

Thursday, November 19

Session A 10:30 AM – 11:30 AM

A-1 Butler West

Topic: Assistive and instructional technology

Presentation Type: Best/evidence-based practice: description of implementation

Internet Access for People with Intellectual Disabilities:

The Medicaid Reference Desk

Lynne Tamor, The ArcLink Incorporated, West Bloomfield, MI; Nancy Ward, Oklahoma Disability Law Center, Oklahoma City, OK

The Medicaid Reference Desk website is designed to accommodate people with intellectual disabilities with understandable information about services that potentially available to them through Medicaid. The site is designed by a team including people with intellectual disabilities to be maximally accessible, using plain and readable language, simple and consistent navigation tools, alternatives to text (graphics and recordings), and other features. We will present a tour of TheDesk and then discuss guiding principles for web accessibility beyond large print and screenreaders.

A-2 Butler East

Topic: Early intervention and preschool education

Presentation Type: Research (following scientific methods and providing data) presentation

Parental Perceptions Of The Effectiveness Of Preschool Special Education TEAMS in NYC

Mary Sheppard, Boston University

This is a presentation of the results of a study of preschool special education teams in New York City. In the study, parents were asked, through surveys and interviews, to comment on their role within the team and whether they felt it had certain components in place (vision, leadership, coordination, and parent participation). The parents who participated in the study had children with disabilities who attended school in settings that ranged from segregated to inclusive.

A-3 Cambria West

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

The State of Aversive Interventions: Organized and Organizational Responses

Fredda Brown and Christopher Oliva, Queens College, Flushing, NY; Jacki Anderson, California State University Hayward; Linda Bambara, Lehigh University, Bethlehem, PA; Patricia Amos, Autism Support and Advocacy, PA

Some key organizations have established positions opposing the use of aversive interventions, as well as adopted positions on positive alternative strategies. A variety of resolutions, positions, and standards from TASH, Association for Positive Behavior supports, APRAIS, and the National Disability Rights Network will be presented. These positions affirm commitment to the

use of PBS, and provide guidelines for educators, clinicians, families, and policy makers to use in their efforts to eliminate aversive interventions and replace them with positive, evidence-based alternatives.

A-4 Cambria East

Topic: Human rights

Presentation Type: Best/evidence-based practice: description of implementation

Disability Advocacy: From Special Pleading to Social Activism

Ethan Ellis, Danny Roldan, Louise Dance and Colleen Roche, University of Medicine and Dentistry New Jersey

Next Step™ is moving disability advocacy from special pleading into the arena of social activism by ‘putting the face of disability’ on social justice issues that they share with other marginalized groups in exchange for including disability issues on their agendas. Next Step has modified organizing techniques so people with significant disabilities can participate in its activities. It has created an interactive website that allows people to join live meetings, trainings and campaigns virtually through a variety of adaptive equipment.

A-5 Westmoreland West

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Safe Life Project: Self-Determination and Abuse Prevention Skills For Persons With Disabilities

Stacey Hoffman and Susan Whaley, Sacramento City Unified School District, Sacramento, CA; Hyun Sook-Park, San Jose State University

Studies show that children with intellectual disabilities are 4.7 times as likely to be abused and 6.4 times as likely to be sexually abused as other children. Individuals with disabilities, families, school programs and community agencies have a responsibility to pay attention to and respond to this dark reality. This session present research-based tools and strategies to address this issue, focusing on self-determination, abuse awareness and personal safety skills for persons with disabilities, including the development of healthy relationships.

A-6 Westmoreland Central

Topic: Quality living, home ownership, and housing issues

Presentation Type: Hot topic/Issue: discussion

Dream Big! Moving From Congregate Settings Into Supported Community Living Options

Meghan Trowbridge and Kristi Hartwell, Center for Disability Resources, Columbia, SC

Dream Big! Moving From Congregate Settings Into Supported Community Living Options will present a method that is being used to create innovative supports for people with disabilities while living in their own homes. It will emphasize the positive impact community living has made on the lives of individuals with disabilities by sharing their life-changing stories. It will also share how collaboration with many state agencies has contributed to improving the outcomes of the individuals and enhancing their quality of life.

A-7 Westmoreland East

Topic: Assistive and instructional technology

Twenty Years of Communication Intervention Research with Individuals with Severe Disabilities

Ellin Siegel, University of Nebraska-Lincoln; Martha Snell, University of Virginia
TASH Members from the National Joint Committee on Communication Needs of Persons with Severe Disabilities will present a systematic review of communication intervention studies. Over 250 research studies from peer-reviewed journals with criteria of: a study that included one or more individuals with severe disabilities and tested the effects of an intervention related to communication performance. 95% of the studies reported immediate and positive effects of the communication intervention. Findings will be summarized with implications for teachers, parents, and researchers.

A-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Transportation: The Forgotten Related Service

Ted Finlayson-Schueler, Syracuse University

This presentation will examine issues around providing safe and inclusive school bus transportation for students with disabilities. Transportation assessment for appropriate transportation service that is provided in the Least Restrictive Environment is the goal that IEP Committees should have for all students with disabilities, including students with severe disabilities. Key to this goal is the separation of services and environment. A student needing services on the bus should be able to receive them on the “regular” bus.

A-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Hot topic/Issue: discussion

Transitioning from High School to Employment: Community Based Work Transition Program

Meada Hall, Trina Jenkins and Lori Norton, University of Kentucky

This presentation will inform the audience about a unique program designed to provide positive beginnings in the world of work for students in special education during their last two years of high school. The Community Based Work Transition Program is a collaborative effort between school districts and agencies in Kentucky that serves students having a range of abilities who need personalized support exploring potential careers, pursuing challenging work experiences, maintaining employment, and seeking job advancements in their communities.

A-10 Somerset East

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

MySelf Transition Advocacy, Now Please

Marta Roth and Jaclyn Lewis, Ohio University, Dara Walburn and Elly Walburn

The purpose of this presentation is to exemplify Dara’s continuing journey through the school to post-secondary/work transition process using video. In addition to providing an overview of “best practices” in the transition process for purposes of informing other advocates, families, pre- and in-service professionals and community participants, this medium has strengthened Dara’s

ability to self-advocate. Presenters will share their experiences in the process of making Dara's video as well as Dara's video.

A- 11 Washington

Topic: Secondary school participation and post-school transition

Presentation Type: Hot topic/Issue: discussion

JonnyRacer's Journey: From Special Education to College

Nicole DeClouette and Jonathan Nash, Onondaga Community College

Jon Nash describes his experience in secondary school as a time of limited exposure to general education curriculum. Jon began resisting teachers' low expectations of him and teaching himself the academic content he had been denied. Jon went on to earn his GED and is now a matriculated student at a community college. Jon will share his secondary school experiences, how he resisted negative constructions of himself in education, and the emergence of his new identity as "college student."

A- 12 Pennsylvania East

Topic: Employment issues

Presentation Type: Research (following scientific methods and providing data) presentation

Community Inclusion of Adults with Autism: What Do We Know from Research?

Linda Bambara, Clare Burgess, Christine Cole, Catherine Kunsch and Erin McCurdy, Lehigh University, Bethlehem, PA

Supporting adults with Autism Spectrum Disorders (ASD) to engage in competitive employment, live independently, and develop meaningful relationships is uniquely challenging. Findings from a review of the published research on community inclusion for adults with ASD will be discussed. Best practices for supporting the needs of adults with ASD will be identified and an overview of what remains to be learned will be provided.

A- 13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Best/evidence-based practice: description of implementation

Maintaining Excellence in Teacher Preparation to Promote Effective Inclusive Education: Dual Credentials

Jacki Anderson and Anne Halvorsen, California State University East Bay; Cindy Sawchuck and Jeanne Rodriguez, San Francisco USD, San Francisco, CA

Universities must maintain high standards to ensure that prospective teachers of students with disabilities, especially those with moderate-severe disabilities have the same quality of preparation and expectations as their peers. Presenters will describe how CSU East Bay is using a dual (general and special education) credential program to prepare teachers to provide effective educational services for students with severe disabilities in general education environments and classrooms. Program graduates will share their perceptions of this training model.

A-14 Allegheny 1

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Yes You Can!: Teachers Can Modify; Students Can Learn in Middle School

Lissa Watts, Shelley Robson and Vanessa DiCarlo, Northern Arizona University
Yes You Can!: Teachers Can Modify & Students Can Learn in Middle School will discuss and present how to adapt grade level, general education curriculum to be accessible to students with severe disabilities. Real life examples will be shown and alignment to IEP goals will be discussed. The target audience is special education and general education teachers educating students with severe needs in the general education setting.

A-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

But I'm Not a Mathematician: Collaborating to Teach Math to ALL Students

Monica Delano, Karen Karp, Amy Lingo and Ginevra Courtade, University of Louisville

The purpose of this presentation is to provide educators with practical strategies to teach math to diverse groups of students. These strategies combine aspects of systematic instruction with a more cognitive and constructivist approach. Presentation participants will engage in hands on activities and consider how they can make the general education math curriculum accessible to all students. The goal of the presentation is for attendees to leave with ideas that they will apply immediately.

A-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Exemplary Practices In Inclusive Educational Settings

Linda Lengyel, Duquesne University, Pittsburgh, PA; Graciela Slesaransky-Pow, Arcadia University, Glenside, PA; Jeannine Brinkley, Pennsylvania Department of Education

The Pennsylvania Department of Education identified schools that are implementing exemplary practices in inclusive settings. A comprehensive process was used to identify the exemplary sites; this presentation reviews the process and discusses the key variables that lead to their distinction as being exemplary. Perceptions of teachers, parents and students from the schools will be shared. Participants will gain information on the process used as well as practices that can be implemented to increase the inclusion of students with disabilities.

A-17 Crawford West

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

1987 - 2007 An Inclusive Agency Struggle-To Always Do The Right Thing

Maree T. Chandler, University of Georgia

Abilities Discovered Inc. was incorporated in Georgia in 1987. We are dedicated to inclusion, integration and empowerment of people with developmental disabilities, quadrapelgia, and traumatic brain injuries. No group homes, workshops, or segregation is tolerated. The founding Director, and Board Member/Parent and 7 people supported by Abilities will share their perspectives, talking about the community resistance, support, long term jobs, owning a home, pets, and intimacy. The changes that have taken place over 20 years of "Helping people help themselves."

A-18 Crawford East

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

Creating Communities Where Everyone Belongs: Inclusion and the Community Development Process

Marilyn Wilson and Bonny Johannson, Developmental Disabilities Resource Centre, Calgary, Alberta, CN

Meet Marilyn: public speaker, educator, self-advocate and active member of Vibrant Communities Calgary. Learn more about this convening organization and how they bring together people concerned about poverty. Marilyn has worked along side Calgarians living on low incomes, representatives from government, business and labor leaders, faith communities, non-profit organizations, and health and education institutions. She will share some of her recent successes and tips on how best to support someone who wants to speak up, get involved, and do something.

Session B 12:30 PM – 1:30 PM

Session B/C 12:30 PM - 2:45 PM

B-1/C-1 Butler West

AAC in action

Topic: Assistive and instructional technology

Presentation Type: Hot topic/Issue: discussion

“Everyone Communicates! – Listening Differently to Help Everyone Be Heard More Effectively”

Julia Barol, Joseph Murphy, Shauna Roman, Julie Sozio and Jessica Stover, Networks for Training and Development, Inc., Valley Forge, PA

This is a highly interactive workshop in which the audience participants will explore and have opportunities to have hands-on interaction with a variety of AT (Assistive Technology) and AAC (Augmentative and Alternative Communication) devices while thinking through communication, what it is, and issues which surround all of us to ultimately increase everyone’s communication, and learn more about The Communication Mentors’ Network.

B-2/C-2 Butler East

AAC in action

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Hot topic/Issue: discussion

The Importance of Communication in Community Participation

Pascal Cheng and Larry Bissonnette, HowardCenter, Burlington, VT; Harvey Lavoy and Tracy Thresher, Community Developmental Services, Barre, VT

This session will present information and perspectives on the role of communication in enhancing the ability of people with communication challenges to participate in community life. Two individuals with extensive experience using facilitated communication, a method of augmentative/alternative communication (AAC), will share their experiences and expertise on the necessary elements that need to be included as part of a system of support for individuals who use AAC.

B-3/C-3 Cambria West

Topic:

Presentation Type:

Minimizing Restraint Use Through Accreditation Standards: How might the British Institute of Learning Disabilities (BILD) Model Can Reduce the Use of Restrictive Interventions in the US

Bob Bowen, The Mandt System, Inc.; Peter Eastman - NAPPI, Inc.; Martha Holden - TCI; Simon Kemp and Judith Schubert, CPI; Joe Mullen, JKM

Recent reports on restraint use and abuse in education have focused on anecdotal evidence. Why? Because there are no national restraint definitions, no national criteria for assessing prevention methodology effectiveness, and no national restraint or restraint-related injury reporting. The United Kingdom uses BILD, a comprehensive national standard, and appears to have lower restraint use. The members of the panel, who helped develop the CWLA's Best Practices in Behavior Management, will use the BILD model to present a draft Code of Practice to help establish national standards for teaching restraint prevention and the safest possible use of restraints when needed.

B-4/C-4 Cambria East

Topic: Human rights

Presentation Type: Best/evidence-based practice: description of implementation

Rethinking Guardianship

Dohn Hoyle, The Arc, Michigan

Against a background of change, prompted by legislation, new methodologies and best practices for supporting persons with significant disabilities, we must rethink the centuries old concept of guardianships. This session will examine! The issues surrounding the pervasiveness of guardianship; A new way of viewing decisional capacity; Guardianship juxtaposed with Person-Centered Planning, Self Determination etc.; The options and methodologies available for supporting a person without resorting to guardianship; and This subject in light of individual's Constitutional and Civil Rights.

B-5/C-5 Westmoreland West

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

Challenging Disability Oppression: Speaking Up, Talking Back, Being Strong

Mara Sapon-Shevin, Syracuse University, Syracuse, NY; Robin Smith, State University of New York- New Paltz

Many of us who are advocates for people with disabilities and others who are often subjected to mistreatment or oppression struggle with what to say in the face of inappropriate comments or statements. This session will allow us all opportunities to practice what to say in the face of oppressive statements and humor and give us the chance to make one another stronger and smarter as advocates and allies.

B-6/C-6 Westmoreland Central

Topic: Quality living, home ownership, and housing issues

Presentation Type: Hot topic/Issue: discussion

Community Services: Effective Evaluation & Testimony

David Ferleger, David Ferleger Law Office, Philadelphia, PA; Ruby Moore, Georgia Advocacy Office, Decatur, GA; Guy Caruso, Institute on Disabilities, Temple University, Philadelphia, PA
The status of the legal right to community services, and to be free from unnecessary and harmful institutionalization, is presented along with a practical and interactive discussion of how professionals in the field can effectively interact with lawyers, evaluate and report on facilities and services, and can present persuasive conclusions to courts. The skills to be addressed apply as well to legislative and other advocacy. The panel includes a former federal court Special Master and two expert witnesses and reviewers.

B-7/C-7 Westmoreland East

Topic: Positive behavior supports

Presentation Type: Best/evidence-based practice: description of implementation

Supporting Change Agents: Using Explicit Strategies to Understand and Prevent Problem Behaviors

Linda Bambara, Freya Koger and Keri Weaver-Williams, Lehigh University, Bethlehem, PA
Implementing individualized behavior supports in adult service systems present many challenges. We discuss some common struggles experienced by support workers and provide practical data collection and response interventions forms designed to guide staff to understand and prevent problem behaviors in community settings..

B-8/C-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Social Academics: Building a School Community

Dori Ortman and Melva Gooden-Ledbetter, UCP of Pittsburgh, Pittsburgh PA

This session will introduce Social Academics, a teaching model that promotes classrooms as communities through the use of multiple strategies intended to promote increased interactions among students with and without disabilities while meeting lesson objectives and curriculum goals. The model blends a variety of techniques that are proven to affect academic achievement and build social capital. The session will introduce Social Academics as an effective practice to ultimately build a school community where all students are included and valued.

B-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Transition Planning For Individuals With ASD And Low Incidence Disabilities

Alfred Daviso and Tom Hoza, Kent State University, Kent, OH, Chris Filler, Ohio Center for Autism and Low Incidence (OCALI)

The subject of this presentation will be students with Autism Spectrum Disorders and students with low-incidence disabilities that are transitioning from school settings to adult life. These outcomes include, but are not limited to postsecondary education, employment, independent living, and community participation. This presentation will provide information on promising practices in transitional services for students, parents, educators, and transition service providers.

B-10 Somerset East

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

The College Experience: Perspectives of Youth with Intellectual Disabilities

Rebecca Daley, Kelly Allen, John Russo, Ashley DiMattia, Asim Safdar, Joe Clausen, Brian Danser and Katie Kim, College of New Jersey

This presentation is a panel discussion that explores the College experiences of six young adults with Intellectual Disabilities as they complete their Senior Year of a College program and anticipate life after college. The presenters will document their experiences through personal stories, film and power point presentations.

B-11 Washington

AAC in action

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

“People Support My Lives”: Facilitated Communication in Inclusive Higher Education

Christine Ashby, Julie Causton-Theoharis and Jennifer Seybert, Syracuse University

Students with disabilities, including those who utilize alternative forms of communication, are attending college in increasing numbers. This presentation explores the use of Facilitated Communication in higher education settings through interviews and observations with FC users and their facilitators in colleges and universities across the country. We consider their experiences and the supports necessary to make meaningful academic and social inclusion in higher education a reality for students who use facilitated communication.

B-12 Pennsylvania East

Topic: Employment issues

Presentation Type: Hot topic/Issue: discussion

Just Do It: Building Employment First Policy and Strategy

John Butterworth, Institute for Community Inclusion, UMass Boston; Colleen Gauruder, Developmental Disabilities Administration, Baltimore, MD; Dana Olsen, Office of Developmental Programs, Harrisburg, PA

This session will focus on lessons learned in implementing state level strategy and policy to expand integrated employment. A framework for employment will be presented and members of the State Employment Leadership Network, a collaborative partnership of 16 state agencies committed to employment growth will discuss their experiences. Topics will include development of employment first policy, leadership, facilitating organizational change, use of data, investment in training and technical assistance, collaboration, and support innovation. Join us to discuss your state’s experience.

B-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

General Education Access for Students with Significant Disabilities: Perspectives of Preservice Teachers

Maria Denney, Diane Ryndak, Ann-Marie Orlando and Margaret Clark, University of Florida

This study examined the perspectives of preservice teachers about access to general education for students with significant disabilities. Sixty-eight preservice teacher candidates enrolled in an early childhood teacher preparation program participated in the study. Findings indicated that the preservice teachers were able to identify salient elements of best practice in inclusive education about which they had gained knowledge in their coursework and field observations of students with significant disabilities. Implications for teacher preparation programs are discussed.

B-14 Allegheny I

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Now What?: Strategies For Adapting Class Activities and Materials In Inclusive Classrooms

Rene Wroblewski, St. Bonaventure University, St. Bonaventure, NY

General and special education teachers as well as paraprofessionals are often responsible for adapting classroom activities and materials to address the learning needs of students with significant disabilities in inclusive classrooms. This hands-on presentation will allow participants to adapt class materials to address the educational needs of elementary as well as secondary school-aged students with significant disabilities in inclusive classrooms. Appropriate class participation is very important to the academic and social development of students with significant disabilities.

B-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Science For Students With Significant Cognitive Disabilities

Steven Lyon, Peter Heh, Naomi Zigmond, and Paula Wolf, University of Pittsburgh; Mary Hansen, Robert Morris University

Changes in NCLB and IDEA now require that students with significant cognitive disabilities (SWSCD) participate in state and local assessment and accountability systems and have access to the general education curriculum in science. Science standards, curriculum and instruction in general education are often highly academic and not functional for or well matched to the needs of SWSCD. This session will provide strategies, examples and illustrations of assessment and instruction of science with SWSCD.

B-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Best Practices Video Library Project

Larry Potash, BLaST Intermediate Unit 17, Williamsport, PA

A collaborative project between three Intermediate Units and Lock Haven University to embrace and share best practices in inclusive settings. Intermediate Units 9, 10, and 17 as well as Lock Haven University were rewarded a three-year grant from the Pennsylvania Department of Education to develop a video-case library of best practices in inclusive settings. The project objective was to provide a professional development resource for in-service and pre-service teachers in the areas that promote welcoming environments for students with disabilities.

B-17/C-17

Crawford West

AAC in action

Topic: Community living

Presentation Type: Hot topic/Issue: discussion

Beautiful Ben - My Son With Autism

Sue Lehr and Bob Lehr, UNY Cortland (retired/parent) Ben Lehr, Person with Severe Disability, Lafayette, NY; Brian Barney, Angelo Puccia and Pat Fratangelo, Onondaga Community Living, Syracuse, NY

This panel presentation will describe Ben's life, working in his own shop building wooden furniture with large and small power tools, and living in his own home with the supports that he wants. Ben, his mother, residential service coordinator, work support person, and agency executive director will describe how we were able to accomplish this, including how it is funded, because it is based on what Ben wanted.

Session C 1:45 - 2:45 pm

Session C/D 1:45 - 4:00 pm

C- 9

Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

Gendered Postschool Outcomes? A Qualitative Study of Youth with Significant Intellectual Disabilities

Kagendo Mutua, The University of Alabama

The impact on transition planning of adolescence as the period for the articulation of gendered identities has not been seriously studied in transition research. This has been despite well documented evidence on the centrality of the period of adolescence in the articulation of gender roles. Drawing from interviews of youth with intellectual disabilities, this presentation focuses on how gender shapes the post-school outcomes desired by youth with significant intellectual disabilities.

C-10

Somerset East

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Systematic Phonics Instruction for Students with Moderate Intellectual Disabilities

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

Literacy instruction for students with moderate intellectual disabilities (MoID) historically focuses on a sight-word approach to reading (Browder & Lalli, 1991). However, this approach does not give students strategies for reading untaught words they encounter in their environment. A phonics approach to reading teaches students letter-sounds and blending skills allowing students to generalize these skills to read untaught words. This presentation will introduce an explicit and systematic method of teaching letter-sound correspondences and blending skills to students with MoID.

C- 11/D-11 Washington

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Inclusive College Transition Experiences:

Buffalo State College and College of St. Rose

Lynne Sommerstein, Buffalo State College, Buffalo, NY; Theresa Ward, College of St. Rose, Albany, NY

Session Description: Age-appropriate, inclusive educational settings are developing for students with intellectual disabilities on many college campuses across the country. This session will demonstrate models for two college campus-based transition experiences that help students with significant disabilities develop the skills to live, learn, work and play in their communities.

Samples of proposals, modified college curriculum and IEPs will be provided.

C-12 Pennsylvania East

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Promoting Transition Success for Students on the Autism Spectrum

Domenico Cavaiuolo, and Daniel Steere, East Stroudsburg University, East Stroudsburg, PA;

The presentation will address the transition process for students with Autism Spectrum Disorders (ASD). The presentation will discuss the planning and preparation process for students based on a person centered process and the collaborative efforts needed for a successful post school outcome. The presentation will be an interactive discussion in which the audience will be encouraged to share their ideas and stories of transition issues for students on the spectrum. The discussion will be based on best practice strategies.

C-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Best/evidence-based practice: description of implementation

Challenging the Dominant Narrative: Exceptionality and Story in Undergraduate Coursework

Julia White, University of Rochester; Kathleen Fowler, Towson University, Towson, MD

In this presentation we compare and contrast how we, as instructors of an undergraduate course, Narrative Perspectives on Exceptionality, utilize texts to help students examine and deconstruct their perceptions of disability. We discuss how we offer students critical and theoretical perspectives on disability studies, law, and policy in the context of examining personal, societal, and cultural assumptions of normality and “the other” through the narratives of individuals who embody these constructions and the historical and political milieus of these narratives.

C-14 Allegheny I

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Human Abilities: Unplugged “An Inclusive College Class Experience”

Jerry G. Petroff, Rick Blumberg and Stuart Carrol, The College of New Jersey

This session reports on the experiences of college freshmen with and without intellectual / developmental disabilities taking an inclusive college course. The course is entitled: Human Abilities: Unplugged and is a freshmen level liberal arts seminar. The students study the human

variability that we experience in our societies, communities and civilizations. A panel of college students will join the professor of the course in reporting the benefits and experiences of participating as a member of this integrated class.

C-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Promoting Evidence-Based Practices and Avoiding Pseudoscientific Fads: Guidelines for Families/Interventionists

Keith Hyatt, Western Washington University; John Filler and Delilah Krasch, University of Nevada, Las Vegas

Research findings of selected intervention strategies are reviewed. Many individuals with disabilities are subjected to expensive interventions that result in no measurable improvement in quality of life. To best serve individuals with disabilities, their families, and communities, it is imperative that interventionists and families be armed with accurate information enabling them to advocate for effective, evidence-based intervention. Guidelines for determining whether a practice is pseudoscientific and should be abandoned or evidence-based and should be implemented will be provided.

Session D 3:00 - 4:00 pm

Session D/E 3:00 - 5:15 pm

D-1/E-1 Butler West

Topic: Assistive and instructional technology

Presentation Type: Best/evidence-based practice: description of implementation

Combining AT, AAC and Literacy: A Case Study of a Secondary Student

Linda Lengye, Duquesne University, Pittsburgh, PA; Sandy Vaughan-Inman and Kristen Brabender, North Allegheny SD, Pittsburgh, PA;

This presentation will review a literacy program that has been implemented with a secondary aged student in an inclusive setting. The presenters will describe the literacy program, how it was designed, how it is being implemented and how assistive technology and augmentative communication are woven into the program. Instructional practices will be detailed with student performance data supporting the results. The collaboration between a parent, special education teacher, general education teachers and university consultant will also be highlighted.

D-2/E-2 Butler East

Topic: Quality living, home ownership, and housing issues

Presentation Type: Best/evidence-based practice: description of implementation

Is Supported Living Something We All Need?

Brad Jones, Lyle Romer, Mary Romer, Don Shouse and Tammi Sims, Total Living Concept, Kent, WA; Hope Leet Dittmeier, Morgan Crawford, Katrina Robinson and Whitney Kays, Realizations, Louisville, KY; Sandi Cooper, Angela DeCastanzo, Margaret Shaw, Neighbors, Inc., Highland Park, NJ; Michael J. Kendrick PhD, Kendrick Consulting Intl, Holyoke, MA; Peter Leidy, Options in Community Living, Madison, WI.

Supported living has evolved over the years into a program of services and supports for people with developmental disabilities. As such it is viewed primarily from a systems perspective as a service offered to those who qualify and need this service to live in communities across America. But is it? Upon closer examination, and listening to agencies and people with disabilities that have advanced this concept further than most, it begins to look and sound like something we all have or at least want in our lives: a secure home; friends and loved ones; meaningful contributions to our neighbors and communities; positive roles through which we share ourselves with others; and a sense of personal fulfillment. As such supported living is a concept that requires a bigger imagination than merely that of a service. This session demonstrates the extent, depth and focus of supported living as perceived by those doing the work of support and those who accept support from others. The session will offer the experiences of 3 individuals who accept supports as a means for beginning discussions of what makes supported living important to those individuals. Further the session will share the major themes of supported living as viewed by several individuals who have made supported living their life work.

D-3/E-3 Cambria West

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

Restraint and Its Aftermath: Longterm effects on children, families, and programs

Pat Amos, Phyllis Musemici, Joan Gillece, Denise Marshall

Can restraint ever be “safe and effective”? TASH and many other national advocacy organizations say “no,” and are working to change the dialogue from one that tolerates restraint as an emergency intervention to one that focuses on preventing emergencies in order to prevent collateral and longterm damage from restraint. Evidence now shows that restraint and seclusion have serious, negative longterm effects on child development, cognition, and mental health, and that those effects ramify to program staff and to peers who are not restrained. Parents report serious disruptions in their own ability to function subsequent to a child’s restraint. This session will present the “big picture” in which restraint should no longer have a place.

D-4 Cambria East

Topic: Parenting and family issues

Presentation Type: Hot topic/Issue: discussion

Conflict Between Parent And Professional As The Path To Building Inclusive Schools

Anne-Claire Fisher and Caryn Plummer, St. Bonaventure, NY

The voice of a parent precedes and flows in and out of the review of a recent dissertation, which considers conflict in special education between parents and professionals as the expression of many systemic “cracks” in education (Cloke, 2006). The roots are multiple and complex. Suggestions are made that link research on alternative dispute resolution (ADR), parent-professional literatures, inclusion best practices, leadership and collaboration across traditional special-regular education fragmentations.

D-5 Westmoreland West

Topic: Self-advocacy

Presentation Type: Research (following scientific methods and providing data) presentation

Self-Directed Student Learning: What Role Do Opportunity and Choice Play?

Carolyn Hughes, Vanderbilt University, Nashville, TN; Martin Agran, University of Wyoming

A growing database shows students with intellectual disabilities can learn to be actively involved in their IEP process and to speak up and make decisions for themselves. We compare opportunities involving high School students with intellectual disabilities in general education, community-based, and recreational activities in relation to self-reported participation in IEP process and their use of self-advocacy skills.

D-6 Westmoreland Central

Topic: Quality living, home ownership, and housing issues

Presentation Type: Best/evidence-based practice: description of implementation

The Road Back To Independence

Richard Covert, The Arc of Kentucky, Frankfort, KY; Nancy Covert, The Arc of Central Kentucky, Lexington, KY

Nancy Covert was born with Mosaic Down Syndrome and suffered a severe closed head injury in 1993 which left her a spastic quadriplegic. While living in a group home, she relearned how to walk. In 1999, she moved into a condominium, and now lives by herself. In 2004, she started a small business, and is assisted now primarily by one of her paid daytime companions. After Nancy introduces the topic, her father will explain how all this occurred.

D-7 Westmoreland East

Topic: Positive behavior supports

Presentation Type: Best/evidence-based practice: description of implementation

Transforming Behavior Support: The North Star Initiative

Peggy Kurz, University of Cincinnati; Matt Briner, Xavier University, Cincinnati, OH

This presentation will demonstrate "North Star," an initiative at The Hamilton County Board of MR/DD in Cincinnati, Ohio, to eliminate aversive actions in supporting the behavior of adult individuals with disabilities. It is unique because it provides a level of behavior support that eliminates the need for aversive actions in partnership with many providers of services who interact with individuals. Positive teaching and support strategies, least restrictive environment and least intrusive forms of services are advocated while promoting positive relationships.

D-8/E-8 Fayette

Think Tank

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

Breaking Down The Barriers: Making High School Communities Truly Inclusive

Heather Allcock, Barbara Gruber, Marny Helfrich, Michele Valenti and Xuan Bui, Maryland Coalition for Inclusive Education, Hanover, MD

This "think tank" session will offer an opportunity for stakeholders to discuss challenges and brainstorm solutions on creating truly inclusive high school communities through the use of several collaborative problem solving activities. Today's high schools are learning institutions facing progressively complex 21st Century demands. True school reform requires vision, creativity, collaboration, and flexibility. High school should be a time for all students to learn essential skills, to build relationships, and to prepare for life with members of their communities.

D-9/E-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Backward Planning to Engage Families, Educators and Adult Services in Transition Planning

Robert Baer, Rachel McMahan and Al Daviso, Kent State University, Kent, OH

This workshop will show participants how to avoid confusing forms and to encourage group participation through the use of backward planning approaches. Participants will be shown: (a) how to develop a transition planning matrix that addresses the IDEA of 2004, (b) how to develop measurable postsecondary goals to guide transition planning, and (c) how to use this matrix to lead transition planning.

D- 10/E-10 Somerset East

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Video Self Modeling: A Powerful Tool For Learning And Change

Becky Roth, New Ability Productions, Juneau, AK

Video self modeling is a potent strength based, culturally individualized tool, which profoundly helps an individual move forward toward their personal & professional goals, while building self confidence and self determination. Participants will learn key skills, strategies & the process of creating an individualized learning video--PollyMovie™ employing video self modeling techniques: developing a targeted filming plan and sequence with the focus person and team, critical editing requirements, and how to design meaningful pre-post data and viewing schedules.

D-12 Pennsylvania East

AAC in action

Topic: Employment issues

Presentation Type: Hot topic/Issue: discussion

What to Do After You're Done: Finding Appropriate Employment for Autistic Me

Sean Sokler, George Mason University, Fairfax, VA

I am 28 and have my B.A.+ 27 course credits, but I am significantly disabled with autism, cerebral palsy, hypotonia, kidney disorder and a heart condition.

I have intelligence, but few jobs fit me and my needs. I will show how I winnowed the prospects to get to a job type that would suit me. I have begun the trek toward employment. Advertising the plight of persons with significant handicaps regarding employment is my strongest areas of advocacy.

D-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Hot topic/Issue: discussion

Teacher Preparation for Full Inclusion: Creating Effective Models With Less-Than-Perfect Opportunities

Judy Bentley, State University of New York, Cortland; Robin Smith, State University of New York, New Paltz

Even though we want to close down “self-contained” classrooms, most children with severe disabilities are still in them. This poses a dilemma for the effective preparation of inclusive educators. This interactive workshop presents the voices of teacher candidates and teacher

educators as they grapple with these issues, using data from our personal experience, journal narratives and interviews. We then invite participants to explore avenues for helping teachers and faculty develop effective, inclusive practice and pedagogy wherever they are.

D-14 Allegheny 1

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

In The Name of Service: The Human Cost of Timeouts

Julie Causton-Theoharis, Fernanda Orsati and Christine Ashby, Syracuse University

One of the most popular discipline strategies used in schools is a "timeout from the reinforcement" or "timeout." Students with disabilities are particularly vulnerable to the utilization of timeouts, as it is commonly written into IEPs or used without written consent. This presentation challenges the use of timeouts through a literature review for students with disabilities. We will focus on the serious psychological consequences of timeouts and much more humanistic ways to support students who have challenging behavior.

D-15/E-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Supporting Inclusive Schooling When Your School District Fails To Do So

Ann Halvorsen, California State University, East Bay; Cynthia Sawchuck, Jeanne Rodriguez and Maria Camorongan, San Francisco Unified School District, San Francisco, CA

TASH 2009 Proposal Summary: Administrative changes can lead to less central support for inclusive schools than had existed in the past. The presenters will describe how special and general education teachers, site level administration and parents have supported, advocated for and enhanced inclusive services for students with disabilities, at their diverse urban schools despite a distinct and years-long lack of commitment from district administration. Presenters will utilize media, discussion activities, and will problem-solve with participants regarding their situations.

D-17/E-17 Crawford West

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

Navigating the Spectrum of Supported Living

Scott Shepard, California State University, Northridge; Aaron Burgan, Jose Perez and Christopher Lin, Avenues Supported Living Services, Valencia, CA

SLS is an ongoing process. Some people have been in supported living longer than many marriages have lasted! We will focus on the various stages of SLS, from the honeymoon period through disenchantment and on to a comfortable, stable and meaningful expression of themselves within their community. People will share stories of how they entered into the partnership of supported living and, over many years (or decades) learned to live the lives they want as valued members of their communities.

D-18/E-18 Crawford East

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

Mentoring the Development of Personalized Supports

Patricia Frantangelo and Brian Barney, Onondaga Community Living, Syracuse, NY; Mary Kealy, Brothers of Charity, Ennis County Clare, Ireland; Gary Molitwenik, North Okanogan Community Life Society, Vernon British Columbia, CN

One agency will share its knowledge and experience with personalized supports that have happened over the long haul for people with significant needs. This same agency will share what it has learned through doing the mentorship of the two organizations. The other two agencies will share what they have learned and accomplished over the years based on the new directions they are making. All will share both the struggles and successes in moving from traditional supports to more creative supports.

Session E 4:15 PM - 5:15 PM

E-4 Cambria East

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

TASH's National Agenda – Making a Difference in 2010

Barb Trader, TASH ; Carol Quirk, Maryland Coalition for Inclusive Education, Hanover, MD; Mike Callahan, Marc Gold & Associates, Gautier, MS; Gail Fanjoy, KFI - Millinocket, ME
TASH's National Agenda for 2010 focuses on the full participation and inclusion of people with significant disabilities in 5 major areas: Education, Employment, Independent Living, People of Color, and freedom from Abusive Interventions. In this interactive session, the initial plans for TASH's work over the next year will be described. Through brainstorming activities, participants will share their insights and identify action-oriented solutions that can be implemented locally and nationally. These ideas will be shared with the TASH Board of Directors and published for the full membership. Come listen, learn, and contribute!

E-5 Westmoreland West

Topic: Parenting and family issues

Presentation Type: Research (following scientific methods and providing data) presentation

Children with Autism: Experiences of Caregivers in Successful Relationships

Ileana Lane and Karen McCaleb, Texas A&M University-Corpus Christi

The focus of this presentation will be to deliver the findings of a qualitative research piece that focuses primarily on the experiences of caregivers/parents who have been able to find useful resources to help in bringing up a child with autism. Because divorce rates are already at an all time high, participants of this study were of two parent households.

E-6 Westmoreland Central

Topic: Quality living, home ownership, and housing issues

Presentation Type: Hot topic/Issue: discussion

Special Needs Financial Planning –Demystified!

Focus on Funding Residential Options

Cynthia Haddad, Bay Financial Associates LLC/Special Needs Financial Planning LLC,
Waltham, MA

Co-author of "The Special Needs Planning Guide: How to Prepare for Every Stage of Your Child's Life" will provide a personal and professional view of comprehensive special needs planning for each stage of a child's life. Focus will be on funding residential options. They will demystify various financial and estate planning tools and strategies including special needs trusts, guardianship and less restrictive alternatives, life insurance, funding a trust, residential options, protecting Government benefits, the Letter of Intent and more.

E-7 Westmoreland East

Topic: Children in complex/difficult circumstances

Presentation Type: Research (following scientific methods and providing data) presentation

The CVI Range: Functional Vision Assessment for Children with Cortical Visual Impairment

Christine Roman, Western Pennsylvania Hospital, Pittsburgh, PA; Sandra Newcomb, University of Maryland

Children identified as visually impaired need a functional vision assessment (FVA) to determine how visual impairment affects access to instruction in living and learning environments. The CVI Range is a FVA for children with cortical visual impairment (CVI). This session includes the results of a study to determine the reliability of The CVI Range as well as the results of a study that examined the use of The CVI Range to design interventions and measure progress in children with CVI.

E-11 Washington

Topic: Secondary school participation and post-school transition

Presentation Type: Hot topic/Issue: discussion

Monday Night Book Club: An Inclusive Learning Community in a University Setting

Kaybeth Calabria, John Holmes, David Craig, Greg Holmes, Scott Holmes, Melissa Salatino, Lindsay Burke, Jeffery Zare and Michael Calabria, Franciscan Univeristy of Steubenville; Megan Neeper, University of Akron

The Monday Night Book Club began as a literature circle described by Alvermann, Young, and Green (1999), and has evolved to a broader format including creative writing and attendance at a play. A panel of adolescents and young adults with Autism Spectrum Disorder: Asberger's Syndrome and Pervasive Developmental Disorder, college professors, preservice educators, parents, and community members will discuss literature circles and this book club as an effective transition experience for adolescents and young adults preparing for post secondary education.

E-12 Pennsylvania East

Topic: Employment issues

Presentation Type: Hot topic/Issue: discussion

Planning For Employment: What Families Need To Know

Michael Callahan, Norciva Shumpert, Marc Gold & Associates, Gautier, MS; Ellen Condon, University of Montana

This session addresses the information that family members need to know to support individuals with significant disabilities during the process of becoming employed and following the start of work. The role of family members during the customized process will discuss participation during discovery, planning, development of representational materials and job development.

Additionally the issue of job site supports will be discussed in relation to both natural and paid supports. Families of students and unemployed adults are particularly welcome.

E-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Hot topic/Issue: discussion

Open Networking Session for Early to Mid Career University Personnel

Sharon Lohrmann, University of Medicine and Dentistry of New Jersey; Charles Dukes, Florida Atlantic University; Elizabeth Fullerton, University of North Florida; Deborah Taub, University of Kentucky, Lexington

Brief Description of Session. The purpose of this session is to establish a forum within TASH to discuss issues related to university careers in the severe disabilities field for early to mid career (including late stage doctoral candidates) university personnel. The types of supports, resources, and mentorship beneficial to cultivating the next generation of university oriented leadership within TASH will be brainstormed.

E-14 Allegheny 1

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Co-Piloting Successful Change:

One School District's Journey Towards Inclusive Education

Joan Nicoll-Senft, Central Connecticut State University; Andrea Thompson, Bethany School District, Bethany, CT; Kathleen Whitbread, Saint Joseph College, West Hartford, CT

This presentation will provide multiple perspectives on systems change efforts towards inclusive education including: best practices from the literature on professional learning; an example of a job-embedded professional learning project; and an account of one school's efforts towards creating inclusive educational opportunities for its students with disabilities, including barriers to change and how they were addressed. Academic outcomes for students with and without disabilities both before and after the school's transition to inclusive education will also be shared.

Conference Reception and Poster Session

5:15 PM – 7:30 PM

Allegheny Foyer and Allegheny III

P-1

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

Asking Students about the Value and Nature of Safety Skills Instruction Received

Martin Agran and Mike Krupp, University of Wyoming; Fred Spooner, University of North Carolina, Charlotte

The available data suggest that people with severe and developmental disabilities sustain high levels of injuries at work, home, and in the community. Further, the incidence of sexual and criminal assaults perpetrated against these individuals is shockingly high and distressing. This presentation will examine input from students on the value of safety skills instruction, the nature and extent to which they have received safety skills instruction, and which safety skills they believe are most important.

P-2

Following Leads: Asking Questions to Improve Supports and Increase Positive Employment Outcomes

Brian Berry, Justin Solomon, Jennifer Adams and Abigail Johnson, Roseanna Wright, Holy Family University

Individuals with limited means for clear communication often get services, but sometimes without regard to personal strengths and preferences. This presentation will focus on a university based program which provides instruction and support in employment, home and community to a man with extensive support needs. Questions developed for guiding activities and interpreting individual preferences, along with information on specific supports, will be shared.

P-3

Topic: Early intervention and preschool education

Presentation Type: Best/evidence-based practice: description of implementation

Embedding Effective Interventions For Communication-Language & Early Reading For Successful Inclusion

Dennis Campbell and Abigail Baxter, University of South Alabama; AmySue, University of Alabama

Increasing the communication, language development, and early reading skills is critical for early learning skills. Providing both engaging and creative evidence-based strategies that can easily be incorporated and embedded into a young child's daily learning can directly impact the success of their both their current and later successful learning experiences. Successfully implementing these evidence-based strategies will providing these young children with the critical skills necessary for significantly increasing their ability to be successful in inclusive environments (e.g, school, community).

P-4

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

Paraprofessional Efforts to Promote Self-Determination Across the Gradespan

Erik Carter and Lynn Sisco, University of Wisconsin-Madison

Self-determination has assumed an increasingly prominent role in discussions of educational services for students with severe disabilities. However, little is known about the extent to which paraprofessionals value self-determination as an instructional priority or make direct efforts to promote it. We will describe our survey study of more than 600 paraprofessionals. Our research findings illustrate the influential role of paraprofessionals in the lives of students with severe

disabilities and call for more focused attention on equipping paraprofessionals to enhance self-determination.

P-5

Topic: Parenting and family issues

Presentation Type: Research (following scientific methods and providing data) presentation

Fathers' Experiences of Autism: A Cultural Perspective

Hui-Ting Wang and Nicole Casillas, University of Washington

The purpose of this study was to gain a better understanding of the experiences of Asian parents. Specifically, we report the retrospective accounts of fathers who are of Asian cultural background. Most research conducted on familial perspectives has tended to focus exclusively on mothers' accounts and their experiences with their child's autism; however it is equally important to recognize how fathers feel about their child's autism and how it impacts their lives.

P-6

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Co-teaching: From Obstacles to Opportunities

James Chapple and Stephen Denney, Ashland University, Ashland, OH,

Co-teaching has increased in popularity as an instructional approach to meet the needs of diverse learners in today's schools. This presentation will identify the obstacles to implementing successful co-teaching teams between general and special education teachers and how to turn those obstacles into opportunities. Models of co-teaching approaches will be shared, as well as the issues that respondents of a qualitative research study identified as obstacles and what are successful strategies to turn the obstacles into opportunities.

P-7

Self-Determination and Elementary Education: Elementary School Teachers' Knowledge of and Use of Interventions to Promote the Self-Determination of Students

Hyun-jeong Cho, University of Kansas

NCLBA and IDEIA call for an emphasis on accountability to improve student achievement in academic areas for all students and promoting self-determination has been proposed as a means to achieve this outcome. In this study, 407 elementary school teachers in 30 states were surveyed. to measure their perceptions of the importance of self-determination, to what extent they actually teach it and the barriers they perceive that inhibit them from teaching it. Results, limitations and implications of this study will be discussed and suggestions for future research will be offered.

P-8

Topic: Quality living, home ownership, and housing issues

Presentation Type: Hot topic/Issue: discussion

Improving Infrastructure By Tearing Down The Institution

Robert Stack and Colleen Comerford, Community Options, Inc., Princeton, NJ

With the economy failing and the housing market gone bust, the Federal Government appears to be at a loss for any tangible solution. Over 50,000 people with developmental disabilities are locked away in institutions when they could be contributing to economic growth that the United

States so desperately needs. One success story has helped boost a non-profit's hopes to save each developmentally disabled person from the institution, while also helping to fix the United States' economy.

P-9

Topic: Teacher preparation

Presentation Type: Best/evidence-based practice: description of implementation

Single Subject Research Integrated Into A Teacher Preparation Program In Severe Disabilities

Margaret Cooper, University of West Georgia

This presentation will address an advanced teacher preparation program that includes knowledge and use of single subject research methodology as a focus in multiple classes and experiences. This focus reflects federal and professional priorities, and single subject designs are a useful tool for practical problem solving related to individual learners. The goal is for teachers to understand and use this methodology as a vehicle for improving their practice, specifically service delivery and instructional methodology for students with severe disabilities.

P-10

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Creating Adapted Books for Adolescents and Young Adults with Severe Disabilities

Susan Copeland and Liz Keefe, University of New Mexico

This presentation is designed for practitioners and parents who want to increase access to literature for adolescents with significant disabilities, such as those with intellectual disabilities, multiple disabilities, or autism. Participants will explore ways to create and use age appropriate adapted books with adolescents and young adults with significant disabilities, including adapting+ age-appropriate books to create access to literacy instruction in phonics, vocabulary, fluency, comprehension, oral language, and writing. These techniques are useful for school, home and community settings.

P-11

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Hot topic/Issue: discussion

The development of "An Evening of Conversation" - A Method to Meaningful Community Connections

Barbara Coppens, Dave Hagan and Josephine

We will discuss Southern New Jersey's method to help address the lack of community involvement for adults with disabilities and the process that was developed to address the issue. An explanation & demonstration of a planned process of being proactive in the development of community interaction and involvement, through outreach to the community's service minded & faith based organizations.

P-12

Topic: Assistive and instructional technology

Presentation Type: Research (following scientific methods and providing data) presentation

Use Of Augmentative And Alternative Communication With Infants And Toddlers: Current Practices

Diane Branson, Nevada Early Intervention Services, Reno, NV; MaryAnn Demchak, University of Nevada, Reno

This presentation provides a summary of a research review on the use of AAC with infants and toddlers with developmental delays who have significant communication delays. Information is provided about the current evidence-base for AAC practices with this group of children and including evidence of efficacy, key findings, and implications for practice.

P-13

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Using Team Building Strategies To Improve Services For Students With Severe Disabilities

Stephen Denney and Jim Chapple, Ashland University, Ashland OH; Rachel McMahan-Queen; Kent State, Kent OH

This program describes the team building strategies utilized as part of a federal grant: Enhancing Agency Participation in Transition Planning and Service Delivery. Eight school level teams were formed as part of the project. Teams consisted of special educators, paraprofessionals, principals, and district administrators. Project staff provided in-services and teambuilding exercises. During this time, the teams went through the five stages of team development: storming, forming, norming, performing, and adjourning. Teams also participated in a final focus group activity.

P-14

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

The STEP 22 Program: Independent Living Services For Students With Severe Disabilities

Stephen Denney, Ashland University, Ashland, OH; Rachel McMahan, Kent State, Kent, OH

This presentation outlines an independent living program developed through a federal grant: Enhancing Agency Participation in Transition Planning and Service Delivery. This program focuses on vocational and functional independent living skills through an interagency agreement with an assisted living facility. More specifically, the skills learned are linked to the following standards: Acquisition of Vocabulary; Reading Applications; Number and Number Sense; Measurement; Earth and Space Science; Scientific Inquiry; Scientific Ways of Knowing and Economics. The primary transition outcome is supported employment.

P-15

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Yes, They Can be Included in Middle School!

Vanessa DiCarlo and Chad Scott, Cottonwood-Oak Creek School District, Cottonwood, AZ

Middle school can oftentimes be a challenging time to initiate inclusion, especially for those students transitioning from a self-contained classroom setting during the elementary school years. This poster session will highlight and share how the strategies promoted in the professional literature was used in practice in order to demonstrate the benefits of inclusion for middle school students who have significant disabilities.

P-16

Topic: Employment issues

Presentation Type: Research (following scientific methods and providing data) presentation

Employability programs for individuals 18-22: A review of the literature

Kerri Parmelee and Charles Dukes, Florida Atlantic University, Boca Raton, FL

The recent shift in educational programming for older adolescents 18-22 has inspired innovative alternatives for school to work transition. In this presentation, the presenters will share the results of a qualitative review of the literature. The presenters will provide a brief explanation detailing the recent changes in transition, highlighting the nature of transition programming. Then, a rationale will be provided for this review of the literature, followed by the results of the review and implications for effective transition programming.

P-17

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Reading Instruction for Students with Significant Disabilities: Let's Raise the Bar

Anne Eason, Norwalk, CT; Kathleen Whitbread, St. Joseph College, West Hartford, CT

Historically, many students have been excluded from effective reading instruction based on their disability. This presentation will focus on what we know about teaching reading to children with significant disabilities, specifically students with intellectual disabilities. Alternate strategies for accessing curriculum, including assistive technology, will also be included.

P-18

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Transportation Handbook for Parents of Students with Disabilities

Ted Finlayson-Schueler, Syracuse University

Designed for parents of children with disabilities who ride school buses. What does it mean that transportation is a related service. What is LRE for transportation? Can my child receive transportation to school activities? What role does safety play in transportation decisions? What is an Individualized Transportation Plan? Bus driver and bus monitor qualifications? Does transportation have to change to meet my child's needs? What are the vehicle options? Who should I be talking to about transportation?

P-19

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

The Maltreatment Of People With Disabilities: Trends In Definition, Policy And Prevention

Donna Gilles, Virginia Commonwealth University, Richmond, VA

This presentation will provide an overview of the maltreatment of people with developmental disabilities including available data on the prevalence of abuse, neglect, and exploitation. of maltreatment. Risk factors for and characteristics of the different types of maltreatment, including subtle forms, will be presented. The presenter will also discuss strategies for reporting

maltreatment, and recommendations for proactive measures to reduce the risk of harm to people with disabilities.

P-20

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Best/evidence-based practice: description of implementation

Art Enables: Outsider Art inside the beltway

Tony Sampson, Art Enables, Washington, DC

Very often people with and without disabilities are better able to express themselves in images than in words. Art Enables is home to some thirty artists with disabilities. Art Enables furthers the arts market an appreciation of outsider & contemporary folk art, that category into which most of the work by Art Enables artists falls & furthers an understanding and acceptance of the alternative, visual way in which many people who are marginalized for any number of reasons can communicate.

P-21

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

The 411 on Personal Assistance Services: Toolkit to Help Youth with Disabilities

Curtis Richards, Institute for Educational Leadership, Washington, DC

A difficult part of the transition process for young people with severe disabilities when making the transition from adolescence to adulthood is the understanding of how to work with their personal assistant. This toolkit is designed to help young people with significant disabilities--and their friends and families--understand PAS issues as they transition from school and home settings to work, college, and living on their own. It addresses issues that young people need to prepare for when making these life changes.

P-22

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Teacher Perceptions of Alternate Portfolios for High Stakes Testing

Vicki Haddix, Boston University

Six special educators in Massachusetts were interviewed about the alternate portfolios. They were asked about the process of compiling portfolios and how it impacted their teaching practice. Despite the notable drawback of the time required, some positive effects were found. There were a number of changes suggested to make the process more efficient for teachers and educationally useful to students.

P-23

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

A Measurement of Social Validity: Parent and Teacher Ratings of the PASA-Science

Peter Heh, Steven Lyon and Naomi Zigmund, University of Pittsburgh, Pittsburgh, PA

With the most recent revisions of NCLB and IDEA, student with significant cognitive disabilities (SWSCD) are required to participate in statewide assessments of science. The skills within these statewide assessments are a reflection of the state's assessment anchors and eligible science

content. Parents and teachers in Pennsylvania were asked to rate the level of importance of each science-based skill for SWSCD. This presentation will provide a summary of the ratings for skills tested within the Pennsylvania alternate science assessment (PASA-Science).

P-24

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

On Campus And On With Our Lives: Students With ID At KSU

Tom Hoza and Pete Flexer, Kent State University, Kent, OH;

The Campus Transition Project (CTP) is a National Institute on Disability and Rehabilitation Research (NIDRR) sponsored project that supports students with intellectual disabilities, aged 18-21, pursue their transition goals on the campus of Kent State University. Learn how we are using portions of existing post-secondary models to construct a conduit to assist students transition from high school onto campus and more fully into their communities as they pursue opportunities they may not have had until this point in their lives.

P-25

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Best/evidence-based practice: description of implementation

Supporting Individuals That Live In The Community To Be Good Neighbors

Whitney Kays, Realizations, LLC, Louisville, KY

This presentation will look at an individual who lives in the community in her own apartment. In order to help her achieve a typical lifestyle, it is important to help her build a relationship with her neighbors. People who attend this presentation will leave with an idea of concrete ways to help people with disabilities build unpaid relationships with neighbours through coaching, planning, and trial and error.

P-26

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

The Meaning of Making Eye Contact in Understanding Students Labeled with Autism

Keonhee Kim, Daegu University, Daegu, Korea, Republic of

This study was part of a cross-cultural qualitative analysis of educators' social and cultural constructions of behaviors in students labeled with autism in inclusive education classrooms, at selected sites in the United States and South Korea. The social requirements for, and interpretation of, non-verbal communicative behaviors differ between these two countries. An important instance of this is the meaning of making eye contact.

P-27

How do we teach "Diversity" to special education majors?

Young-Gyoung Kim, Clarion University of PA

Diversity is one of most essential concepts future special education teachers need to understand and embrace in inclusive educational settings. At the same time, higher education institutions have started to recognize that diversity learning and teaching experience make students prepare for international and global workplace. One University located in rural Western Pennsylvania started to offer diversity education, so called "Building Bridges Program". The researcher used

the Building Bridges Program in three special education freshmen classes and combined it with her lecture on multiculturalism and then examined the effect of the program using a questionnaire. The questionnaire was administered in another three special education freshmen classes that were not exposed to the program. The results were compared.

P-28

Systematic Review of Curriculum Trend for Students with Severe Disabilities

Young-Gyoung Kim, Clarion University of PA

The purpose of this presentation is to review recent curricular trend in related articles for students with severe disabilities published from 1990 to 2009. An article was considered a curricular related article if it met the following criteria; (a) target audience/participants should have moderate, severe, or multiple disabilities, (b) focus on specific skills/participation in inclusive setting, (c) focus on group aged 3-21. Commentary or book review related to curriculum for students with severe disabilities were excluded and articles whose primary focus was on simple teaching methods were not reviewed here. The search of the review databases revealed 20 studies. All these articles will be analyzed by curricular focus, target age groups, settings, and published years.

P-29

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Co-teaching in Inclusive Environments

Saili K Kulkarni, University of Wisconsin Madison

As the saying goes, "Two heads are better than one!" This presentation will detail co-teaching as an effective practice for inclusive settings. It will provide an overview of current research regarding student performance in co-teaching environments and discuss specific strategies to implement and maintain successful co-teaching classrooms.

P-30

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Grading students with significant disabilities in inclusive settings: Teacher perspectives

Jennifer Kurth and Megan Gross, Northern Arizona University

This study investigates the needs and practices for grading students with significant disabilities in general education settings. At present, students with disabilities are being included in general education settings at increasing rates nationwide. Yet general and special education teachers report to be ill-prepared to assess the learning of these students, much less assign them grades. A survey of general and special education teacher grading practices and concerns will be discussed.

P-31

Topic: Teacher preparation

Presentation Type: Best/evidence-based practice: description of implementation

Recovering From A Stroke While Teaching Graduate Courses In Special Education

Rosarius Roy Leonardi, Central Connecticut State University

I am an assistant professor of special education at a large university. July 10, 2008 was the final session of my class on autism spectrum disorders. On July 11, I suffered from a debilitating

stroke. For the next three weeks I was unconscious. When I regained consciousness, I began a program of intensive therapy. I have had experience teaching children with severe disabilities. On July 11, 2008 I went from being a sympathetic observer to an empathetic participant.

P-32

Topic: Assistive and instructional technology

Presentation Type: Best/evidence-based practice: description of implementation

Using Digital Technology to Create Meaningful Instructional Materials and Supports

Christine Macfarlane, Pacific Unviersity, Forest Grove, OR

Digital technology such as key chains, photo frames, mpg3 players, DVD players can be used to support persons with disabilities by providing visual and/or audio prompts to complete daily and less frequent tasks at home, school, and in the community. Persons with and without disabilities frequently use these tools as personal reminders. Various technologies will be explored along with information on how to create appropriate instructional materials and on-going personal management tools.

P-33

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Best/evidence-based practice: description of implementation

Education in Virtual Worlds: Designing Best Practices for Universal Design & Accessibility

Katherine Mancuso, Georgia Institute of Technology, Atlanta, GA

This is a prototype for a Section 508/WCAG-compliant online discussion platform that links the web and an accessible area in Second Life. The platform will bring together people with disabilities (those who can access Second Life and those who cannot) and science educators to engage in ongoing community-based design dialogues around the issue of universal design for learning in science education in virtual worlds. The platform is able to be repurposed to support other kinds of community-driven design work.

P-34

Topic: Self-advocacy

Presentation Type: Research (following scientific methods and providing data) presentation

Age of Majority: Acknowledging Competence, Understanding Guardianship Consequences, and Utilizing Alternatives

Dorothy Millar, Saginaw Valley State University, University Center, MI

IDEA mandates that students become responsible for their educational programming once they reach age of majority and are considered 'competent.' Guardianship is often raised during IEP meetings and frequently student competence is questioned. Based on research findings, this presentation explores the disconnect between self-determination and guardianship. Information on effective guardianship alternatives is provided.

P-35

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

A National Survey On The Use Of Service-learning Among Special Education Faculty

Lance Neeper and Stacy Dymond, University of Illinois

Service-learning has steadily increased across K-16 settings and recent discussions concerning the widespread adoption of service-learning in our schools have emerged. However, there is limited evidence regarding the use of service-learning in the field of special education. This presentation will review the results from a national survey conducted to investigate the use of service-learning among special education faculty, and to determine their views about the current status and future directions of service-learning teaching and research in higher education.

P-36

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

Apostrophe Magazine: Forget Can't And Don't — We Can And Do

Jim Tracy, Tim Pray and Dan McClafferty, AWARE Inc, Anaconda, MT

Our presentation will work much like an editorial board meeting. We'll devote part of the session to discussing Apostrophe magazine and how it started. Participants will advise, critique and inform Apostrophe staff, who will talk about the challenges of publishing a magazine for people with disabilities and feedback we have received from readers. Participants will ask questions about Apostrophe and tell us what they would like to see in the magazine and how their messages might be portrayed.

P-37

Topic:

Presentation Type:

Personal Safety Curriculum and Its Application to Students with Autism Spectrum Disorder and Other Disabilities

Hyun-Sook Park, San Jose State University, San Jose, CA; Sudha Krishnan, Cupertino Union School District, Cupertino, CA; Tina Meier-Nowell, Northwest Regional Education Services District, Hillsboro, OR; Stacey Hoffman and Susan Whaley, Sacramento Unified

This presentation introduces the evidence-based Personal Safety Curricula that practitioners can use for teaching personal safety and self-determination skills to students with disabilities. In particular, it illustrates the use of the curriculum for students with Autism Spectrum Disorder (ASD). Effective teaching strategies that maximize the benefits of the curriculum materials are discussed along with the data collected with students with ASD. Readers are welcome to review the curriculum materials on display.

P-38

Topic: Employment issues

Presentation Type: Hot topic/Issue: discussion

No Barriers For Business With Autism: Owning Your Own Business

Andrew Pegg and Mary Lynn Pegg, Frostburg, MD

I am a person with autism who is nonverbal and I don't have a high school diploma. I refused to accept these barriers when I decided to start my own business. Having a job or owning a business should be possible for everyone, even if you are different. I will share my school program, the teaching strategies that worked for me, and how to gather support for a dream that you have. My presentations are PowerPoint and some video clips.

P-39

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

I Am An Artist Not A Con-artist: Self-Advocacy Through Artistic Self-Expression

Robert Zappanti and Jackie Perkins, Hozhoni Foundation, Flagstaff, Arizona

This poster session will highlight the activities of Self-Advocate, Robert Zappanti, as an artist and an active member of TASH at Northern Arizona University and The Self Advocacy Coalition of Arizona. Robert is an accomplished artist that has exhibited his artwork in galleries throughout Arizona and internationally. Robert and Jackie(a support provider) will present his artwork and share and demonstrate various way to promote equity, opportunity and inclusion through artistic expression.

P-40

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Hot topic/Issue: discussion

Peer Connections-Recreation ,Health, Wellness

Ellen Perry

Peer Connection was from a NC DD Council project that did great. It recreation ,health and wellness for Adults with developmental disabilities in my local town hall. We are connected with the local parks and recreation dept. for programs that will help use to be included.

P-41

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Voices From Students, Parents, And Professional In Transition

Bill Phillips, Eastern Kentucky University; Kim Puckett, Rebecca Petrey, Karen Summers, Mark Cornette, Karrie Moberly, Mathew A Student and Megan A Student, Model Laboratory School, Richmond, KY

Students at our high school are benefitting from a credit bearing course that allows time for customized work experiences at the school, at a local university and in the community and they are fully included in all other classes. Life books are also being used by the students to introduce themselves to teachers and potential employers as students' transition. Mentors work with students to create a face-book, text messages, and decorate the outside of their notebooks.

P-42

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Literacy as a Tool for Self-Advocacy

Judy Bailey, ICON Community Services, Inc., Alexandria, VA

Literacy may be as important for self-advocates with significant disabilities as it is for the general population. Literacy allows everyone greater access to information and, for those unable to speak, it provides the potential to use powerful augmentative/alternative assessment methods and devices to advocate for themselves. Everyone, regardless of the severity of their disability, must be assumed competent to benefit from literacy instruction because it is only through access to symbolic communication that one is fully empowered.

P-43

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

Learning to Critique Disability Children's Literature by Teacher Candidates

Alicja Rieger, Valdosta State University, Valdosta, GA

In this session, the presenter reports on the teacher candidates' critiques of disability children's literature available to them in their own communities. The teacher candidates used Blaska's (2003) Images and Encounters Profile: Checklist to Review Books for Inclusion and Depiction of Persons with Disabilities in order to maintain consistency among their critiques.

P-44

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Horton Hears a Who Now, Do You: Advocate For Change

Randy L. Seevers, University of Houston-Clear Lake

This presentation presents the outcomes of a study where visual philosophy of education products were developed by university candidates. Specifically, candidates were asked to include an advocacy component. Preliminary results suggest that creating a visual philosophy of education product that includes an advocacy component increases the likelihood that pre-service general education teachers are more likely to advocate on behalf of children with disabilities and their families than before the project. Examples of candidates' visual philosophy of education products are included.

P-45

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

What a first year inclusion facilitator needs to know!

Cristina Spencer, Northern Arizona University

Personal reflections of a first year inclusion facilitator working in a rural school district in its first year of implementing an inclusive program.

P-46

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

Segregated Boarding School Vs Inclusion: How My Education Shaped Who I Am

Erin Vachon-Vierra, Northern Arizona University

Through my elementary years, I was taught in an inclusionary setting, with some related services provided at home and pull out for speech services. From fifth to seventh, I was completely included at a private school. For part of eighth grade, I was homeschooled by my father. In high school, I attended two residential boarding schools for students with learning disabilities, one in Vermont and the other in Connecticut.

P-47

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

An Inclusion Specialist's Journey From Teacher to Advocate: Told Through Story

Lissa Watts, Northern Arizona University

This poster presentation will share excerpts from emails, journals, and letters that shows my journey from high school general education teacher to inclusion specialist and how my views of advocacy changed through what I learned from students and parents.

P-48

Topic:

Presentation Type:

THINK COLLEGE: Postsecondary Education for Students with Intellectual/Developmental Disabilities

Cate Weir and Debra Hart, Institute for Community Inclusion, University of Massachusetts Boston

The poster session will highlight the Think College website, recently produced DVD and other resources which feature the work of two federally funded projects at The Institute for Community Inclusion (ICI) at the University of Massachusetts Boston that are focusing on postsecondary education for students with intellectual or developmental disabilities.

P-49

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Using an IEP Rubric to Support Teacher Education and IEP Development

Kathleen Winterman, Xavier University, Cincinnati, OH; Clarissa Rosa, Mt. St. Joseph College, Cincinnati, OH

Services for students with disabilities are mandated under United States' federal law as delineated in the Individuals with Disabilities Education Act (IDEA). The plan for providing these services is referred to as the Individualized Education Program (IEP). Since the IEP document outlines to both general and special education teachers how to specifically work and accommodate for instruction, it serves as a vital guide. The study concludes that educators need further training on IEP development to assure compliance with IDEA mandates.

P-50

Topic: Human rights

Presentation Type: Research (following scientific methods and providing data) presentation

What Do They Know?: An Investigation Of Autism In Popular Print Media

Rene Wroblewski and Lauren Prisco, St. Bonaventure University, St. Bonaventure, NY

Autism and ASD have been the subject of many stories in popular print media. Public perceptions of autism and people with autism are influenced by what they read in the media. We will present the results of an analysis of the articles published about ASD in the last three years in popular print media such as Newsweek, Time, and USA Today, among others.

P-51

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

Opportunity Openers, Opportunity Barriers: Elementary Educators Define Literacy for Students with SSPD

Victoria Zascavage, Xavier University, Cincinnati, OH

This study compares 100 definitions of literacy for the typical students and the student with SSPD from the perspective of the pre-service elementary school educator and special educator. Thematic analysis of the nature of the difference in definition determined 10 subthemes within which all definitions were rated according to opportunity barrier or opportunity openers for literacy for students with SSPD. Opportunity openers were present in 57% of the responses.

P-52

Topic: Administrative advocacy, legislation, and litigation

Presentation Type: Hot topic/Issue: discussion

Creating An Inclusive Society: Applying Universal Design Principles To Public Policy

Lucille Zeph, University of Maine

In recent years, the principles of universal design have been applied to a broad sector of human endeavor from physical environments to learning processes. These applications have expanded access and opportunity to an increasingly diverse population and have contributed to creating more inclusive communities. This presentation will explore the application of universal design principles to the arena of public policy. It will include an overview of universal design principles and a framework for applying the principles to public policy.

Friday, November 20

Session F 8:30 AM - 9:30 AM

Session F/G 8:30 AM - 10:45 AM

F-1 Butler West

AAC in action

Topic: Assistive and instructional technology

Presentation Type: Best/evidence-based practice: description of implementation

Beating the Drums Toward Independent typing and speech For FC Users

Marilyn Chadwick, Daved Marcus and Eugene Marcus, Syracuse, NY

Eugene Marcus has been practicing musical drum therapy for almost one year. He hopes to eventually achieve independence in typing. Eugene has been a facilitated speaker for about 18 years. Marilyn Chadwick, Eugene Marcus, and David Marcus will discuss these 2009 sessions.

F-2 Butler East

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

The UP Program: A Postsecondary Learning Model for Individuals with Developmental Disabilities

David Westling, and Karena Cooper-Duffy Western Carolina University, Cullowhee, NC; Kelly Kelley, University of North Carolina at Charlotte

The University Participant (UP) Program is a model post-secondary program at Western Carolina University for young adults with developmental disabilities. In this presentation we will describe the structure of the program, the challenges we encountered in developing and operating the program, and the impact of the program on our two initial participants, a young man with cerebral palsy and intellectual disabilities and a second young man with intellectual disabilities and a fluency disorder.

F-3 Cambria West

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Hot topic/Issue: discussion

Exploring Gender Identity and Sexual Orientation in Children and Adolescents with Disabilities

Graciela Slesaransky-Poe, Arcadia University, Glenside, PA; Michelle Kline, The Bryson Institute of the Attic Youth Center, Philadelphia, PA

In response to this year's TASH conference theme "If not us, WHO; if not now, WHEN?" this session will begin a conversation on how to design support systems that acknowledge, respect, and affirm the existence of children and youth with disabilities with gender variant behaviors and interests or who are lesbians, gay, bisexual, transgender, or questioning (LGBTQ).

F-4 Cambria East

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

Self-Advocacy Leadership Development: Maintaining the Right Balance as Advisors

Rebecca S Salon, Phyllis Holton, Lucius T Mangrum, Jr, Victor Robinson and Ricardo Thornton, Project ACTION!, Washington, DC,

This interactive panel presentation will engage the audience in a discussion of how self-advocacy advisors can best support self-advocates as they assume leadership positions and work to develop secondary leadership. All advisors struggle with how much is enough. When self-advocacy groups and their members are clear about the goals and outcomes they want to accomplish, the role of the advisor becomes more clear. Two experienced advisors and leaders from Project ACTION!, Washington, DC's self-advocacy coalition, will discuss what they've learned.

F-5 Westmoreland West

AAC in action

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Creating Effective Partnerships For Augmentative/Alternative And Facilitated Communication (AAC/FC)

Tracy Thresher and Harvey Lavoy, Community Developmental Services, Barre, VT; Larry Bissonnetee and Pascal Cheng, Howard Community Services, Burlington, VT; Marilyn Chadwick, Syracuse University

This session will provide real life examples, users' perspectives, lively discussions... going beyond the technology inherent in the world of AAC/FC exploring communication as an environmental accommodation. As part of the environment it will view relationships and the process of decision making that can "make or break" successful communication and examine the perspectives of AAC/FC users and their daily supporters for elements of what is important for users' to enter into and participate in a wide variety of meaningful situations.

F-6 Westmoreland Central

Topic: Quality living, home ownership, and housing issues

Presentation Type: Best/evidence-based practice: description of implementation

Listening To People And Taking Action: Pennsylvania's Independent Monitoring For Quality Program

Guy Caruso and Celia Feinstein, Temple University, Philadelphia, PA; John O'Rourke, Chatham University, Pittsburgh, PA

Who best to listen to people with disabilities and their families about “what would improve their life” then other people with disabilities and families. Pennsylvania’s Independent Monitoring for Quality state-wide program has 500 paid monitors with disabilities and family members yearly interview 7000 people with intellectual disabilities and 3000 family members about their family member’s life. The impact of this program on the lives of people interviewed, the state system of services, as well as the monitors will be discussed.

F-7 Westmoreland East

AAC in action

Topic: Universal Design for Learning (UDL)

Presentation Type: Hot topic/Issue: discussion

Why is Literacy so Important?

Sarah Lever and Judy Bailey, International Society for augmentative and alternative communication, NC

It is very important to teach the AAC users how to read. This presentation is about the ways a user overcame not having any literacy until college. I will also explain a new method for promoting literacy through writing stories using AAC that was presented during October 2008 and 2009.

8:30 - 10:45 am

F-8/G-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

Meaningful Inclusion of Adults with Intellectual Disabilities on College Campuses

Stuart Carroll, Rick Blumberg and Jerry Petroff, The College of New Jersey; Chandra Foote and Shelley McLaughlin, Niagara University, Niagara, NY; Lynne Sommerstein, Buffalo State College; Theresa Ward, The College of St. Rose, Albany, NY

This panel presentation will feature faculty from 4 institutions of higher education who have developed courses that meaningfully integrate adults with intellectual disabilities on college campuses. The panel members will describe the highlights of their courses, discuss the challenges and successes they have experienced, and explore methods of assessing the outcomes. Participants are invited to question the panel, offer additional models, and provide feedback on appropriate ways to evaluate program success.

F-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

“What’s Happening After School?” Promoting School and Community Participation Among Transition-Age Youth

Erik Carter, University of Wisconsin-Madison; Colleen Moss, Waisman Center University Center for Excellence in Developmental Disabilities, Madison, WI

Extracurricular involvement--and the relationships formed within these activities--are among the strongest high school memories for many. Yet, these experiences remain elusive for too many youth with severe disabilities. This session overviews two research studies of youth involvement in school and community activities, and includes recommendations on ways to increase and strengthen opportunities for youth in extracurriculars. Strategies and lessons learned on increasing meaningful participation will be shared.

F-10/G-10 Somerset East

Topic: Administrative advocacy, legislation, and litigation

Presentation Type: Hot topic/Issue: discussion

Empowering and Engaging Families of Color to Reduce Disparities

Wanda Blanchett, University of Colorado; Barbara Ransom, Disability Rights, Sacramento, CA;

Ralph Edwards, Massachusetts Department of Developmental Disabilities, Boston, MA

Families of color experience disparities regarding risk for and occurrence of disabilities, disproportionality in special education and criminal justice involvement, limited access to services, negative health and quality of life outcomes, as well as limited input and participation in policy-making, program design and evaluation.

This session examines opportunities for TASH and other national disability organization to engage and empower families of color in meaningful board and organizational activities.

Through summary presentations and moderated discussion strategies for change will be developed.

F-11 Washington

Topic: Children in complex/difficult circumstances

Presentation Type: Research (following scientific methods and providing data) presentation

Teaching Emergent Literacy Skills To An English Language Learner With Severe Disabilities

Fred Spooner, Christopher Rivera, and Joshua Baker, University of North Carolina at Charlotte

The present study investigated the effects of teaching a Hispanic Paraprofessional a task analysis to teach emergent literacy skills to a Hispanic English Language Learner with a severe intellectual disability. An instructional teaching method called story-based lessons using culturally contextual literature examined the student's correct responses across skill sets on the task analysis. In addition, qualitative analysis examined cultural patterns, beliefs, and behaviors that may have influenced the results. Implications and suggestions for future will be provided.

F-12 Pennsylvania East

Topic: Employment issues

Presentation Type: Hot topic/Issue: discussion

Micro-Enterprise, Self-Employment (Our Time is Now)

David Taylor, Jr, RaceCar Waterboy, LLC, Statesville, NC

David Taylor, Jr. is a 25 year old man with multiple disabilities, who has made his dream of having the job HE wanted come true. From an early age David challenged the system. He wanted to have the same opportunities everyone else had. He has now achieved this goal of having his own dream job and wants to share his success with others like himself, so they can make their dreams come true too.

F-13/G-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Hot topic/Issue: discussion

Telling the Research Story: A Panel Discussion with Scholars in Severe Disabilities

Charles Dukes, Florida Atlantic University; Elizabeth Fullerton, University of North Florida; Debbie Taub, University of Kentucky; Sharon Lohrmann, University of Medicine and Dentistry of NJ

In this panel session, six experienced researchers will discuss their work in the disability field. Each panel member will make a brief presentation telling the story behind their research and scholarly activities, specifically highlighting how they conduct their work, in an effort to help session participants to make a connection between the outcomes of the research process (i.e., journal articles) and the process by which one reaches those outcomes.

F-14 Allegheny I

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Perspectives On The Education of Students With Autism Spectrum Disorders In Maine

Alan Kurtz, Valerie Smith, Janine Collins and Kathy Son, Center for Community Inclusion and Disability Studies, University of Maine

The presenters will discuss the results of their research about the opinions of parents, teachers and individuals with autism spectrum disorders (ASD) about public education for this population. The researchers use focus groups, interviews, and surveys to learn about the teaching strategies that are being used, the level of support provided to paraprofessionals and teachers, and the training needs of public school educators. The presenters will discuss the implications of their findings for ongoing technical assistance efforts and teacher training.

F-15/G-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Access to Aligned Instruction through the Lens of Universal Design for Learning

Anne Denham and Mike Burdge, University of Kentucky

Individuals with significant cognitive disabilities have the right to quality instruction focused on state grade level academic content standards that have been developed for all students, and provided in an inclusive setting. Barriers inherent to the curriculum should be identified and addressed so that each student can access “what” everyone is learning, with options in “how” learning takes place and is demonstrated, and not question “why” it is important. Education is empowering. All students must have access.

F-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Teachers’ Perspectives on Literacy for Students who use Augmentative and Alternative Communication

Andrea Ruppert, University of Illinois, Urbana-Champaign; Stacy Dymond, University of Illinois at Urbana-Champaign

There are many different perspectives on how to provide literacy instruction to students who use AAC, and teachers may consider a variety of factors when making instructional decisions. The results and implications of a survey of special education teachers about their perspectives on literacy instruction for students who use AAC will be discussed. The relationship between teachers' beliefs about how and where to provide literacy instruction and teacher characteristics will be examined.

F-17 Crawford West

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

Our Time, In Our Words, Our Involvement In The Community

Sarah Ross, Rodney Lee and Donald Harris, Fort Valley State University, Fort Valley, GA;
Christine McLeod, Savannah State University

Our People First of Middle Georgia Chapter has worked very hard over the years, learning to advocate for people with disabilities. We want to share with you our success stories in independent living and social connection. We have prepared a Powerpoint presentation complete with slides and handouts. We want to share with everyone how to publish a Cookbook and how to start a Cooking Class in our efforts to live on our own in the community.

Friday, November 20

8:30 - 10:45 am

F-18/G-18 Crawford East

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

Partnership: A Proposed Agency Role in Support of Consumer-Directed Services

Hope Dittmeier, Realizations LLC, Louisville, KY; Morgan Crawford, Blazing Beads

This session will explore a way for agencies to support those who need assistance but want to direct their own support services. Realizations is a small, grass-roots organization that assists people who want to direct their own supports but do not want to become an employer or handle all of the management issues on their own. Agency staff and people who receive assistance through the agency will discuss the partnership and share their story.

Session G 9:45 AM - 10:45 AM

Session G/H 9:45 AM – 12:00 AM

G-1 Butler West

Topic: Assistive and instructional technology

Presentation Type: Research (following scientific methods and providing data) presentation

Impact Of Cochlear Implants For Children Who Experience Deaf-Blindness—Research Findings

Susan Bashinski, East Carolina University, Greenville, NC; Julie Durando, Virginia Commonwealth University; Christina Reagle, Western Oregon University;

This session will present results of a research study conducted with children, 12 months to 12 years of age, who experienced both a significant hearing loss and some degree / type of disability in vision. Seventy-five percent of the participants had at least one disability, in addition to deaf-blindness. Additional participants in the research were parents / guardians of these child

participants, who completed a survey regarding family perspectives on their experiences associated with the child's cochlear implant.

G-2 Butler East

Topic: Early intervention and preschool education

Presentation Type: Research (following scientific methods and providing data) presentation

Promoting Positive Behavior: Infant and Toddler Teachers' Use of Evidence-based Practices

Diane Branson, Nevada Early Intervention Services, Reno, NV; MaryAnn Demchak, University of Nevada, Reno

This session reviews a study of four inclusive preschool classrooms for infants and toddlers aged 18 to 36 months. These settings were studied through a combination of procedures to determine use of evidence-based practices for preventing problem behaviors. Recommendations are made for promoting positive behavior support in order to prevent the development of persistent problem behaviors.

G-3/H-3 Cambria West

Call to Action

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

Call to Action! – The Campaign to Eliminate Aversives, Restraint, and Seclusion from our Nation's Schools: How to take action nationally, locally, and personally!

Speakers: Barb Trader, Denise Marshall, Pat Amos

This vital nationwide campaign is gaining momentum through TASH leadership and a growing commitment by other key stakeholders. In 2009 significant breakthroughs occurred as the unified efforts of grassroots organizers and inside-the-beltway advocates attracted attention from Congress and the media. New stories of abusive interventions came to light at an alarming rate, prompting Congress to order a GAO investigation, hold a public hearing, and begin work on legislation. This interactive session will recap "where we are now," brainstorm strategies at the national and state level, discuss the types of immediate relief that families of endangered children can seek, and enlist participatory action.

G-4 Cambria East

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Self-Determination and Self-Advocacy strategies to develop in the early grades.

Ronald Tamura and Judith Terpstra, Southern CT State University; Colleen Thoma, Virginia Commonwealth University

This presentation will be to inform teachers and administrators of programs for children with disabilities as well as parents of children with disabilities of methods and strategies that can be implemented in a child's program to support and encourage the development of self-determination and self-advocacy skills that will be needed as a part of Transition planning process.

G-5 Westmoreland West

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Yes I Can: Teaching Self-Advocacy Skills to Younger Students with Significant Disabilities

Jane Kleinert and Beth Harrison , University of Kentucky

This presentation will describe a self-advocacy program designed for younger students with significant disabilities and communication disorders. The Kentucky Youth Advocacy Project is designed to teach younger students, aged 7-18, to begin to identify, plan and execute personal goals. Our presentation will provide the step by step KYAP self-advocacy process which has been successfully used with over 200 students over a 3 year period. No-cost materials developed for the project, video taped examples, and evidence-based outcomes will be displayed.

G-6 Westmoreland Central

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

School Counselors Strategic Use of Individualized Learning Plans

Curtis Richards, Institute for Educational Leadership, Washington, DC

This presentation represents a collaboration of educational research perspectives and methods to evaluate the nature of recent national policy efforts to mandate individualized learning plans (ILP) for all students. This presentation will report the results of a national policy analysis of promising ILP practices. This movement toward establishing ILPs for all students offers school counselors a unique opportunity to become connected to workforce development efforts and offers an effective method for implementing the American School Counseling Association's (2003) National Model.

G-7 Westmoreland East

Topic: Positive behavior supports

Presentation Type: Research (following scientific methods and providing data) presentation

Implementing PBS in Schools: Fostering and Supporting Team Change to Address Challenges

Linda Bambara and Ailsa Goh, Lehigh University, Bethlehem, PA; Sharon Lohrmann, Boggs Center, UMDMJ, New Brunswick, NJ; Stacy Nonnemacher, Bureau of Autism Services, DPW, Harrisburg, PA

Challenging behaviors challenge team members' beliefs, attitudes, and feelings of self-efficacy. We present the findings of a qualitative study in which team facilitators reveal common attitudinal and emotional struggles of team members, and successful strategies for promoting and sustaining PBS practices in schools.

G-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Involving Students in Their IEP's: A Continuum of Student Direction

Colleen Thoma, Virginia Commonwealth University; Ronald Tamura, Southern Connecticut State University; LaRon Scott, Henrico County School Division, Richmond, VA; Barbara Purvis, Helen Keller Institute's National Consortium on Deaf-Blindness

Student-led or student-directed IEP processes have been used more frequently, but the majority of students who are given the opportunity to be actively involved are those at high school/transition age, and/or those who have less intense support needs. This presentation will introduce participants to a continuum of involvement that can help team members identify ways for students with diverse support needs to set the direction of the process and be involved beyond the meeting itself.

G-11 Washington

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Inclusive Service Learning Is Easier Than You Think!

Stacy Dymond and Lance Neeper, University of Illinois

Over the last three semesters, university and high school faculty have collaborated to infuse a service learning component into a Word Processing course that includes students with and without disabilities. This session will describe what we have learned about designing service learning projects, building an inclusive learning community, and addressing the general curriculum and individualized goals of students with severe disabilities.

G-12/H-12 Pennsylvania East

Topic: Employment issues

Presentation Type: Best/evidence-based practice: description of implementation

Strengthening The Role Of Employee: Practical Considerations For Better Jobs

Milton Tyree, University of Kentucky

Times are tough. Now more than ever, we need to be at the top of our game. Clarity about roles is essential. All too often, supported employees find themselves working in perfectly good "community jobs" while assuming the role "agency client" instead of "employee." What can be done to promote the employee role and liberate people from negative roles that have been imposed? Using principles of Wolfensberger's SRV theory, this session will explore the power of the employee role.

G-14 Allegheny 1

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Emerging Best Practices in Autism Spectrum Disorders

Pamela Wolfe, Frank Rusch and Cheryl Ostryn, Penn State University; Balasz Tarnai, Seton Hall, Pittsburgh PA

This panel discussion, of interest to educators, researchers, parents, and self-advocates, will present current research related to three emerging practices related to ASD: social stories, the Picture Exchange Communication System (PECS), and transition. Panel members, each will outline current research current practices, research, promising strategies, and future directions. Participants will have an opportunity to interact with panel members through discussions that incorporate their experiences with the practice or strategies, and offer ideas for future research given their personal experiences.

G-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

The Golden Rule of Supporting in Inclusive Classrooms

Julie Causton-Theoharis, Syracuse University

This interactive session is for anyone wishing to improve the type of support students are receiving in inclusive classrooms. Too often the adult support provided is invasive or stigmatizing. This presentation will focus on describing and providing examples of how to provide support in ways that are gentle and respectful to students in inclusive classrooms. A must- attend for general, or special educators, administrators or parents. Many ideas and resources will be shared.

G-17/H-17 Crawford West

AAC in action

Topic: Community living

Presentation Type: Hot topic/Issue: discussion

The Truth About Facilitated Communication

Sarah Leone, Ryan Epps, Tyler Fihe, and Rebecca Donofrio, Harbor Supported Living Services, Capitola, CA

The presenters are all individuals utilizing Facilitated Communication for a number of years and would like to share with others the impact this method of communication has had on the quality of their lives. They all live in their own homes with the assistance of a supported living agency and have been able to take control of their own lives by using their "voice".

Session H 11:00 - 12:00 pm

H-1 Butler West

AAC in action

Topic: Assistive and instructional technology

Presentation Type: Best/evidence-based practice: description of implementation

From PECS to QWERTY: Teaching people with movement differences to achieve

Christi Kasa-Hendrickson, University of Colorado at Colorado Springs; Darlene Hanson, WAPADH, Whittier, CA; Jamie Burke, Syracuse University; Nathan Trainor, The Inclusion Connection, Waverly IA

This presentation will describe the best practice strategies used to teach people with autism and other movement differences (also known as dyspraxia) to point and eventually type independently to communicate. Systematic strategies of providing communicative, physical, and emotional support will be demonstrated through the use of video analysis. Steps for implementing best practice will be discussed.

H-2 Butler East

Topic: Early intervention and preschool education

Presentation Type: Best/evidence-based practice: description of implementation

Transition from ECSE to Inclusive Kindergarten for a student with severe disabilities.

Judith Terpstra and Ronald Tamura, Southern CT State University

This presentation will provide strategies use to transition a 5 year old student with severe disabilities from a segregated ECSE classroom to an inclusive Kindergarten. Outcomes, successes and challenges will be presented along with the strategies used for teaching, teaming, and training to make this transition successful.

H-4 Cambria East

AAC in action

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

How Access to AAC Changed Our Lives

Sandra McClennen, Plymouth, MI

Come hear from the true experts – a panel of AAC users both young and old representing a range of significant disabilities – how access to augmentative and alternative communication has changed their lives both in terms of how they are able to direct their lives and how they are perceived by others.

H-5 Westmoreland West

Topic: Administrative advocacy, legislation, and litigation

Presentation Type: Research (following scientific methods and providing data) presentation

Run, Swim, March:

Extra-Curricular Motor Activity Immersion Benefits And Remediation For Autism

Derrick Fries, Eastern Michigan University

In this single subject study, a Special Education Director uses quantitative review of data on the communication skills of a profound AI student and their relation to gross motor activity. An intervention plan is developed that re-defines the school day and embraces full student inclusion. In this PowerPoint presentation, examples are portrayed demonstrating correlation between extra-curricular motor activities and communication acquisition skills.

H-6 Westmoreland Central

Topic: Universal Design for Learning (UDL)

Presentation Type: Best/evidence-based practice: description of implementation

Accommodate, Don't Modify: Reading and Math Adaptations For Students Who Are Non-Verbal

Nancy Harayama and Donna Lehr, Boston University

Students who are non-verbal and have significant cognitive challenges require accommodations during reading and math instruction and assessment. A study was conducted to examine students' performance and teacher-made adaptations in the administration of the Pennsylvania Alternate System of Assessment (PASA). It revealed that clarification about adaptations is necessary so accommodations (i.e., removing barriers posed by the disability) rather than modifications (i.e., lowering the standard) are used. Criteria for selection of accommodations will be presented along with implications for practice.

H-7 Westmoreland East

Topic: Positive behavior supports

Presentation Type: Hot topic/Issue: discussion

Planning Holistically: Practices That Deepen Relationships And Promote Positive Behavioral Change

Margaret Moore and Ailsa Wonnacott, Colorado Positive Behavior Support Network

In this session, the implications of research in the fields of neuroscience, trauma and stress, attachment and relationship development, and how these are addressed in individual planning are the focus of discussion. Tools that address the need for deep relationships and authentic belonging as fundamental to the creation of safety, autonomy and acknowledgment in the lives of all people are presented.

H-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

The Use Of Visual Supports To Increase Task Independence In Inclusive Settings

Annamarie Cohen and MaryAnn Demchak, University Nevada, Reno

This presentation will focus on the results of a study that demonstrated the effective use of Visual Supports as a tool to increase task independence for students with moderate to severe disabilities. All visual supports were developed based upon the individual needs of students with multiple disabilities and were used in inclusive settings to support tasks that allowed each to increase their participation in classroom activities and lunchtime routines.

H-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

“We’ll Show You The Way!” Young Adult Perspectives On Leadership Development

Colleen Moss, Erik Carter and Martha Walter, University of Wisconsin - Madison Waisman Center

Youth leadership may be the least explored and understood component of self-determination.

What we do know often comes from professionals or policymakers, not the youth themselves.

This session overviews a research study involving interviews with young adults with disabilities about their perspectives on leadership and their experiences as leaders in Wisconsin. Strategies, tips and recommendations for fostering youth leadership opportunities will be shared.

H-10 Somerset East

Topic: Secondary school participation and post-school transition

Presentation Type: Best/evidence-based practice: description of implementation

Going To College: When Spider Webs Unite They Hold Lions

Carole Gothelf and Matthew Weiler, AHRC New York City; Jerry Petroff, The College of New Jersey

Pursuing college is the American dream. The College of New Jersey, Kingsborough Community College and the College of Staten Island are making this dream a reality for 50 students with

developmental disabilities. They provide academic, vocational and social opportunities in a highly supportive yet challenging environment. These programs have an enormous impact on the lives of these students but they have also changed the lives of students and faculty on these campuses. Come learn about social justice at its' finest!

H-11 Washington

Topic: Parenting and family issues

Presentation Type: Hot topic/Issue: discussion

Your Sibling with Special Needs Making Their Future More Secure

Brian Finn and Kelly Piacenti, MetDESK, Somerset, NJ

Estate planning for a Sibling with Special Needs takes special consideration. Caring for a person with special needs takes special planning. There are some needs that will always be present and they must be carefully considered and planned for appropriately. Planning in advance will assist you and your sibling. Taking on this new role requires planning, both emotionally and financially to ensure the type of care and quality of life your sibling is accustomed to.

H-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Research (following scientific methods and providing data) presentation

Teacher Competencies Needed for Conducting Alternate Assessments Based on Alternate Achievement Standards

Lou-Ann Land, Deborah Taub and Michael Burdge, University of Kentucky

What competencies do teachers need to best teach students and administer AA-AAS? Answers to this question will help bridge research, practice, teacher preparation and professional development for the betterment of students assessed using AA-AAS. The National Alternate Assessment Center has collected data from 18 states using the Critical Incident Technique that centers on educators sharing their AA-AAS experiences. This session outlines findings and offers ideas to support current and future teachers providing academic instruction for students with significant cognitive disabilities.

H-14 Allegheny I

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

Talking Back to Critics of Inclusion: Honing Our Skills, Supporting One Another

Mara Sapon-Shevin, Syracuse University, Syracuse, NY; Barbara McKenzie, Art of Possibility Press, Columbus, OH

Those of us who are advocates of inclusive education often find ourselves having to respond to critics. Although we are clear about our beliefs, it is sometimes challenging to know what to say. This session will give us practice in formulating clear arguments, holding our ground and finding the right words. Through role play and creative thinking, we will make one another better advocates.

H-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Delivering Curricular Adaptations for Students with Severe Disabilities: Voices from the Classroom

Megan Finnerty and Lewis Jackson, University of Northern Colorado

This presentation will share the make-up and impact of a professional development seminar provided for general educators, special educators, paraeducators and related service providers. The seminar addressed delivery of accommodations and modifications for student usage and development of a district-wide online resource library. A qualitative study design was used to examine the perceptions of participants. Findings reveal the impact this seminar had on participants' perceptions in regards to delivering curriculum adaptations for students with severe disabilities attending general education classrooms.

H-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

"I Planned For Addition And Now It's Decimals!": On the Spot Adaptations

June Downing, California State University, Northridge

This presentation will provide ideas and suggestions of how to keep students learning in general education classrooms when preplanning has not occurred. Creative thinking will be encouraged as the session provides information on quick, on-the-spot accommodations to make the academic content meaningful and accessible for students with severe cognitive disabilities. Samples of adapted curricula and videotaped segments of classroom activities will be shared with participants, and curricula will cover grades 1 through 12th.

Session I 1:00 PM - 2:00 PM

Session I/J 1:00 PM - 3:15 pm

I-1/J-1 Butler West

Topic: Assistive and instructional technology

Presentation Type: Best/evidence-based practice: description of implementation

Everyday Literacies, AAC, And Inclusive Practices For Adults With Severe Intellectual Disabilities

James Feeney, The College of Saint Rose, Albany, NY

This presentation will provide participants with an opportunity to review an integrated conceptual and practical framework for inclusive literacy intervention planning for adults with intellectual disabilities. Video illustrations from an exploratory investigation of literacy in three adults with moderate-to-severe intellectual disabilities who use AAC will be used to describe an integrated approach to inclusive and individualized literacy intervention planning stemming from a range of theoretical orientations to teaching and learning.

I-2 Butler East

Topic: Friendship and peer relationships

Presentation Type: Best/evidence-based practice: description of implementation

The PACS Model for Socio-sexual Decision-making

Pamela Wolfe, Cheryl Ostryn and Allison Hirsch, Penn State University

Students having ASD often have many challenges associated with social interactions including making decisions related to the time, place, or person for appropriate/inappropriate social or

sexual activities. Without instruction related to decision-making, students with ASD may engage in or be at risk for dangerous sexual behavior. The PACS Model is designed to provide individuals with ASD and other disabilities, learn how to think through and evaluate their actions.

I-3/J-3 Cambria West

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

The Free Frankie Campaign: It Takes A Village To Raise Hell

Pat Amos, TASH, PA; Kathy Wigfield, Janette Vance and Peg Kinsell, The Family Alliance, NJ; Kate Blisard, Seeking Ways Out Together, NJ

Frankie Macias has spent 14 years in “temporary emergency placement” at New Jersey’s infamous New Lisbon Developmental Center. When his story and his desire for community living came to light, an alliance between the Seeking Ways Out Together (SWOT) self-advocates and the parents of the Family Alliance to Stop Abuse and Neglect resulted in the Free Frankie Campaign. To learn about this Campaign is to examine the grip that institutionalization and the “medical model” still hold on our national consciousness.

I-4 Cambria East

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

Keep The Dream Alive As A University Student

Dylan Thaner and Charmaine Thaner, University of Colorado

Dylan was included at Columbine Elementary. Now he has a class in Columbine Hall at the University of Colorado. Dylan wrote a report on Zorro in middle school. Now he has written a review of the university’s production of Zorro. Dylan, who happens to have Down’s syndrome will share how his early inclusion has led to his dream of going to college. Learn practical tips and strategies so every child can live a full life after high school.

I-5 Westmoreland West

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

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

Michael Taylor

For thirty years I lived in an Institution. All of my choices were limited and I had very little freedom. Now my life has totally changed thanks to the New Directions Waiver. I now make all the decisions. My goal is to share with others my story and teach them how they too, can take control of their lives. I will share my Action Plan, Budget and talk about my Circle and how it works for me.

I-6 Westmoreland Central

Topic: Universal Design for Learning (UDL)

Presentation Type: Best/evidence-based practice: description of implementation

UDT: Creating A Link Between Academic and Transition Instruction

Colleen Thoma, Virginia Commonwealth University; Christina Bartholomew, James Madison University, Harrisonburg, VA; LaRon Scott, Henrico County School Division, Richmond, VA; Ronald Tamura, Southern Connecticut State University

Universal design for transition or UDT refers to an instructional approach that allows teachers to meet the divergent goals of preparing students academically while still preparing them for successful transitions to a variety of adult outcomes (employment, post-secondary education, community living, etc). This session will introduce participants to the components of a UDT approach, will share examples of how teachers have used it, and will provide an opportunity for you to adapt your own lessons and share them with others.

I-7 Westmoreland East

Topic: Positive behavior supports

Presentation Type: Best/evidence-based practice: description of implementation

Successful Home/School Behavior Support Partnerships: Two Teams Tell Their Story

Lewis Jackson, University of Northern Colorado; Keith Larsen, MESA County ARC, Grand Junction, CO; Margie Mortensen, Julie Baker, Tylawn Smercina, Bryan Newkirk, Britni Alexander, Amanda Boswell, Austin Flanders, Brandon Newkirk, Terri Jourgensen and Ch Successful positive behavior support requires a working partnership between school and family, and a teaming process that promotes this relationship while building solutions for the behavioral concerns that are occurring in both settings. In this presentation, two teams who have experienced considerable success in resolving behavior challenges, optimizing educational and social opportunities for their students, and significantly increasing inclusive educational processes tell what they did, how they did it, and how others can accomplish what they have achieved.

I-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Alternate Assessment and the Power to Influence Evidence Based Instruction

Katherine Hawley, University of South Florida; Phyllis Jones, University of South Florida, Sarasota/Manatee

The session presents the findings of a survey that gauged special education teachers' perceptions of the implementation of an alternate assessment for students with significant cognitive disabilities. The alternate assessment for students with significant cognitive disabilities was in its first year of implementation. Students with significant cognitive disabilities are being included in state-wide standardized testing to assess their progress towards general education standards. Emerging themes and implications are offered.

I-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

Increasing the Rigor, Relevance, and Reach of Transition Research: Some Lessons Learned

Erik Carter and Beth Swedeen, University of Wisconsin-Madison

Conducting high quality transition-related research involving youth with severe disabilities is notoriously difficult, but absolutely essential. We will overview our three-year intervention

development project and discuss key considerations and challenges in conducting transition research that is rigorous, relevant, and has wide reach. We will address strategies related to recruiting schools and participants, developing interventions informed both by empirical findings and stakeholder feedback, refining intervention components to increase social validity, and disseminating study in ways that are likely to reach practitioners.

I - 11 Washington

Topic: Quality living, home ownership, and housing issues

Presentation Type: Best/evidence-based practice: description of implementation

Home Sweet Home

Crystal Foreman, Raleigh, NC

This presentation is designed to offer people with disabilities an alternative to institutional living by offering them real hope of having a home within the community of their choosing. Which promotes inclusion for all people with disabilities regardless of the severity of the disability in question.

I- 12 Pennsylvania East

Topic: Employment issues

Presentation Type: Research (following scientific methods and providing data) presentation

Microenterprise Options for People with Intellectual and Developmental Disabilities: An Outcome Evaluation

James Conroy, Center for Outcome Analysis, Havertown, PA

Do microenterprise options offer a viable alternative to “adult day programs” and “sheltered workshops” for citizens with disabilities? Opportunities for community employment of people with intellectual and developmental disabilities are poor, and have not improved over the past quarter century of interest and effort. This report provides the findings from what we believe is the first outcome study of this issue. We measured changes in the qualities and quantities of work life. Preliminary findings are highly encouraging.

I-13/J-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Best/evidence-based practice: description of implementation

Critical Perspectives in Inclusive Teacher Preparation: Part II

Diana Lawrence-Brown, Anne-Claire Fisher, René Wroblewski and Mary Fisher, St. Bonaventure University, St. Bonaventure, NY; Bev Rainforth, Binghamton University, Binghamton, NY; Phil Smith, Eastern Michigan University; Janet Story Sauer, University of Colorado at Colorado Springs; Ann Monroe-Baillargeon, Alfred University, Alfred, NY; Mara Sapon-Shevin, Syracuse University

By popular demand! More strategies for infusing critical perspectives into inclusive teacher education, with a broadened focus on helping teachers understand inclusive education as a social justice issue while connecting multiple forms of oppression (ableism, racism, classism, etc.). 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 and/or other differences, etc.).

I-14 Allegheny 1

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Child Development In Context: Family And Teacher Perspectives Through Case Study Research

Liz Anderson, Binghamton University, Binghamton, NY

This study focuses on the experiences of individuals living and working with a child with developmental delays that include social and emotional difficulties. So often it is the voices in positions of power that are most heard and remembered, while parents and teachers are not heard, silenced or forgotten. By exploring how families and teachers understand a child's unique development, we can place this understanding within a broader social context and inform our parenting and teaching practices.

I-15 Allegheny II

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Making Or Breaking Inclusion: Effects Of Paraeducator Training On Inclusive Student Supports

Linda Rammler , University of CT Health Center

The results of this study, in which para-educators were provided with intensive one day awareness and follow-up training, reiterate the critical need for training these school staff members given their roles in making or breaking inclusive education for students with IEPs. Most importantly, dedicated paraeducators who attend trainings on their own time still can make significant changes in their awareness and skills following participation in a relatively inexpensive but intensive single-day immersion in either general or specific content.

I-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Teaching Students with Autism to Read and Comprehend Age Appropriate Vocabulary

Fred Spooner and Dawn Patterson, University of NC at Charlotte

This study examined the effects of picture vs. non-picture reading by using an alternating treatment with replication across five participants. Constant time delay was used to determine the more effective procedure for teaching age appropriate vocabulary to five (non-verbal) early elementary aged students with autism and significant cognitive disabilities (IQ between 35 and 50). Once criteria was met with a specific set of materials a comprehension (generalization) component was implemented using the same teaching procedures.

I-17/J-17 Crawford West

Think Tank

Topic: Community living

Presentation Type: Hot topic/Issue: discussion

What Do Young Adults With Profound Disabilities Do During the Day?

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

What is "meaningfully spend time" for young adults who require 1:1 support for much/most of their daily living activities? What constitutes meaningful participation in work and community life? In this Think Tank we will share previously collected stories and through discussion, collect new ones. The aim to increase the imagination of all participants, regarding possible solutions to

the challenge of creating conditions for meaningful inclusion and participation in community life for young adults with profound disabilities.

I- 18/J-18 Crawford East

Topic: Community living

Presentation Type: Best/evidence-based practice: description of implementation

Managed Care ... Death to Personalized supports NYS Example ...Survival of Individual Funding

Patricia Fratangelo, Onondaga Community Living, Syracuse, NY; Sue Lehr, Tully, NY; Stephen Smits and Max Chmura, Region 1, Albany, NY

The critical importance of funding streams that can enhance, maintain and spur the development of personalized supports. There has been a movement across the country of funding that has been to the support of grouping people and money. This presentation will talk about the movement that NY State is making to preserve and expand personalized options and funding.

Session J 2:15 PM - 3:15 PM

Session J/K 2:15 PM - 4:30 PM

J-2 Butler East

Topic: Friendship and peer relationships

Presentation Type: Research (following scientific methods and providing data) presentation

Promoting Social Interaction Among Students Who Use AAC and Their Peers

Yun-Ching Chung, Erik Carter and Lynn Sisco, University of Wisconsin-Madison

Peer relationships can provide a sense of enjoyment, promote school engagement, and influence quality of life. We will present findings from a systematic review of interventions aimed at promoting social interaction among students who use AAC and their peers without disabilities. We also will share findings from an observational study exploring factors that influence peer and adult interactions within inclusive classrooms. Finally, we will offer recommendations for practitioners and researchers on increasing interaction opportunities for students who use AAC.

J-4 Cambria East

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Changing Attitudes, Changing Lives: Impact of Student-Directed IEPs on Families and Professionals

Craig Miner, Southern Illinois University Edwardsville

This presentation reports on the changes of attitudes and expectations of family members and professionals after participating in student-directed IEP (SDIEP) meetings. Students, along with their families, gathered information utilizing a person centered planning process, developed a script for their SDIEP and directed their subsequent meeting. Participants were asked to reflect and share their reactions after the SDIEP. Effects of SDIEPs and future directions will be discussed.

J-5 Westmoreland West

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Does This Make Any Sense?

Ann Branning, Marion Wells and David McWade, Youth Advocate Program, Inc, Harrisburg, PA

This interactive workshop will give you an awareness of how the body can play an important role of providing challenges for individuals with autism. We want to take a look at the fact that we all have sensory sensitivities and it is important to be aware of them so we are working to make conducive and compassionate accommodations in all environments instead of trying to change the individual.

J-6/K-6 Westmoreland Central

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Leading For Social Justice: Uniting Instruction And Integrated Comprehensive Service Delivery Efforts

Kurt Schneider, Lisa Buechner, Sara Durtschi, Mary Buchholz, Bethany Anderson, Trish Gates and Cindy Polizzi, Stoughton Area School District, Stoughton, WI

Administrators, teachers, and parents across a school system will talk about executing reform efforts to create socially-just schools for individuals of all abilities and needs. Through one district's strategic plan story, participants will learn how to evolve from fragmented instructional practices and segregated programs, to that of research-based instructional practices and integrated comprehensive services. Actions at various stages, levels and roles across five years of implementation efforts, and the achievement gains made, supports provided, and attitudes/beliefs necessary, will be shared.

J-7 Westmoreland East

Topic: Parenting and family issues

Presentation Type: Hot topic/Issue: discussion

Melanie Bird With A Broken Wing: A Mother's Story in Prose Poetry

Beth Harry, University of Miami

This multi-media presentation will include readings from a mother's memoir about her experience with her daughter, Melanie, who had cerebral palsy. The prose readings will be supplemented by poems and music that will evoke strong emotional recognition by parents of the day-to-day challenges and internal struggles they experience. The setting of the story, which alternates between Canada and Trinidad in the 1970's-80's, reflects deep cultural differences, but the personal nature of the story has universal and timeless human appeal.

J-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

Communication Characteristics of Students in the Alternate Assessment: What Are They Saying

Jane Kleinert and Jacqui Kearns, University of Kentucky

Data on the communication skills of over 12,500 students included in the Alternate Assessment will be presented. The data, collected via the Learning Characteristics Inventory by the National

Alternate Assessment Center, indicates that up to 30% of students in the AA are not using symbolic language to communicate, but only limited use of AAC is occurring, a circumstance which can limit students full participation in a variety of settings. Strategies to align AAC use with classroom curriculum will be offered.

J-9/K-9 Somerset West

Topic: Secondary school participation and post-school transition

Presentation Type: Research (following scientific methods and providing data) presentation

Transition Planning: Facilitating Positive Outcomes for Students with Disabilities

Ashleigh Molloy, Transformation Education Institute, Toronto, Ontario

Transition planning involves facilitating communication, implementation of adaptations and defining the roles and responsibilities of the student, parent(s), guardian(s) and educators. It also involves design of a curriculum with suitable academic and life skills. Evidence-based practices will be introduced. Exemplary models of student-centered IEPs, the guiding document for the transition plan, will be presented to explore effective design and implementation. The work of Jeff Strully in employment placement will be referenced. This interactive, multi-sensory format will engage participants.

J-10 Somerset East

Topic: Secondary school participation and post-school transition

Presentation Type: Hot topic/Issue: discussion

Liberal Learning on Campus: A tribute To Trish Creegan

Brian Berry, Holy Family University, Philadelphia, PA; Gerry Petroff, College of New Jersey; Jack Brandt, Commonwealth of Virginia

The recent growth of opportunities at colleges and universities for non-traditional participants, including individuals with intellectual disabilities, has spawned discussion on the benefits of these opportunities. Trish Creegan, who was a long time member of TASH and a Board member of Pennsylvania TASH, was looking at Youth Identity and Liberal Learning as beneficial outcomes for participants. The presentation will be an opportunity to explore the construct and continue the thinking that Trish presented in her dissertation proposal.

J-11/K-11 Washington

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Best/evidence-based practice: description of implementation

Spinning A Web Of Relationships: The Art Of Community Connecting

Lenny Berry, Robert Tyler, Gail Fanjoy and Jim Meehan, KFI, Millinocket, ME

Successful community connections are a web of relationships. During this session, meet

- Lenny, who uses his interests to meet people and makes lasting friendships just by “being out and about”;
- Robert, a man who has involved himself in volunteerism, who is active in both civic and church activities, and who works at a local grocery store;
- And KFI, a nationally recognized provider organization that has a commitment to help everyone it supports become valued community members.

J-12 Pennsylvania East

Topic: Assistive and instructional technology

Presentation Type: Research (following scientific methods and providing data) presentation

Lights, Camera, Action!: The Use Of Video Self-Modeling for Job Skills Training

Ailsa Goh and Linda Bambara, Lehigh University, Bethlehem, PA

Video self-modeling (VSM) is a technique that allows the individual to imitate targeted behaviors by observing her or himself successfully performing a behavior on carefully edited videos. Although not a new strategy, VSM has only gained momentum recently due to the advancement of user-friendly video technologies. This session will describe the application of VSM for job skills training with adults with developmental disabilities in community-based employment settings. Research findings and implications for practice will be discussed.

J-14 Allegheny I

AAC in action

Topic: Children in complex/difficult circumstances

Presentation Type: Hot topic/Issue: discussion

What Does People First Mean To Education of AAC Users?

Sarah Lever, International Society for Augmentative and Alternative Communication, NC

I will share with you the impact of not being a verbal communicator. This presentation will cover social, educational, and mental health issues. I will also tell you of the positive changes that took place after becoming an AAC communicator.

J-15/K-15 Allegheny II

Town Hall

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

Social and Educational Advocacy: Partners, Potential Partners and Barriers

Deborah Taub, Lou-Ann Land, Mike Burdge and Anne Denham, ILSSA--University of Kentucky

We have often found ourselves at meetings or reading articles from organizations that should have a common understanding or at least goal of providing efficacy for people who have disabilities. Yet we often find ourselves ignored or even staunchly opposed by members of these organizations who do not believe in inclusion, access to grade level academics or have a limited definition of inclusion. This panel is an interactive discussion on this divide and ways to promote stronger partnerships.

J-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Building Membership and Affiliation for Students with Autism and Low Incidence Disabilities

Jan Writer, Downers Grove, IL

This interactive workshop details strategies for promoting the integration and inclusion of students with autism and related low incidence disabilities. Current best practices, issues, and concerns relevant to the successful inclusion of these students will be discussed. Major barriers to inclusion for students with autism and practical strategies for overcoming those barriers will be highlighted. Tactics for curricular adaptations and accommodations that teachers can employ

to foster the active participation of these students within general education settings will be provided.

Session K 3:30 PM - 4:30 PM

K-1 Butler West

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

Images Of Disability In The Media: Fostering Accurate And Positive Portrayals

Bill Smith, Smith Phillips Strategic Communications, NH; Matt Giannino, NH Institute on Disability

This presentation is a call to action, exploring the ways that people with disabilities are portrayed in the media, and offering a template to help individuals—and the disability rights community as a whole—foster more accurate and positive portrayals.

K-3 Cambria West

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

Never Forget: Creating A National Site Of Conscience And Museum At Pennhurst

James Conroy, Nathaniel Guest, J. Gregory Pirmann and Janet Albert-Herman, Pennhurst Memorial and Preservation Alliance, Berwyn, PA

America does not have a place of memory, a site of conscience, for the preservation of clear memory about how we treated people with significant disabilities. We will engage the audience in real planning of what such a site and/or museum would look like. Our history of institutionalizing people must be remembered, so that we will not repeat the practice. Pennhurst seems an ideal location – but is in danger of being demolished.

K-4 Cambria East

Topic: Human rights

Presentation Type: Hot topic/Issue: discussion

Self Advocate Experiences of Positive Behavior Supports – Ethics for the Field to Consider

Ari Ne’eman; Sharon Lohrmann, University of Medicine and Dentistry of New Jersey

TASH is a proud proponent of Positive Behavior Supports and the promise for safer home, community and school environments for all people. The field has come a long way and in 2008, the Association for Positive Behavior Supports published standards of practice for adoption by practitioners. This session will provide attendees with an opportunity to learn how PBS has sometimes been experienced by self advocates with autism and participate in a discussion about how to increase positive and reduce negative experiences.

K-5 Westmoreland West

AAC in action

Topic: Self-advocacy

Presentation Type: Hot topic/Issue: discussion

A Sense of Urgency: Why, When You Can’t Speak, AAC Is Mandatory!!!

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

“Not being able to speak” wrongly assumes that those who can’t speak have nothing to say. Too many people with significant disabilities -- either because they are presumed incompetent to use AAC or because their limited oral language is assumed to be sufficient -- still are denied augmentative and alternative methods/tools that would open the world of communication to them. Learn why AAC is mandatory and what else needs to be in place to assure that this mandate is met.

K-7 Westmoreland East

Topic: Positive behavior supports

Presentation Type: Best/evidence-based practice: description of implementation

Prevent-Teach-Reinforce: Function-Based Support Intervention That Really Works In Schools.

Rose Iovannone, University of South Florida

This presentation will give educational practitioners a description of a prescriptive yet easily replicable individualized behavior intervention that was evaluated with more than 200 students in grades K-8. The participants included students of all disabilities and cognitive/language abilities. The presentation will describe the five-step team driven process, provide case examples of its implementation with students who have disabilities, and discuss the student and teacher outcomes that prove its effectiveness. Participants will obtain teacher-friendly materials proven useful to school teams.

K-8 Fayette

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Research (following scientific methods and providing data) presentation

State Special Education Outcomes: Results of a 2009 Survey of States

Jason Altman, Sheryl Lazarus and Martha Thurlow, University of Minnesota

It is important that state large-scale assessment systems be both inclusive of and fair to all populations including students with severe disabilities. A 2009 survey explored these issues as a whole and paid special attention to state practices in assessing students with severe disabilities, including state use of an alternate assessment option. We found that student performance is increasing for some students, however, state practices and policies vary widely, especially as they pertain to alternate assessment.

K-10 Somerset East

Topic: Universal Design for Learning (UDL)

Presentation Type: Best/evidence-based practice: description of implementation

Can We Play Now? Including All Children Using Universal Design for Learning

Robin Cunconan-Lahr, Trieste Kennedy and Susan Stifel, Northampton Community College, Bethlehem, PA

This session provides interactive opportunities demonstrating how the principles of Universal Design for Learning (UDL) are implemented in early childhood environments. Participants are provided an overview of UDL concepts and policy perspectives, shown examples of UDL curriculum, and given opportunities to practice strategies using a UDL Early Childhood Curriculum Guide and Checklist.

K-12 Pennsylvania East

Topic: Self-advocacy

Presentation Type: Best/evidence-based practice: description of implementation

Tremendous Transitions: Preparing Youth With Disabilities For Independent Living

Jennifer Ridder and Monica Ridder, Partners for Youth with Disabilities, Boston, MA

In this interactive seminar, we will explore best practices for transitioning youth to independent, self-determined lives. We will examine how the combination of entrepreneurship and mentoring prepares young people to be leaders in their own lives and in their communities. The discussion will include input from Monica Ridder, a young woman with Prader Willie Syndrome who, through mentors & understanding the principals of entrepreneurship, has achieved personal and professional success.

K-13 Pennsylvania West

Topic: Teacher preparation

Presentation Type: Best/evidence-based practice: description of implementation

Arcadia's Annual Inclusion Institute: From Professional Development to Professional Learning

Graciela Slesaransky-Poe and Colleen Tomko, Arcadia University, Glenside, PA

This session will describe Arcadia's Annual Inclusion Institute (AII), discuss its impact, and its value from two perspectives, one of a teacher educator, and one of a parent of a youth with disabilities. In addition, this session will engage the audience in a conversation about how to expand AII benefits to students with more significant disabilities populations who are served in segregated classrooms or in out-of-district placements.

K-14 Allegheny 1

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Hot topic/Issue: discussion

Documenting Long-term Educational Outcomes for Students in Inclusive Contexts: Methodological Issues

Diane Ryndak, University of Florida; Sandra Alper, University of Northern Iowa; John McDonnell, University of Utah; Carolyn Hughes, Vanderbilt University, Nashville, TN

Although research indicates that inclusive education benefits students with significant disabilities, few follow-up studies exist on adults who experienced inclusive education. Researchers face several obstacles when conducting such studies making it difficult to determine the long-term effect of inclusive education on adults. Researchers with expertise in low-incidence disabilities and various research methodologies will lead a discussion on methodological and logistical difficulties faced when conducting follow-up research on the effects of inclusive education, as well as recommendations for research efforts.

K-16 Allegheny III

Topic: Inclusive School practices (evidence-based, best practices and systems reform)

Presentation Type: Best/evidence-based practice: description of implementation

Creating Inclusive Practices at the Primary Level of School-wide PBS Utilizing UDL

Ginevra Courtade, University of Louisville; Eric Landers, Georgia Southern University

This presentation will focus on providing teachers and administrators with practical and useable techniques to make the primary level of school-wide PBS all inclusive. Particularly, we will focus on giving participants ideas to universally design the five major components of school-

wide PBS (i.e., school-wide rules, routines, rewards, discipline procedures, and data collection) to truly make school-wide PBS applicable for all learners.

K-17 Crawford West

Topic: Community living

Presentation Type: Hot topic/Issue: discussion

Self Directed Services Are NOT Just For Anybody, They Are For Everybody

Tony Sampson, Michael Taylor and Tina Fink, Shared Support Maryland, Inc., Baltimore, MD

Even in our “progressive” system of services isn’t it a typical thing to hear – “he’s not high functioning enough”; “she’s not ready for self-direction”; “he’ll never make it out there controlling his own life”... For some – those statements make us work harder to prove that these are inaccuracies. Hear the many stories of people in Maryland using the self-directed waiver (New Directions) and those that have gotten what they’ve asked for and directed their services using traditional funding.

K-18 Crawford East

Topic: Community participation (spirituality, consumerism, recreation, etc.)

Presentation Type: Hot topic/Issue: discussion

Getting Published in RPSD: Practical Recommendations from Editors and Emerging Researchers

Martin Agran, University of Wyoming; Carolyn Hughes, Vanderbilt University, Nashville, TN; Fred Spooner and Victoria Knight, University of North Carolina, Charlotte; Erik Carter, University of Wisconsin-Madison

Summary of the Presentation: 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. Also, two emerging scholars in the TASH research community will share their experiences (and recommendations) on getting published in RPSD. This presentation is aimed at graduate students, junior faculty, and anyone else interested in getting published in RPSD.