities and nondisabled high school students. I collected descriptive data through ethnographic methods, including participant observation and interviewing. Through phenomenological analysis of the data, I identified several key themes and phenomena. Findings include the social consequences of (inadequate) academic supports, four strategies for facilitating friendships, and friendship work essential to the connections of friendship.

G-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Beginner

Perceptions of “Time Spent Meaningfully” by adults with very severe disabilities

Donna Lehr, Boston University; Leslie Lederer, Kentucky Protection and Advocacy, KY

It is generally assumed that meaningful employment is an essential component of a good quality of life for all adults. Achieving this goal is sometimes challenging for individuals with the most severe cognitive disabilities, resulting in some parents and professionals calling for the “work day” to be defined differently. This presentation is designed to present the results of a systemic study of professionals and parents’ perceptions of what is considered “work” and how it is achieved for these individuals.

G-08 205

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Autism From a Personal Perspective

Jeremie Goike, Autism Society of Alabama, Birmingham, AL

Presentation Description: To provide a personal insight on what it was like to live with autism and overcome this great challenge through the early diagnoses, intense early intervention and family involvement. I would provide in-depth information by having an interactive Q&A session with my audience and dispel some of the myths and misunderstandings of autism. Target audience: Parents, professionals and anyone with interests in learning about autism from a personal perspective are strongly encouraged to attend this presentation.

G-10 207

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Student Led IEPs: Finding A Way For All Students To Be Leaders

Karla Curry and Lindsey Fahrland, New Hanover County Schools, Wilmington, NC

One strategy for increasing levels of self-determination for students with significant disabilities is to prepare them to be actively involved in the development and implementation of their Individualized Education Programs (IEPs). This session will provide a brief overview of self-determination as it relates to student-directed IEPs and will include practical strategies and examples for implementing student-directed IEPs for students with significant disabilities within the public school system.

G-13 210

Topic: Community Living

Level of Information: Intermediate

Multidisciplinary Team Approach To Thoughtful Community Placement Of Persons In Institutional Settings

Laura Broderick, Diverse Journeys, Inc., Los Angeles, CA; Samantha Gonzalez, Lanterman Developmental Center, Pomona, CA; Susan Sylvester, Westside Regional Center, Culver City, CA

We will share our unique model in southern California wherein State Institutional employees, State appointed Case Managers and vendors/providers work closely and collaboratively to thoughtfully transition and place individuals who have been institutionalized over the long term into individualized supported living arrangements. In addition, we will share the unique additional supports provided by the state and vendors to ensure success, e.g. health and medical supports through U.C.L.A. and ongoing supports and assistance from State Case Managers and Coordinators to locate other needed resources in the community such as, housing, social and recreational opportunities, and consultation supports

G-14 211/212

Topic: Positive behavior supports

Level of Information: Beginner

Creating positive professional relationships

Mark Buck, NAPPI International, Fort Myers, FL

Have you ever been told: “Develop a strong professional relationship with your service recipient.” Which is then followed by a list of probations like: Don’t tell

them what car you drive. Don't tell them where you live. Don't tell them what your hobbies are or worse yet don't take him home for Thanksgiving! This workshop will explore all the things you can talk about that make your relationship relevant powerful and professional!

G-15 213/214

Topic: Supported employment in today's economy

Level of Information: Intermediate

Perceptions of Performance and Support Needs Depends on Who Does the Rating

Michael Brady, and Kyle Bennett, Florida Atlantic University-Boca Raton; Jessica Bucholz, University of West Georgia; Mary Lou Duffy, Florida Atlantic University-Jupiter

This session summarizes the results of recent studies investigating the discrepancies between supervisors' and teachers' perceptions of the work performance and support needs of employees and high school students with disabilities. Job coaches', supervisors', and teachers' results from the Job Observation Behavior Scale (JOBS) are compared to employees' and high school JOBS: Opportunity for Self Determination Scale results. Discrepancies between their perceptions of work performance and support needs were common. Implications for transition planning and supported employment will be provided.

G-17 Renaissance-East Ballroom

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Improving Paraeducator Support in Inclusive Settings: A "Menu" of Training Options

Marny Helfrich, Kirsty MacIver and Michele Valenti, Maryland Coalition for Inclusive Education, Hanover, MD

Paraprofessionals are an essential part of inclusive educational environments, but often lack appropriate skills, training, direction, and supervision required to effectively fulfill their many responsibilities. Professional development for paraprofessionals is part of the answer to this problem. Learn about a variety of strategies we have used at MCIE to enhance educational assistants' knowledge and competence. Successes, challenges, and next steps will be shared.

G-18 Renaissance-West Ballroom

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

NO EXCUSES!: Kids with Autism Today MUST have the Education Denied Me

Jacob Pratt, The Autism Spectrum Differences Institute of New England, Rocky Hill, CT

Kids must be in real schools to get a real education. I learned what I could on my own but I was in high school before I had an education. There is no excuse today for treating people as stupid. We know how to accommodate, e.g., movement, anxiety, communication, and sensory differences while letting them learn and more importantly make friends. I will explore what I wish I had had as a student with autism so other students today can benefit.

G-21 Renaissance-Belmont 1

Topic: Inclusive education: General

Level of Information: Beginner

Some Guidelines for Designing and Delivering Inclusive Post-Secondary Curriculum

Stuart Carroll, Rick Blumberg, Jerry Petroff, Rebecca Daley and Kelly Allen; The College of New Jersey

The Career and Community Studies (CCS) program at The College of New Jersey offers a liberal education to young adults with intellectual disabilities. This presentation will share strategies used in three inclusive courses to give CCS students access to college level content and learning goals. These include the use of mentors, universal curriculum design, accommodations in curriculum and assessment, and intentional creation of classroom community to maximize CCS students' academic and social growth.

G-22 Renaissance-Belmont 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

First Year Teachers Engaged in the Work of Creating Inclusive Schooling

Julia White, Valdosta State University, Valdosta, FL

This presentation will explore the ways that seven first year special educators in Southwest Florida in work within their schools and classrooms to support equal educational opportunity and meaningful participation in schools and to confront and challenge exclusion from regular educational settings of students with disability labels by creating opportunities for inclusive practice.

Session H 1:00–2:00 PM

Session H/I 1:00-3:15 PM

H-01/I-01 102

Topic: Friendship and Community

Level of Information: Intermediate

Beyond Peer Tutors: Creating Opportunities for Peers to Interact Throughout the Day

Liz Keefe and Veronica Moore, University of New Mexico; Renee Salazar-Garcia, Frances Duff, Kathy Roberson, Brian Hendrix and Amanda Goshorn, Albuquerque Public Schools, Albuquerque, NM

The use of peer tutors/buddies is generally accepted as a valuable tool to support the inclusion of students with significant disabilities but the relationship between these peers is often constructed as a helping relationship rather than a relationship of equals. This presentation will focus on how to go beyond the peer tutor relationship and how to intentionally create opportunities for students with disabilities to interact as equals with their peers without disabilities at the middle and high school level.

H-02/I-02 103

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

From Inmate to Citizen: Planning Successful Re-Entry To Meaningful Community Membership

Carol Blessing, and Thomas Golden, Cornell University Employment & Disability Institute, Ithaca, NY

This presentation will highlight the impacts of a system change project being implemented within maximum and medium security level prisons with inmates who have intellectual disabilities. Participants will be provided an overview of key elements for intervention in the change effort, including research findings, staff development, program and systemic impact. Web resources, including access to core training materials specific to the project will be shared during this session.

H-03/I-03 104

Topic: Inclusive Early Childhood education

Level of Information: Intermediate

Supporting ECE Teachers to Promote Children's Engagement in Inclusive Preschool Settings

Aletha Sutton, University of Hawaii

This session presents research evaluating a brief individualized training system (BITS) for early childhood education (ECE) teachers to support the inclusion of children with autism. This brief and individualized professional development approach is in marked contrast to traditional training which is expensive, difficult to access, and so broad that it could be termed a "shotgun approach." Teachers

learned to use prompts and praise to increase engagement (cooperative participation and communication with peers). Recommendations for future research and practice are discussed.

H-04 201

Topic: Supported employment in today's economy

Level of Information: Beginner

CrossingPoints: Pathway for Achieving Enviably Adult Outcomes by Youth with Severe Disabilities

Kagendo Mutua, and Jim Siders, University of Alabama; John Myrick, Amy Williamson, Cody Pope, Heather Larkin, and Kwasi Agei-Aye, CrossingPoints Tuscaloosa, AL

This interactive symposium will focus on transition programming for young adults with significant disabilities participating in CrossingPoints, a transition model demonstration program located on the University of Alabama campus. Drawing from the experiences of three program participants, two transition teachers and two program co-directors, panelists will highlight ways in which CrossingPoints implements all the essential tenets of transition as described in IDEA (2004) including, employment, independent living, leisure/recreation, and community participation.

H-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Beginner

Experiences and Aspirations of Adolescents with Autism and their Families in China

Helen McCabe, Hobart and William Smith Colleges, Geneva, NY,

This presentation shares results of ongoing research with families of adolescents and young adults with autism in the People's Republic of China. The research examines the educational and social experiences of these individuals, as well as the vocational and other future aspirations of the individuals and their families. In addition, the cultural and social context of China in which these families live is discussed, as this analysis is essential for understanding their experiences.

H-6/I-6 203

Think Tank

Inclusion of Students with Significant Cognitive Disabilities in Statewide Assessment and Accountability Systems Think Tank

NCLB and IDEIA require that under conditions where all students are assessed for accountability purposes and/or for instructional improvement purposes, so too should students with significant cognitive disabilities be assessed. For the purposes of No Child Left Behind, the allocation of federal funding hinges on school performance in reading, math, and science which many states cannot afford to lose. Moreover, students attending schools which don't meet their AYP goals may choose to attend other schools. It is crucial that the field engage in an ongoing dialogue about these issues. This session will be directed to answering four important questions that will guide our thinking. Three questions will have a discussant with particular expertise and the final question is directed to generating actions that move the field forward.

- 1) What are the intended and unintended consequences of including students with significant cognitive disabilities in assessment and accountability systems?
- 2) What should our expectations for achievement for these students be in academic content?
- 3) What are the curricular and instructional implications for the inclusion of these students in chronologically age appropriate classrooms?
- 4) What actions should we take to insure improved results for these students?

This Think Tank is planned to engage attendees beyond the conference and should result in actions that move the field forward. Jacqui Kearns, Director of the National Alternate Assessment Center will serve as discussant and lead the group in generating action steps with timelines and member participation rather promote discussion of whether and how students with significant cognitive disabilities should participate in accountability systems or provide a background or understanding of federal and state assessment requirements. A notetaker will generate proceedings for the participants.

H-07 204

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

The 21st Century Communications and Video Accessibility Act

Jenifer Simpson, American Association of People with Disabilities, Washington DC

A new coalition of over 175 national, regional, state, and community-based disability organizations called the Coalition of Organizations for Accessible Technology (COAT) has successfully lobbied for legislation to support an agenda to ensure legislative and regulatory safeguards that will ensure full access by people with disabilities to evolving high speed broadband, wireless and other Internet Protocol (IP) technologies.

The presentation will explain the COAT coalition, what the legislation is about and report on its current status.

H-08 205

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Living and Loving with Joey: A Family's Journey To Inclusion

Karen Geriak, Andrew Geriak, Joseph Geriak and Mark Geriak, Shelton, CT

Hear our family's perspective on having a family member with autism and the story of our journey from believing Joey needed to be segregated because of his disability to understanding what is possible for him when inclusion is thoughtful, painful, responsive and responsible and has a truly collaborative team to support the student – our son – and us as a family.

H-09 206

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Improving Transition Outcomes Through Youth Empowerment and Student Centered Planning

Christy Stuart, TransCen, Inc., Rockville, MD

The focus of this interactive session will be on the development of self-advocacy for transitioning youth through a series of targeted activities. Without self-advocacy skills, transitioning youth may not have their strengths, interests, preferences, and needs adequately expressed to school based or community staff, possibly resulting in poor employment outcomes. Increased empowerment and student centered planning may lead to positive employment outcomes which may enable youth with significant support needs to interact more independently within their community.

H-10/I-10 207

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

I Am Supposed to Be In Charge: Perspectives on Supporting Self-Determination

Stacy Nonnemacher and Linda Bambara, Lehigh University, Bethlehem, PA

The presenters will share themes based upon interviews with adults with disabilities regarding ways that support staff can enhance and/or impede a person's self-determination. Specific examples and experiences will be shared.

H-11 208

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Getting it Together- Teaching with ADD and Cerebral Palsy

James Foley, Northern Arizona University

I became a teacher because I wanted to be the inclusive, inspiring and knowledgeable teacher that I had rarely experienced as a student. I wanted to create a classroom that would be both challenging and comfortable for everybody. Little did I know the challenges I would face as I confronted the every day challenges of a high school teacher in an urban environment in addition to my own deficits in executive functioning- i.e. keeping things organized and making sense

H-12/I-12 209

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Wild & Crazy Guy Takes Control - Life from Institution to the Freedom Pad!!!

Michael Taylore and Jessica Pearsall, Shared Support Maryland, Inc., Baltimore, MD

Some of the cornerstones of self-determination have traditionally been: an individual budget over which the person themselves has authority; a fiscal intermediary that enables the person to access their individual budget; and a Support Broker to assist in facilitating and managing supports and services. In this presentation, Michael Arthur Taylor, Jr., tells his journey from institutionalization to New Directions Freedom!!

H-13/I-13 210

Topic: Community Living

Level of Information: Intermediate

Living the Lives We Want, With Passion

Jose Perez, Cheryl Mayfield, Melanie Miles, Julie Steckel, Dan Heldoorn, Aaron Burgan, Brandi Wright, Eric Neri, and Ana Barajas, Avenues Supported Living Services, Valencia, CA; Scott Shepard, Avenues Supported Living Services, Valencia, CA and California State University Northridge

This panel of self-advocates and professionals will share their stories related to person-centered thinking within the framework of supported living. In keeping with TASH's 2008 theme, presenters will share their personal stories of community service, political and community activism. A simple planning tool will be shared that assists in identifying what people want to be, do, and give as we work on making our communities better.

H-14/I-14 211/212

Topic: Positive behavior supports

Level of Information: Intermediate

Prevent-Teach-Reinforce: A Tertiary Process That Works and Implications of Fidelity

Kelly Wilson and Patricia Oliver, University of Colorado at Denver

The purpose of this presentation is to familiarize participants with the Prevent /Teach/ Reinforce model of behavior support. This practical approach requires teachers and support staff to create assessment-based intervention plans that include (1) preventing challenging behavior, (2) teaching replacement/desired skills and (3) reinforcing new skills. Utilizing fidelity data gathered during coaching, we will look at the impact of accurate implementation in relation to student outcomes as well as the effectiveness of the intervention without a requirement of "perfect" fidelity.

H-15 213/214

Topic: Supported employment in today's economy

Level of Information: Intermediate

Customizing the Employment Process for Individuals with Unique and Complex Accommodation Needs

Richard Luecking and Debra Martin Luecking, TransCen, inc., Rockville, MD

Many job seekers considered to have significant disabilities do not have the requisite skill, experience, stamina or life circumstances to easily compete for typical positions in open labor markets. Existing resources are challenged to meet the federal mandate to facilitate employment for these individuals. This presentation will share the service and resource sharing strategies employed by the Tennessee Customized Employment Partnership, a recently completed

demonstration project funded by the U.S. Department of Labor, Office of Disability Employment Policy.

H-16 Renaissance-Center Ballroom

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Parent-Professional Collaborative Teaming to Support Students in Inclusive Classrooms in Belgium

Kathleen Mortier, Ghent University, Ghent, Belgium Pam Hunt, San Francisco State University

The presenters will describe a mixed methods study that investigated the effectiveness of a parent-professional collaborative teaming process to increase the educational engagement, academic progress, and social participation of students with severe disabilities who were members of general education classrooms in Belgian schools. During monthly team meetings, teachers, parents, and the school “care coordinator” developed plans that included educational, social, and behavioral supports. The teachers consistently implemented the plans with some follow-up support from the investigator.

H-17 Renaissance-East Ballroom

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

How Evidence-Based Practices Enabled A Rural Australian Community To Become Inclusive

Darrell Wills, Michelle O'Sullivan, Janette Fletcher, Grace Brotherton, Caroline McCallum and Edith Cowan, University, Perth, Western Australia

Inclusion is a multi-millennial quest to recover from a historical habit of segregation. We will examine English history and its impact on our small community as we move it to being a more inclusive one.

We describe how we have woven comparative research (inclusive and segregated education) into an evidence based community development towards inclusion movement in an "outback" town on the Southern Coast of Western Australia, using a collaborative approach of government, parents and local shire.

H-18 Renaissance-West Ballroom

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

Taking a Stand for Inclusive Education: Learning to Talk Back

Mara Sapon-Shevin, Syracuse University

Proponents of inclusive education often find themselves positioned in situations where they must defend inclusion and respond to attacks and challenges. This session will provide participants opportunities to discuss common challenges to inclusive education and hone their skills in talking back, making key points and providing powerful examples. Particular focus will be placed on situating inclusion within a broad social justice framework, strengthening the power of the position.

H-19 Renaissance-Fisk 1

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

Including Postsecondary Education in Transition: Adjusting Professional Development for Related Personnel

Maria Paiewonsky, University of Massachusetts Boston

Staff from the Institute for Community Inclusion at UMass Boston have been partnering with Massachusetts school districts to promote postsecondary education as an transition option for students with severe disabilities. With additional funds, this work has grown into eight partnerships between Institutes of Higher Education (IHE) and school districts. This has led ICI staff to redesign professional development so that transition staff and IHE personnel are prepared to help students with severe disabilities access postsecondary education to meet their transition goals.

H-20 Renaissance-Fisk 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Social Justice Through Quality Literacy Instruction For Students With Significant Disabilities

Amanda Fenlon and Roberta Schnorr, SUNY Oswego

This session will present several different video case examples of successful literacy instruction for students with significant disabilities. The case examples include the use of assistive technology; choosing and reading motivating text at the students' reading level; creating fun and fast-paced word work; engaging in writing activities based upon the text read; and encouraging reading partners at home. Literacy tools such as sample lesson plans, teacher made digital books, websites and other suggestions will be offered to session participants.

H-21-I-21 Renaissance-Belmont 1

Topic: Inclusive education: General

Level of Information: Intermediate

Science For Students With Significant Cognitive Disabilities: Alternate Standards, Assessment and Instruction

Steven Lyon, Peter Heh and Naomi Zigmond, The University of Pittsburgh; Donna Lehr and Nancy Harayama, Boston University

Effective in 2008, students with significant cognitive disabilities must be included in district and state assessments in science. Although extensive research on assessment and instruction of science has been conducted with students with high incidence disabilities, little work has been done to identify what constitutes “science” for students with significant cognitive disabilities, or to develop valid and meaningful alternate assessments. This session will present a progression of alternate science achievement benchmarks and an alternate (performance) assessment of science for students with significant cognitive disabilities.

H-22/I-22 Renaissance-Belmont 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Building Comprehension Through Read Alouds

Diane Browder, Candice Meyer, Tracie-Lynn Zakas and Pamela Mims, University of North Carolina – Charlotte

In this session, a general education reading specialist will describe why elementary teachers use read alouds, review types of comprehension, and describe how students with various levels of literacy can be engaged in answering questions. Special educators will describe how additional adaptations can be made to involve students with special challenges (visual, physical, inconsistent use of symbols) and how to teach peers to conduct a story-based lesson. Research supporting the use of story-based lessons will also be presented.

H-23/I-23 Renaissance-Belmont 3

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Access to General Education: Inclusive Settings, Meaningful Outcomes

Carol Quirk, Maryland Coalition for Inclusive Education, MD; Diane Browder and Fred Spooner, University of North Carolina – Charlotte; Elizabeth Kozleski, Arizona State University; Michael McSheehan, University of New Hampshire; Diane Ryndak, University of Florida; Wayne Sailor, University of Kansas; Martha Thurlow, University of Minnesota

In this session, national experts will participate in a moderated panel to discuss hot topics in education as they affect the participation of students with significant disabilities in the general education curriculum in general education settings. Attitude, belief systems, education policy, research findings, and tradition

influence what students learn and where they are taught. The panel will address: educational priorities to achieve meaningful post-school outcomes, the influence of a Response-to-Intervention process, and the impact of alternate assessments. Panelists will discuss evidence-based practices, barriers in the field, and potential solutions.

Session I 2:15-3:15 PM

Session J 2:15pm -4:30 PM

I-04 201

Topic: Supported employment in today's economy

Level of Information: Intermediate

CrossingPoints: A 21st Century Transition Model Serving Young Adults with Significant Disabilities

Kagendo Mutua and Jim Sider, The University of Alabama; Debbie Anderson and Ruth Graves Tuscaloosa City School System, Tuscaloosa

A critical tenet of transition planning is the development of interagency collaboration that brings together key stakeholders in the preparation of youth with disabilities for future work and employment. In this session, CrossingPoints, a state of the art collaborative program of the University of Alabama, and the Tuscaloosa City School System and the Tuscaloosa County School System will be described. In particular, the presenters will focus on the innovative ways by which 85% employment rates have been achieved by CrossingPoints graduates despite prevailing economic times.

I-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Advanced

Kudumbangale aadarichukondu neethinyayavyavasthithi pinthudaruka neneenehiitoxoe' hoowuhneniit boobooteenowo'

Honoring Families': Pursuing Social Justice

Susan Rae Banks-Joseph and Pavan John Antony, Washington State University

Culturally, linguistically diverse families who have children with severe disabilities present educators with unique opportunities and challenges. This pilot study explored the similarities and differences among the educational values and practices in U.S. K-12 schools and those of Indian and American Indian families. Within the exploration, issues of economics (poverty) and social justice (forced out of home placements, denial of health and related services, etc.) will be presented in contextualizing the experiences of families.

I-08 205

Topic: Advocacy and self-advocacy

Level of Information: Beginner

“The Failure of Treatment: Restraint as Deadly Mistake”?

Pat Amos; Phyllis Musumeci, Florida Families Against Restraint and Seclusion

Everyday, children with disabilities in school settings are needlessly being subjected to harmful aversive in the name of treating “challenging behavior.” The continued use of these to change behavior remains one of the most disturbing human rights abuses of our times. Because they violate basic standards of humane treatment, they tend to become entrenched in hidden-away settings beyond the spotlight of community and public awareness. APRAIS organizations are seeking to bring national change to this issue through outreach to families, legislation, advocacy and litigation.

I-09 206

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Promoting Choice Making in Transition and Employment: Do’s and Don’ts

Keith Storey, Touro University, Vallejo, CA; Martin Agran and)Michael Krupp, University of Wyoming, Laramie, WY

This presentation will discuss what works and doesn’t work related to choice-making opportunities for students and adults with disabilities. The anticipated outcomes of this presentation are the following. First, the information shared will extend the audience’s knowledge of the value of choice making in promoting self-determination and choice making. Second, the presentation will provide recommendations on the types of choice-making opportunities that need to be provided in school, transition, and employment programs and how those choices can be supported.

I-11 208

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

IQ of 63, So What!

Ben Anderson, Break Through Inc., Amery, WI

Presenter Anderson talks about how things are changing for people with severe disabilities in regards to education and independent living. 50 years ago his diagnosis of a low IQ based on his cerebral palsy showing speech and physical disabilities was in error. Today, people with severe disabilities face the same “possible” “misdiagnosis” of what can be expected of them but with family and

community supports their potential can be found. They can attain greater expectations in today's society.

I-15 213/214

Topic: Supported employment in today's economy

Level of Information: Beginner

Utilizing a Plan to Achieve Self-Support to Leverage Your Benefits

Hope Johnson, Center for Independent Living of Middle Tennessee, Nashville, TN/

It is vital for persons with disabilities who receive Social Security and SSI disability benefits to be educated to make the right choices and decisions regarding work. The Plan to Achieve Self Support is sometimes overlooked as a work incentive and funding source. Find out who to call and how to determine if PASS is for you or someone you work with. Hear from a Community Work Incentive Coordinator and from someone who successfully utilized a PASS plan!

I-19 Renaissance-Fisk 1

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Expanding Integrated Literacy Experiences for Individuals with Moderate and Severe Disabilities

Paul Alberto, Rebecca Waugh and Roberto Gama, Georgia State University

Literacy for students with moderate and severe disabilities historically has focused on sight words (Browder & Lalli, 1991; Browder & Xin, 1998; Browder et al., 2006). Based on an overview of research on sight word instruction we will provide a framework for literacy instruction which addresses deficits identified in the literature. These include (a) authentic demonstration of comprehension, (b) 6-point method for selecting words which lead to connected text, and (c) links to phonics instruction.

I-20/J-20 Renaissance-Fisk 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Advanced

Literacy Instruction for Students with Severe Disabilities: A Meta-Analysis and Recommendations

Lewis Jackson and Kara Halley, University of Northern Colorado; Ann-Marie Orlando and Diane Ryndak University of Florida

We report the results of a meta-analysis covering over forty years of intervention research in teaching literacy skills to students with severe disabilities. The results of our analysis of over 161 intervention studies reveal more about the limitations of our knowledge base than about what we know, and they place in stark relief the

differences between literacy research with most students in schools and that conducted on students with significant support needs. Implications for research and practice are discussed.

Session J 3:30-4:30 PM

Session J/K 3:30-5:45 PM

J-01 102

Topic: Friendship and Community

Level of Information: Intermediate

Disability Label Conundrums: Helping Peers Understand

Christine Macfarlane, Pacific University, Forest Grove, OR

Labels often interfere with a peer's sense of who a person with a disability really is. Yet, most people truly want to understand and accept. Analogies, visual literacy, movies, and books can assist peers in gaining a deeper understanding. This presentation will share a variety of strategies for promoting empathy and encouraging discussion and understanding among peers of all ages.

J-02/K-02 103

Topic: Friendship and Community

Level of Information: Intermediate

Support and Friendship Circles for Middle School Students with and without Autism

Jean Gonsier-Gerdin and Walter Kaweski, California State University

For students with autism, friendship provides supports in, and links to, the larger social world and can provide an invaluable context for developing interpersonal skills and a sense of self in relation to others. Neuro-typical peers are “resident experts” at acting their age. They can be enormously effective in teaching these skills through unstructured, naturally occurring social interactions. Friendship Circle provides students with opportunities to transcend barriers to friendship through education and fun activities. The results have proved noteworthy.

J-03 104

Topic: Inclusive Early Childhood education

Level of Information: Beginner

Inclusive Early Intervention: Using the Double ABCX Model to Develop IFSP Outcomes

Yaoying Xu, Virginia Commonwealth University; Keith Hyatt, Western Washington University

The purpose of this presentation is to discuss the application of the Double ABCX model, a family centered early intervention approach to the development of individualized family service plan for the child with severe disabilities and the family system, based on family concerns and priorities. The discussion will focus on identification, development, implementation, and evaluation of expected family and child outcomes using the Double ABCX model. Suggestions for early interventionists to apply the Double ABCX model will be provided.

J-04 201

Topic: Social Justice in the 21st Century:

Level of Information: Beginner

Lighthouse In A Bog: Neuro-Diversity As Agent for Social Transitional Change

Herm Fishbein, Children's Services Council of Broward County, Ft. Lauderdale, FL

This presentation is about empowerment and acceptance of youth and young adults with disabilities; about creating a “Strength based, Neuro-Diversity movement” that addresses the 10 social areas that enable these youth to transition successfully and with confidence to the world of employment or post secondary education. It is a journey that explores the positive occurring when we build on strengths, abilities and interests. Listen, in their words and stories to how the "Neuro-Diversity movement made all the difference.

J-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Intermediate

Service Model: Early Identification and Support for Families of Children with ASD

Crystal Carrillo, Sharon Elmensdorp, Robert Koegel and Lynn Koegel, University of California, Santa Barbara

The early identification of children with autism has important implications for early intervention and behavioral outcomes. This presentation describes the development of a model for community-based early identification and family support for ASD. The components of this model will be presented with data-based findings: 1) outreach to pediatricians to facilitate earlier identification of children at risk for ASD 2) screenings for ASD 3) the implementation of a family support package for those children indicating a high risk for developing ASD.

J-06/K-06 203

Topic: Social Justice in the 21st Century

Level of Information: Advanced

Social Justice in Developed and Developing Countries: Comparison Between Norway and Ethiopia

Chernet Weldeab, Washington DC; Terje Endrerud, University of Oslo, Norway

The presentation will focus on providing a clear picture about the situation and implementation of social justice, more specifically in relation to persons with disabilities, in Norway and Ethiopia; participation of persons with disabilities in community activities as well as service provision for persons with disabilities in both countries. In addition, as its secondary focus, the presentation will provide information about the extracurricular activities of persons with disabilities and community recreation practices in both countries.

J-7/K -7 204

TOWN HALL MEETING

Christmas in Purgatory: Why are institutions still alive and well in 2008 And What are we going to do about that?

Moderator: *Lyle Romer, Total Living Concepts, Kent, WA*

Jeff Strully, Jay Nolan Community Services, Mission Hills, CA, and more

Dr. Burton Blatt published Christmas in Purgatory, the photographic essay of the lives of people with developmental disabilities living in institutions in 1974 spurring a series of lawsuits around the country. This resulted in people with developmental disabilities moving out of institutions and into the community. The Olmstead Decision in 1999 further reinforced that the community was a better

place for people with developmental disabilities to live. In 2008 institutions continue to exist, especially for people with high behavior or medical needs and those who challenge our understanding of people with disabilities in general. For thirty-three years TASH has been a leader in social justice and inclusion. This town hall meeting is planned to bring people with developmental disabilities, family members, researchers, attorneys, state and local government officials, and not-for-profit organizations together to question, Why are institutions still a part of the continuum? and What are we going to do to provide real alternatives for everyone?"

Facilitated by Lyle Romer, TASH President this town hall requests your voice, your insights, and your commitment to eliminate institutional settings for all people with developmental disabilities. The Town Hall will conclude by creating action steps.

J-08 205

Topic: Advocacy and self-advocacy

Level of Information: Advanced

Striving for Typical: Collective Experiences of Person-Centered Planning During Transition

Meira Orentlicher, Touro College, New York, NY

This presentation will review findings from a research study on person-centered planning conducted between December 2006 and January 2008. The study explored the participants' experiences of person-centered planning in order to understand the underlying beliefs and structures that shape the process and factors associated with successful or unsuccessful implementation during the transition to adult life. The presenter will describe the study's purpose and findings and recommend strategies for overcoming some of the barriers identified in the study.

J-09 206

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Age of Majority, Self-Determination and Assisted Decision-Making

Mac McArthur-Fox, and Kim Sheridan, Radford University, Radford, VA

Presenters will provide overviews of: age of majority and guardianship, a new paradigm, balancing self-determination and assisted decision-making alternatives to guardianship.

The session will include video interviews with adults with disabilities illustrating life with and without guardianship and opportunities for participants to share concerns and stories related to the complex issues surrounding age of majority and

transfer of rights for students with disabilities. Participants will gain a broader perspective of the issues and knowledge about some available resources.

J-10/K-10 207

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Whole LIVES - Lives Of Inclusion, Valued Relationships, Economic Control, and Self-determination

Judith Gross and Martha Blue-Banning, University of Kansas, Lawrence, KS

The Whole L.I.V.E.S. concept integrates the best available research with wisdom from individuals with disabilities, families and professionals, across a comprehensive range of adult spheres of life (e.g., employment, home, and community). This session will discuss transition-related decisions and how the newly developed Whole L.I.V.E.S. website can be used as a comprehensive resource for answers and information.

J-11 208

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Kari's Story: A Portrait of Agency

Janet Sauer and Kari Fordice, Clarke College, Dubuque, IA

This session highlights the portraiture story of one of three participants involved in a qualitative study that examined the complexities involved in the co-construction of meaning between young people with significant disabilities and those who viewed them as being equal partners in the process with interesting stories to tell. Agency emerged as one of three central themes where Kari, a high school student, sought involvement with and reciprocity from people in inclusive contexts. As part of the negotiation of power with the researcher of this study, Kari sought a greater role and here becomes a co-presenter of her story. Together we will share the results of the study and related literature concerning agency. Through visual and audio artifacts we will illustrate how Katie engaged literacy and artistic forms of agency in a negotiation for equal access to social membership.

J-12/K-12 209

Topic: Advocacy and self-advocacy

Level of Information: Advanced

Next Stop-Life: Ensuring Community Inclusion for All Students!

Nancy Neugebauer, BJ Cummings, Jennifer Tarr and Vickie Mitchell, North East ISD, San Antonio

Learn about NETS, a transition program for students with varying ability levels, ages 18-22. The program is student centered and designed to resemble life after school with increased parent involvement, transportation training, agency partnerships, employment; paid and supported, work-based learning, volunteer work, apartment life, community college, day program setting, and post-secondary education. We also focus on the recreation and leisure aspect to create more independence in this area for the student and family.

J-13/K-13 210

Topic: Community Living

Level of Information: Beginner

Microboards: Using Existing Medicaid Waivers to Secure Freedom for Individuals and Families

Ruthie-Marie Beckwith, Tennessee Microboards Association, Inc., Murfreesboro, TN; Tami Mugler, Harli Can, Inc., Fonda, IA; Carmine Vara, All About Carmine, Inc., Lawrenceville, GA; Betty Henderson, Tim's Place, Inc., Bells, TN; Sheila Fisher, Devora's Dream, Chicago, IL; Jackie Golden, Joshua's House, Baltimore, MD

Microboards are a means by which individuals with disabilities and their families can assume control of their personal destinies within existing medicaid waiver programs. A microboard, as defined by the Vela Microboard Association, is a small non-profit society established to provide natural and/or paid supports to an individual with a disability. This presentation will provide an overview of how microboards have evolved into an alternative to both traditional provider options as well as emerging self-directed service approaches.

J-14 211/212

Topic: Positive behavior supports

Level of Information: Beginner

Tips on Implementing Schoolwide PBS - An Elementary and Middle School Experience

Kathryn D. Peckham-Hardin, California State University, Northridge; Amy Hanreddy, CHIME Institute, Woodland Hills, CA

The session will discuss implementation of schoolwide PBS (SWPBS) at two inclusive schools in Southern California (one elementary and one middle school). The session will talk about implementing SWPBS at the classroom and playground level. Specifically, presenters will talk about two published strategies "CHAMPS" and "Peaceful Playgrounds." This presentation is designed to provide participants

with practical information on how to implement SWPBS at the different grade levels.

J-15/K-15 213/214

Topic: Supported employment in today's economy

Level of Information: Beginner

Social Security Work Incentives: Tools to Help People with Disabilities Work

Cathy Randall, Tennessee Disability Coalition, Nashville, TN; Tria Bridgeman, Disability Law & Advocacy Center of TN, Nashville, TN; Cynthia Woods, Social Security Administration, Jackson, TN; Joy Margrave, Workforce Connections, Knoxville, TN

Let our Community Work Incentives Coordinators show you how to untangle the web of Social Security's work rules, provisions, and resources. We'll explore work incentives - old, new, and improved. Learn about the impact earned income has on SSI, SSDI, health insurance, and other programs. Use this information and advocacy to overcome roadblocks on your path to employment. We'll send you away with lots of resources and ideas about forming your own employment support team.

J-21/K-21 Belmont 1

Topic: Inclusive education: General

Level of Information: Beginner

Living The DREAM-Perspectives On Postsecondary Education For Students With Intellectual Disabilities

Susan Onaitis, Kelly Borden-Joye, Jaclyn Applebaum, Michael Toft, Joanie Applebaum and Candace Toft, Mercer County Community College, Trenton, NJ

The DREAM program is Mercer County (NJ) Community College's inclusive postsecondary and transition program for students with Down syndrome and other intellectual disabilities. Currently in its second operational year, the program includes sixteen young adults, ages 18-26, in all aspects of college life. Students, families and staff members involved with the program since its inception will share their perspectives on the accomplishments and challenges involved as they journeyed through the program's academic, social and vocational experiences.

J-23/K-23 Belmont 3

Topic: Inclusive education: Evidence-based practice

Level of Information: Advanced

Customized Transitions: Individualizing the Journey from School to Work

Bill Phillips, Eastern Kentucky University; Lynn Phillips, Richmond, KY; Civa Shumpert and Mike Callahan, Marc Gold and Associates, Gautier, MS

Progress made by five high school students and their transition teams will be discussed by a panel of an employment specialist, a special educator, a transition team member, and a transition consultant. Preliminary results, future plans, successes, and failures will be outlined. The following evidence-based strategies will be explored: full inclusion, strengths deployment, current and subsequent environments, peer interdependence, work experiences, the discovery profile, adult services, transition teams, customized employment, and person-centered planning.

Session K 4:45-5:45 PM

K-01 102

Topic: Friendship and Community

Level of Information: Beginner

Social Competence and Self-Determination for Individuals with Autism Spectrum Disorders

Joy Engstrom and Colleen Thoma, Virginia Commonwealth University, Richmond, VA

This session aims to provide an examination of the current research concerning the relationship between social competence and self-determined behaviors of individuals with autism spectrum disorders. The presentation will examine the impact of current educational reform on service delivery models, social outcomes, and self determination for individuals with autism spectrum disorders. Suggestions for future practice and intervention will be provided to enhance social competence and self determined behaviors of individuals with autism spectrum disorders.

K-03 104

Topic: Inclusive Early Childhood education

Level of Information: Beginner

Guidelines to Evaluate Early Intervention Programs: A Checklist for Parents and Families

Pei-Yu Chen, University of Washington

Although the effectiveness of providing early intervention to children with disabilities has been well-documented through research studies, there seems to be a lack of ready-to-use guideline to assist parents and families choosing a high quality early intervention program that meets their child and their family's needs. This presentation discusses quality indicators of an early intervention program for

children with disabilities, and a checklist is described to help parents select a program for their child with disabilities.

K-08 205

Topic: Advocacy and self-advocacy

Level of Information: Advanced

Interviewing Youth with Severe Developmental Disabilities: What to do without “Thick Descriptions”?

Kagendo Mutua and Jim Siders, The University of Alabama; Robin Smith, SUNY-New Paltz,

Qualitative research methods consisting of indepth interviews were used to investigate how youth with significant developmental disabilities constructed and expressed their desired adult outcomes. Findings suggest that those youth were acutely aware of the impact of gender on desired outcomes and how others’ perception of their disabilities limited their opportunities to explore particular desired adult outcomes, particularly their sexuality. A discussion of lessons learned about interviewing youth with developmental disabilities whose responses don’t usually yield “thick descriptions” will be included.

K-09 206

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

The Effects of Self Advocacy on My Life

Ellen Perry, UNC-Chapel Hill-CDL

Brief Summary: My experience of Self Advocacy has taught me to be assertive, more open and a better communicator. I have also learned the systems that are necessary to advocate for myself and others. As a dedicated, Self Advocate, my mission now is to finish up the Money Follows the Person movement. My business is Advocacy In Action.

K-11 208

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Knowing Your Rights...Including Voting

Marie Braun , Protection & Advocacy, Frankfort, KY

In my presentation I will let the audience/viewers know about their rights, such as working and playing in the community, the right to be independent, the right to get married and have children, and the right to vote and know their votes count as US Citizens. I use a Powerpoint presentation and will be bringing my own computer.

K-14 211/212

Topic: Supported employment in today's economy

Level of Information: Advanced

Organizing And Running Social Enterprises: Job Training Opportunities For Today's Economy

Robert Stack and Corey Hribar, Community Options, Inc., Princeton, NJ

Social Enterprises enable not for profit organizations that support individuals with disabilities to generate supplemental revenue while providing transferable job training opportunities for people with a wide range of disabilities. Social enterprises create environments that promote skills development for people in supported employment programs and enable them to be more competitive job seekers. Community Options has over 10 years of experience in developing and operating social enterprises and will share lessons learned, challenges, and successes in a variety of contexts.

K-20 Fisk 2

Topic: Inclusive education: General

Level of Information: Beginner

Coming Together: Personnel Preparation and Student Section

Rene Wroblewski, St. Bonaventure University, St. Bonaventure, NY; Pavan John Anthony, Washington State University

The Personnel Preparation Committee and the Student Section of TASH come together for this collaborative session with the purpose of making connections between those involved in preparing future educators and student members of TASH. Members of the Personnel Preparation Committee and student members of TASH, as well as other people interested in making connections with fellow "TASH-ers"