

Thursday, December 4

Session A 10:15-11:15 AM

Session A/B 10:15 - 12:30 PM

A-01/B-01 102

Topic: Friendship and Community

Level of Information: Beginner

FRIEND Program: Fostering Relationships in Early Network Development

Holly Sokol, Southwest Autism Research and Resource Center, Phoenix, AZ,

As students with autism spectrum disorders (ASD's), or related disabilities, are enrolled in inclusive settings, they may be vulnerable to rejection and neglect by their classmates. The FRIEND program, including peer sensitivity trainings, provides opportunities for students with ASD's or related disabilities to increase social communication skills within the natural setting, prompted by peers and staff. The program description and guidelines for implementation, innovative materials, and data collected following peer sensitivity trainings in school classrooms will be presented.

A-02 103

Topic: Friendship and Community

Level of Information: Intermediate

**Improving Employment Outcomes for Youth with Severe Disabilities:
Findings From Project Summer**

Erik Carter and Beth Swedeen, University of Wisconsin-Madison

We will present findings from Project Summer, a research study examining the summer employment and community activities of youth of severe disabilities. Student, family, school, and community factors associated with youth engagement during the summer months will be presented, along with findings from an empirical evaluation of our initial intervention package. Recommendations for schools, families, and communities interested in addressing youth's transition-related needs during the summer months will be shared.

A-03/B-03 104

Topic: Inclusive Early Childhood education

Level of Information: Advanced

Why We Should Apologize for Too Much Early Intervention Service

R. A. McWilliam, Vanderbilt University Medical Center, Nashville, TN

We still have early interventionists dumping a clinic-based model on the living-room floor or, worse, therapists holding hostage the early intervention community by refusing to serve children outside the clinic. This presentation will address (a)

the state of current Part C practice, (b) practices agreed upon by a panel of experts, and (c) a model for providing appropriate early intervention in natural environments. Each of the five components of the model will be described.

A-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Beginner

Are We Teaching Students with Disabilities Safety Skills?

Martin Agran, University of Wyoming, Laramie, WY; 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 the findings of several surveys on the extent to which and the type of safety skills instruction provided to students with severe disabilities. The input of parents, teachers, and students will be presented. General recommendations on how to ensure the safety and well being of individuals with severe and developmental disabilities will be provided.

A-06 203

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Math And Science Across The Grade Levels For Students With Significant Disabilities

Diane Browder, Fred Spooner, Pam Mims, Vicki Knight and Barbara Agnello, University of North Carolina-Charlotte

To promote fuller access to mathematics and science instruction for students with significant cognitive disabilities a conceptual framework to guide mathematics and science instruction for students with significant cognitive disabilities will be discussed. This session will contribute to understanding of academic instruction across grade levels based on differentiation and conceptual frameworks defined through Project Mastery at UNC Charlotte. Additionally, examples of instructional activities and embedded use of assistive technology will illustrate how such instruction supports individual learning needs.

A-07/B-07 204

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

Life in the Rural Lane: What Happens When Families Take CHARGE

Jennifer Miller and Donna Consacr, Monroe Carell Jr. Children's Hospital at Vanderbilt, Nashville, TN; Melissa Costello and Heather Costello, Pulaski, TN

This presentation includes an 18 year old with CHARGE syndrome and deafblindness, her mom, and two staff members from the Tennessee Deafblind Project. Melissa will share memorable events and awesome accomplishments throughout her life and outline her dreams and goals for the future. Her mom and the deafblind project staff will discuss how it all began, the challenges to have Melissa fully included with her peers and what supports are being put in place for the future.

A-08 205

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Advocacy in Action: Successful Strategies for Addressing Chronic Illness in Educational Settings

Marianne True, Gerard Buteau and Mary McNeil, Plymouth State University, Plymouth, NH

Following a brief review of the impact of chronic illness on the student, this presentation has two primary foci: 1) Identify what role advocacy can play in positively influencing the student's school experience; 2) Provide strategies for students who are chronically ill and their families so that they may participate in meaningful ways within the context of the school community.

A-09 206

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Individualized Planning Meetings: Research and a Model for Inclusion

Patricia Cottingham, Region V Services, Lincoln, NE

This presentation describes research on the effects of the discursive interactions in planning meetings for individuals with intellectual disabilities. Conversation analysis and positioning theory were used to analyze the effects of interactions at the meeting on participants. Training for more effective meetings and a model for developmental planning are discussed for leaders in the support of individuals with intellectual disabilities.

A-10 207

Topic: Advocacy and self-advocacy

Level of Information: Beginner

With All this Good Planning Why Aren't People Living Better Lives

Cindy Strully and Todd Bailey, Jay Nolan Community Services, Mission Hills, CA;
Gerardo Bustamante, Mission Hills, CA

In today's world, when a child with a significant disability is born, there are resources --- that's the good news. For each of these resources, there is a plan. So why with all of these plans in play are people still not living a life filled with meaning, import, and connections. Why do families and individuals settle on less? This presentation/discussion is not research based. The issue of planning without solid purpose and lack of excellence is self-evident to those of us that have grown old with the process. WE don't need research results to recommend that change happen, we need to take control and make things happen.

A-11/B-11 208

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Creating Real Economic Impact for People with Disabilities

Richard Keeling, Johnette Hartnett and Tom Foley, University of Iowa

The Real Economic Impact Tour is a public-private collaboration designed to produce new opportunities to advance financial independence for Americans with disabilities; immediate market creation in 63 cities nationwide for financial institutions; and measurable and sustainable economic growth defined by consumer spending and asset-building activities. An important activity in each city includes outreach and education of tax credits and benefits, free tax preparation, and asset building strategies.

A-12 209

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Educating Transition-Aged Youth with Disabilities To Be Self- Advocates

Stelios Gragouda, University of Massachusetts - Boston,

Self-advocacy is a critical skill that youth with and without disabilities should acquire prior to leaving high school and entering adulthood. However, in the age of high-stake assessment, educators are finding it difficult to incorporate strategies that will promote self-advocacy into the general curriculum for all students. This presentation will highlight how staff from the Institute For Community Inclusion at the University of Massachusetts, Boston are training special and general educators to promote self-advocacy principles for all students.

A-13 210

Topic: Community living

Level of Information: Beginner

Think-Plan-Do: Strategies for Living A Self-Directed Life

Mark Starford and Tammy Evrard, Department of Developmental Services, Sacramento, CA

California's Department of Developmental Services Consumer Advisory Committee (CAC) in partnership with Board Resource Center (BRC) will present THINK-PLAN-DO: strategies to communicate choice, set goals, and develop critical leadership skills. The CAC & BRC have published a rich, field-tested library of books, award winning adaptation CD, & 16 educational DVDs. These field-tested materials support people with implementation of personal and employment goals. Presenters will distribute DVDs to attendees and lead the group through an interactive project.

A-14 211/212

Topic: Positive behavior supports

Level of Information: Intermediate

Supporting Change: Lessons Learned About Overcoming Barriers Encountered Implementing PBS in Schools

Sharon Lohrmann, University of Medicine and Dentistry of New Jersey

The purpose of this presentation is to discuss lessons learned about barrier conditions present in schools that prevent sustainable implementation of PBS and to offer practical suggestions for how to design interventions to overcome those conditions. The presentation content will draw from research the presenter is conducting on PBS and from her personal experience as director of the New Jersey PBS initiative.

A-15 213/214

Topic: Supported employment in today's economy

Level of Information: Beginner

Self-Advocates have Impact on People First and their Community

Carrie Raabe, Institute for Human Development at NAU, Flagstaff, AZ

Self-advocates make an impact on their communities. We guide our peers without disabilities to understand we are people first. We want them to have the same feeling for self-advocates. We have the power to be independent at work, at home, and with friends. Being independent give us our individuality. My presentation will show you how self-advocates and others help each other. I will lead activities for self-advocates and others to have a positive impact.

A-16/B-16 Renaissance -Center Ballroom

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Beginner

Deconstructing LRE: What It Means, Where We Are, and Future Directions

*Amanda Sullivan and Elizabeth Kozleski, Arizona State University; Anne Smith
U.S. Department of Education Office of Special Education Programs, Washington
DC*

This presentation will provide a review of a recent analysis of national data on students with disabilities' access to LRE. Participants will have an opportunity to explore the different conceptualizations of LRE, national patterns in access to LRE, and how this relates to systems change efforts promoting inclusive education and equity for all.

A-17/B-17 Renaissance -East Ballroom

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

Shhhh... Covert Audio Coaching as an Effective but Unobtrusive Prompting Strategy

Michael Brady and Kyle Bennett, Florida Atlantic University-Boca Raton; Janet Goodman, Haralson County Schools, Tallapoosa, GA; Patricia Oliver, University of Colorado at Denver; Mary Lou Duffy, Florida Atlantic University-Jupiter

In this session, panelists will summarize recent research and practice on covert audio coaching (CAC) as a non-intrusive prompting strategy. In three studies, CAC improved (a) novice teachers' instruction, (b) interactions between parents and their young children with autism during home-based routines, and (c) work performance of supported employees with disabilities in community jobs.

Following the research summaries, panelists will brainstorm potential applications of CAC for audience members' own uses.

A-18 Renaissance -West Ballroom

Topic: Inclusive education: General

Level of Information: Intermediate

Students with Disabilities Who Are Homeless: Ethical and Practical Implications for Educators

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

Homeless children with disabilities have extensive educational needs. They suffer from the educational setbacks caused by their living situation as well as those associated with their specific disability, yet they are often overlooked on both levels. Educators and other professionals must recognize and overcome the barriers to identification and service delivery that are specific to this population. They must also be taught how to effectively collaborate with parents and agencies to provide these children with a quality education.

A-19/B-19 Renaissance -Fisk 1

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Valuing Your Voice: Working with Others to Promote Inclusive Practices

Vicki Barnitt, University of South Florida; Stan Weser, Florida Gulf Coast University

This session will provide tools and strategies for family members and individuals with disabilities to advocate for and promote inclusive practices in their school and community. Presenters will lead participants through a series of activities to learn and practice strategies to communicate, collaborate, and effectively plan with school and/or other agency teams. Useful resources will also be provided to support families and individuals with disabilities as they communicate, advocate for, and support school and community inclusion.

A-20/B-20 Renaissance -Fisk 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

The Next Generation of Alternate Assessments: Considerations and Possibilities

Michael McSheehan and Cheryl Jorgensen, University of New Hampshire Institute on Disability

How can we create assessment systems that reflect high expectations and engage learning of general curriculum in the general education classroom for students with significant disabilities? Through video examples of students learning in general education classrooms, interactive activities, and use of powerpoint presentation, we will bring participants through the issues and considerations in ensuring both technically sound alternate assessments and full inclusion of students in general education classrooms.

A-21/B-21 Renaissance -Belmont 1

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Preparing to Teach All Students: Melding Philosophies, Placements and Practices

Leslie Daniel, Kenna Colley and Elizabeth Altieri, Radford University, Radford, VA

The high-incidence (HI) disabilities teacher preparation program at Radford University supports licensure in the areas of learning, emotional, and intellectual disabilities. Faculty will share how we melded our philosophies of educating children with complex disabilities into the distinct HI licensure area and how we

collaborate with faculty in elementary education. This presentation will help others think about preparing preservice teachers to educate the wide variety of students they will encounter in inclusive educational settings.

A-22 Renaissance -Belmont 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Effective Use Of Paraprofessionals To Include Students with Severe Disabilities

Sungho Park, California State University-Los Angeles; Sookyung Shin, University of Oklahoma

Considering one of the most frequently provided supports to include students with severe disabilities is assigning a paraprofessional, it is critical to understand how to effectively take advantage of this support. The purpose of this presentation is to discuss research findings on how paraprofessionals can support students with severe disabilities in inclusive environments in ways to facilitate independence and friendship. Numerous classroom examples will be discussed in order to make this presentation more practical.

A-23 Renaissance -Belmont 3

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Next Steps: Self-Determination and Student-Led IEP's

Phil Smith, Eastern Michigan University; Marilla Hewitt, Johnson State College, Johnson, VT

This presentation will explore how to create opportunities for self-determination in schools through student-led IEP's. Participants will learn how student-led IEP's effect collaboration and student success, and what student-led IEP's look like. A real-life situation will be used as an example.

Session B 11:30-12:30 PM

B-02 103

Topic: Friendship and Community

Level of Information: Beginner

Planning for Inclusive Academic and Vocational Settings for Youth with ASD

Robert Koegel, Lynn Koegel, Whitney Ence, Ty Vernon and Elia Jimenez, University of California, Santa Barbara

This symposium describes two empirical studies and one qualitative study. The first two empirical studies examine the use of behavioral principles with motivational techniques to target the symptoms of ASD within an inclusive summer camp setting. The first study targets IEP social goals in children with autism and the second study seeks to improve vocational abilities in adolescents with Asperger's Syndrome. The third qualitative study strives to identify the barriers that Latino parents of children with autism face when attempting to access adequate intervention services through an IEP.

B-04 201

Topic: Augmentative and alternative communication

Level of Information: Intermediate

Communication Interventions for Persons with Severe Disabilities: Review of Evidence-Based Practices

Marti Snell, University of Virginia; Ellin Siegel, University of Nebraska

Members from the National Joint Committee on Communication Needs of Persons with Severe Disabilities will present results from an extensive review of communication intervention studies. Research studies were found in peer-reviewed journals that met several criteria: a study that included one or more individuals with severe disabilities and tested the effects of an intervention that addressed one or more areas of communication performance. Findings from well-controlled studies will be summarized along with implications for teachers, parents, and researchers.

B-05 202

Think Tank

Reauthorization of IDEA

This facilitated Think Tank is in anticipation of TASH's role in the 2011 reauthorization of IDEA. This session will be directed to answering four important questions that will guide our thinking. 1) What is currently in the law? 2) What is currently in regulation? 3) What are the implementation problems with IDEA currently, 4) What do the answers to questions 1-3 mean for the 2011 reauthorization? This Think Tank is planned to engage attendees beyond the conference and should result in actions that move the field forward. The group will be led to generate action steps with timelines and member participation rather than promote discussion of IDEA implementation or provide a background or understanding of IDEA. A notetaker will attend this Think Tank and generate proceedings for the participants.

B-06 203

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

The Recovery of Individuals with Disabilities Following Disaster

Laura Stough and Elizabeth H. Ducey, Texas A&M University

Hurricane Katrina was the largest disaster in U.S. history and unveiled the extent to which individuals with disabilities were vulnerable to the affects of disasters. Few studies have focused on the experiences of individuals with disabilities affected by disaster- and none have focused on long-term recovery and rehabilitation. We will report on a three-year study of individuals with disabilities who were affected by Hurricane Katrina and how they have reassembled their lives following the disaster. As such, our presentation will address a considerable gap in the disaster research literature as well as an understanding of the case management practices that best serve individuals with disabilities and their families recovering from disaster.

B-08 205

Topic: Advocacy and self-advocacy

Level of Information:

Advocacy Skills That Work: Strategies to Get What You Need

Mark S. Partin, CT

Drawing on 30 years of experience advocating for Disability Rights, Attorney Mark S. Partin will share strategies that have a proven track record of success. These strategies are effective regardless of who is standing in your way and regardless of the entity they represent. From individual “team meetings” to influencing systemic change, there are a set of strategies that will vastly improve your ability to be a successful advocate.

B-09 206

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

It’s All About WE: Parent Empowerment and Disproportionality in Special Education

Susan Myers and Nansi Woods, ASK Resource Center, Des Moines, IA; Paulette Wiley, Education Brain Trust, Des Moines, IA

This presentation describes an innovative partnership between Iowa's Parent Training and Information Center, the ASK Resource Center, and an African-American education advocacy group, the Education Brain Trust to inform African-American families in Iowa's largest school district about issues of disproportionate representation of African-American students in special education programs. The

partnership conducted focus group interviews, developed a day-long training on disproportionality and culturally responsive practices, and encouraged parental engagement with schools through a parent "Covenant" to engage with the child's school to promote educational success.

B-10 207

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Abuse, Neglect, And Exploitation of People with Developmental Disabilities: An Overview

Donna Gilles, Virginia Commonwealth University

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.

B-12 209

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Involvement of High Poverty Youth in Their Educational Planning and Self-Advocacy

Carolyn Hughes, Vanderbilt University, Nashville, TN ; Barbara Washington, Murray State University, Murray, KY

Opportunities for self-advocacy are notoriously limited for youth attending high poverty high schools, particularly for students with severe disabilities (Fujiura & Yamaki, 2000). We interviewed students, primarily African Americans, attending a high poverty urban high school, half of whom were identified with severe disabilities and half who were graduating general education seniors. We compare findings across the two student groups with respect to their reported involvement in their educational planning and use of self-advocacy skills and discuss educational implications of our findings.

B-13 210

Topic: Community living and home ownership

Level of Information: Intermediate

Understanding Fundamentally What is Needed in a Service

Patricia Fratangelo, Onondaga Community Living, Syracuse, NY

There are always new funding streams or program types that are made available to the field that can be developed on behalf of people. But many times the same mindsets that are locked into traditionally minded services permeate the boundaries and lives of those in the new service. Language is often the first thing to change. People talk about person centered planning as though it is happening broadly. What is not often seen is person centered lives. This workshop will bring awareness of what impact traditionally minded services have on people's lives and how it is up to each of us to change our own mindsets to understand more fundamentally what a person truly needs in order to be fully alive as a person.

B-14 211/212

Topic: Positive behavior supports

Level of Information: Beginner

How Did They Get There? The Path To Aversive Interventions: Parent Perspectives

Fredda Brown, Queens College, Flushing, NY; Dina Traniello, Educational Consultant, Lexington, MA; Matthew Engel, Disability Law Center, Northampton, MA

We will present the results of a case study analysis describing the progression of events leading to the placement of four individuals in a residential “treatment” center known for its use of aversive interventions, including contingent electric skin shock, food deprivation, and restraint as punishment. Qualitative data will also be presented regarding parent perspectives on the admission process and the behavioral strategies their children received while in the treatment facility.

B-15 213/214

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

Perceptions of Preservice Teachers about Inclusive Education for Students with Significant Disabilities

Maria K. Denney, Diane Lea Ryndak, Ann Marie Orlando, Jill Frenchman Storch, Jennifer Montgomery and Maggie Clark, University of Florida

As students with significant disabilities receive inclusive educational services, general educators report a lack of skills necessary to effectively support these students. It is argued that teacher education programs need to prepare all teachers to meet the needs of students with significant disabilities through course- and field-based experiences. This study examines the beliefs and perceptions of preservice teachers in a unified early childhood program before and after one course focused on significant disabilities. Implications for teacher preparation programs are discussed.

B-18 Renaissance-West Ballroom
Topic: Inclusive Education: General
Level of Information: Beginner

Giving Students Voice as Active Participants in General Education

Kathy Gee

This presentation will focus on strategies for developing communicative functions and vocabulary within general education and social situations for individuals who are nonverbal and have the most significant disabilities. The audience will be provided with a framework for determining what students need to be able to communicate in a variety of settings as well as strategies for determining vocabulary. Then numerous examples will be given of individuals in elementary and secondary schools using a variety of systems. Informal data will be shared regarding the changes that occurred when these students were given the opportunity to initiate and have “voice” within these settings.

B-22 Renaissance-Belmont 2
Topic: Inclusive education: Evidence-based practice
Level of Information: Advanced

Using Books Related to Autism Spectrum Disorders in the Inclusive Elementary Classroom

Deborah Goessling, Providence College

Students with autism spectrum disorder (ASD) are often full participants in the elementary classroom. One instructional strategy to build acceptance and understanding of this disability/difference among peers is the use of picture and chapter books related to ASD. How do teachers know which books related to ASD to use? A rating system has been developed to evaluate over 25 books published between 1990 and 2007. The ASD books, rating guide, and bibliography will be available for discussion and distribution.

B-23 Renaissance-Belmont 3
Topic: Inclusive education: Evidence-based practice
Level of Information: Intermediate

Special Education In Our Schools Through A Cultural Lens

Ashleigh Molloy, Transformation Education Institute, Toronto, ON, Canada

Schools must view the community through an inclusive cultural lens that promotes different abilities holistically. Educators will be introduced to cultural brokering; this can provide insight into other cultures and empower educators working in a diverse school population. Curriculum will be examined to ensure that student

materials support the mission of a socially just learning environment. Sociologist Pierre Bourdieu will be referenced.

Session C 1:30-2:30 PM

Session C/D 1:30-3:45 PM

C-01 102

Topic: Friendship and Community

Level of Information: Intermediate

101 Ways To Make Friends and Deepen Personal Support Networks

Aaron Johannes, Susan Kurliak and Ernie Baatz, Spectrum Society, Vancouver, BC, Canada

This fast paced power point presentation is based on the making of a list of simple ways to make, deepen, expand and celebrate mutually enriching relationships. In a six month exploration study conducted by the presenters for Community Living British Columbia many of these simple ideas were missing from the lives of folks with disabilities, although they (and their friends) taught us much about what things could and should look like.

C-02 103

Topic: Extracurricular (after school) activities and community recreation

Level of Information: Beginner

Let them Lead! Creating Leadership Opportunities for Middle School Students with Disabilities

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

Let them Lead! Creating Leadership Opportunities for Middle School Students with Disabilities will provide educators with strategies for supporting middle school youth in experiential programming. Participants will glean a better understanding of the developmental stages of 11-14 year olds and learn best-practices of how to structure a developmentally appropriate program for middle school age youth with disabilities. Attendees will also examine how programs are stronger when youth have REAL input in design and implementation.

C-03/D-03 104

Topic: Inclusive Early Childhood education

Level of Information: Beginner

Literacy & Significant Developmental Disability In Early Childhood: Promoting Citizenship for All

Chris Kliever, University of Northern Iowa

In this proposed TASH Tech, participants will interactively explore how literacy is fostered in inclusive early childhood classrooms for children with significant developmental disabilities and their typically-developing peers. Social justice originates in valued citizenship and valued citizenship for children with significant developmental disabilities begins in the inclusive preschool and kindergarten classroom where literate participation is fully supported. Drawing extensively from a 7 year, federally funded ethnographic and action-based study, participants will develop a deepened and broadened understanding of literacy for all.

C-04/D-04 201

Topic: Augmentative and alternative communication

Level of Information: Intermediate

ASD, AAC, AT & Inclusive Education: Learning Through Seeing

Michael McSheehan, and Cheryl Jorgensen, University of New Hampshire Institute on Disability, Durham, NH

Through numerous video examples and summaries of the latest research and practice findings, this session will demonstrate practical ideas for educating students with ASD in general education classrooms when the use of augmentative communication or assistive technology is needed. Participants will gain an understanding of the use of modeling, peer/classmate supports, and integrated service delivery to foster success for students and educators in inclusive settings.

C-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Intermediate

Research Synthesis: Stress and Adaptation in Families of Children With Significant Disabilities

Jill Storch, Maria Denney and Diane Ryndak, University of Florida

Current research suggests that many parents experience stressors when caring for a child with significant disabilities and social supports appear to have a mediating role in the reduction of overall stress in these families. Higher levels of support are associated with lower levels of perceived parental stress. Parents that employ internal supports (i.e., spousal, familial, and friends) as well as external supports (i.e., informational, professional, service providers) tend to cope better with having a child with significant disabilities.

C-06/D-06 203

Topic: Social Justice in the 21st Century

Level of Information: Advanced

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

Pamlea Lamar-Dukes, TASH; Charles Dukes, Florida Atlantic University, Boca Raton, FL

This panel discussion is specifically designed to convey the compelling stories behind research. If you ever wondered where the idea for a book comes from or how a study is conducted and ultimately reported in a professional journal. Some of the leading experts in the field will describe the ways in which they conduct their work. In this session, the experts will tell their stories.

C-07 204

Topic: Social Justice in the 21st Century

Level of Information: Beginner

Creating Meaningful Inclusive Opportunities within Rural Communities

Amy Childre, Georgia College & State University; Barbara Coleman, Baldwin Enrichment Center, Milledgeville, GA

In a rural community with limited resources, Baldwin Enrichment Center has created diverse inclusive opportunities for adults with disabilities through partnerships. Partners range from a liberal arts college to volunteer agencies to health care centers; they have opened the doors for opportunities in music, performance, art, community service, recreation, and employment. Agency administrators, self-advocates, and partners will describe the creative approaches these partnerships have taken to provide choice and meaningful life experiences for adults with disabilities.

C-08 205

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

How Do I Know What To Say: Challenging Disability Oppression

Mara Sapon-Shevin, Syracuse University; Robin M. Smith, SUNY New Paltz

How often have you heard someone make a comment or a joke that was oppressive to people with disabilities or to members of another group: people of color, gays or lesbians, young people, older people, immigrants, etc.? We will explore the ways in which language is used as part of the systematic oppression of individuals and ways of being a successful ally in situations when this occurs.

C-09 206

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Experience of Parents Self-Directing the Care of Their Children with Disabilities

Gerald Nebeker and Marilyn Bown, Acumen Fiscal Agent, LLC, Orem, UT

Self-directed care has quickly become a popular choice among parents of children with developmental disabilities. Self directed care allows parents to become employers of their child's supports rather than having an agency involved.

Whereas outcomes for people with disabilities has been studied, the experience of parents self-directing the care of their children represents a gap in the literature and deserves further inquiry. This presentation reports the results of one study that focuses on parental experience.

C-10 207

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Participant Direction of Supports and Services: A Case Study of Successful Implementation

Judith Gross, University of Kansas

This case study of two individuals engaged in participant direction of supports and services has two purposes: (a) to examine unrestricted participant direction and (b) to describe the impact of participant direction on the lives of those involved.

Analysis of transcripts and supporting documentation revealed two themes: (a) characteristics of participant direction and (b) positive quality of life indicators.

Findings supported the need for further research into the impact of service model selection and outcomes of participant direction.

C-11 208

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Access Nashville, Restaurant Accessibility Is Good Business

Carole Moore-Slater and Floyd Stewart, Vanderbilt University, Nashville, TN

Access Nashville is a college student service learning project at Vanderbilt University that gathers "accessibility-friendly" information about restaurants for customers with disabilities. Disability awareness and accessibility training is provided in a classroom setting and students are given a specific restaurant to survey as an assignment. Restaurants surveyed are rated Wow, Good, or Limited Access and this accessibility information is posted on the Nashville Convention & Visitors Bureau website. Guided by a coalition from the business and disability community. Easily replicated

C-12/D-12 209

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Artful Facilitation of Person-Centered Planning: There's more than meets the eye

Patty Cotton, University of New Hampshire

Person-centered planning is not simply a collection of tools or a set of values. It is a creative process whose success relies on cooperation, imagination, and the ability to learn through trial and error. Effective facilitation involves understanding the creative process and knowing how to apply tools and techniques to help people stay focused and engaged, usually over an extended period of time. This session will offer participants an interactive forum to learn about competencies involved in group facilitation.

C-13 210

Topic: Community Living

Level of Information: Intermediate

I Belong! Time to Change the Conversation

Joe Erpenbeck, Hamilton County MRDD, Cincinnati, OH and ABCD Team, Cincinnati, OH

The focus of the session will be on supporting people to be active citizens based on their gifts. When we change to a conversation focused on gifts and assets we can begin to identify how we all can contribute to our community. We will share how citizens have become connected and people have become less dependant on systems. The work of the ABCD (Asset Based Community Development) in Cincinnati will be described.

C-14 211/212

Topic: Positive behavior supports

Level of Information: Intermediate

Positive Behavior Supports during Transition for Children and Youth with Severe Disabilities

Yaoying Xu, DiAnne Garner and Elizabeth O'Brien, Virginia Commonwealth University

This interactive session will present evidence-based development and implementation of positive behavior supports during transition periods for children and youth with severe disabilities. The presentation will focus on Tiers 2 and 3 within the Response to Intervention approach in inclusive settings. Transition periods include transition from preschool to kindergarten, elementary to secondary, and secondary to life beyond high school. Strategies discussed will assist in the

move from teacher-oriented management to student-centered monitoring with curriculum-based, formative data collection.

C-15 213/214

Topic: Supported employment in today's economy

Level of Information: Intermediate

Micro Enterprise: Customized Self-Employment: The Job I Picked For Me!

David Taylor, Jr, University of North Carolina-Chapel Hill

Presentation Abstract: Self-employment as an employment option for persons with developmental disabilities, particularly for those individuals with cognitive impairments, has challenged the traditional VR system to think in different terms. Traditional evaluative methods must be reviewed and adapted to allow individuals to truly demonstrate their potential. Non-competitive results on standardized assessment instruments does not mean someone is not competitive within a self-employment environment in which they are performing work functions that bring not only INCOME, but pleasure. As supported employment initially challenged the systems, self-employment is challenging the system again to Think Outside the BOX! with open minds. In this presentation participants will learn how one consumer among many in NC challenged the system and is living, "Life In The Real World." WITH THE JOB HE PICK!

C-16 Renaissance – Center Ballroom

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

Principals of Inclusive Schools Share Their Use of the LeadScape Tools

Elaine Mulligan, Arizona State University; Angela Whitelaw, Westhaven Elementary School, Memphis, TN; Cassandra Smith, Fairview Middle School, Memphis, TN; Cynthia Alexander, Evans Elementary School, Memphis, TN

This presentation will feature several principals from the National Institute for Urban School Improvement's LeadScape Principal Leadership Initiative. This is project funded by the U.S. Department of Education's Office of Special Education Programs to work directly with principals to develop fully inclusive schools that meet AYP for all their students including students who are English Language Learners, in Special Education, and/or poorly performing. The principals will share their experiences in this project including use of the LeadScape web platform to access tools for school improvement.

C-17 Renaissance-East Ballroom

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

Perspectives On Service-Learning Projects Surrounding Access To The General Curriculum

Stacy Dymond, Lance Neeper, Rahkyung Kim, Andrea Ruppert and Jessica Zanton, University of Illinois

A semester long doctoral course was developed to explore the construction and implementation of service-learning projects that facilitate greater understanding of access to the general curriculum for students with disabilities. This presentation will describe the course content, the service learning projects completed by the students to develop their knowledge about access to the general curriculum, and the extensions of learning that have emerged since the course. The experiences and perspectives of multiple students and the course developer will be shared.

C-18 Renaissance – West Ballroom

Topic: Inclusive education: General

Level of Information: Beginner

Finding Myself at College: Youth with Intellectual Disabilities at Liberal Arts College

Patricia J. Creegan, Temple University, Philadelphia, PA

This workshop presents findings from an ethnographic study of the academic and social experiences of six young adults (ages 18-25) who are participating in an alternative certificate program at a four-year liberal-arts college designed to prepare students with intellectual disabilities for adult life within a framework of liberal learning. Discussion will focus on the ways these students use the college experience to explore, refine, and recreate their identities as they engage with these “sites for identity work.”

C-19 Renaissance-Fisk 1

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Accessing and Progressing in the General Education Curriculum through Service-Learning

Pamela Gent, Clarion University, Clarion, PA

All students with disabilities must access and make progress in the general education curriculum. In order to ensure that students access the general education curriculum in the general education classroom while also working on important functional skills, teachers can use service-learning. This presentation will outline service-learning and will demonstrate how to effectively differentiate service-learning so as to enable meaningful involvement of students with disabilities while also developing functional life skills and accessing the general education curriculum.

C-20 Renaissance-Fisk 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Finding The Time To Teach Students With Severe Disabilities In Inclusive Classrooms

June Downing, California State University-Northridge

This presentation will discuss ways of analyzing the general education classroom (elementary through high school) to determine ways of providing direct and systematic instruction on adapted core curriculum without separating the student with severe disabilities from classmates. Teaching the student desired responses using adapted materials to allow access to the core curriculum will be the focus. The emphasis will be on shaping procedures that are least intrusive and at appropriate times during typical classroom activities.

C-21 Renaissance-Belmont 1

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Academic Outcomes in Inclusive and Non-Inclusive Settings for Adolescents with Autism

Jennifer Kurth and Ann Mastergeorge, University of California-Davis

Much autism research focuses on early intervention, leaving families and practitioners of adolescents with autism limited information on how to best provide an education for these students. This study investigates the academic outcomes of adolescents with autism who are educated in inclusive and non-inclusive settings using three measures: a review of cumulative records, assessments, and in-class observations. Findings indicate inclusion is associated with improved outcomes in all three measures, suggesting the value of inclusion for students with autism.

C-22 Renaissance-Belmont 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Teachers' Perspectives on Co-Teaching in Inclusive Classrooms: Voices From the Field

Valerie Lava, Long Island University, Brooklyn, NY

General and special educators co-teaching full-time in inclusive elementary school classrooms shared their experiences through focus group interviews. Findings from this qualitative research study on co-teaching will be explored. This session will be of interest to teacher educators, consultants and mentors who support the work of

co-teaching teams; educators who are co-teaching; and those interested in learning more about this collaborative methodology.

C-23 Renaissance-Belmont 3

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

"The Heart of the Matter": Developing a Grassroots Level Towards Inclusive Schools

Mary Fisher and Pat Rogan, Indiana University School of Education at IUPUI; Sara McGregor, MSD Lawrence Township Schools, IN; Anita Nicholson, Indianapolis Public Schools, IN; Fred Rosemeyer, MSD Washington Township Schools, IN; Jamie Witherington, Greenwood Community Schools, IN

This session will provide a description of three small study alliances in which K-12 practitioners and university researchers came together to address the depth of inclusive schooling opportunities for K-12 students with high support needs in our large metropolitan area. Members of these study groups have recently merged to become a learning and support network committed to inclusive schooling. This grassroots group will also share the results of individual and focus group interviews with their members that begin to capture their perceptions regarding the current barriers preventing inclusive school reform in our local settings.

Session D 2:45-3:45 PM

Session D/E 4:00-5:00 PM

D-01 102

Topic: Friendship and Community

Level of Information: Advanced

PlayFair Teams: Creating Friends and Positive Peers in Your School and Community

Jack Pearpoint, Inclusion Press, Toronto, ON, Canada; Lynda Kahn, Marsha Forest Centre, Toronto, ON, Canada

If you or children you love are lonely and disconnected, come. PlayFair Teams is a simple student tested approach to building Inclusive relationships that flips disability from being a problem, to being a powerful asset through an important extracurricular activity. We have bring support materials. We need your energy, talent and commitment, and we might just change the world.

D-02 103

Topic: Friendship and Community

Level of Information: Advanced

Including Children With Severe Disabilities An Inclusive Science Summer Camp

Karena Cooper-Duffy, Western Carolina University

In this session, the process and results of including 3 children with severe disabilities in a 6 week daytime science summer camp will be shared. This camp included 23 children at the fourth grade level. The children were learning science concepts that connected directly to the standard course of study. The 3 children with severe disabilities worked on IEP goals as well as goals related to the standard course of study. An emphasis was placed on self-determination goals.

D-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Beginner

“Your Dependent with Special Needs, Making Their Future More Secure”

Brian Finn, MetDESK, Somerset, NJ

Estate planning for families of children and other dependents with special needs. Parenting a child or dependent with special needs takes special planning. Particular needs will always be present and they must be carefully considered and planned for appropriately. Taking steps now can help arrange for a loved one’s well being, today and tomorrow.

D-07/E-07 204

Topic: Social Justice in the 21st Century

Level of Information: Beginner

Successful Collaborations: Fostering Meaningful Experiences in Service and Volunteerism

Elise McMillan, Vanderbilt Kennedy Center for Research on Human Development, Nashville, TN; Jason Wheeler, Institute for Community Inclusion/ University of Massachusetts-Boston; Del Ray Zimmerman, Volunteer Tennessee, Nashville, TN

The Corporation for National and Community Service is committed to providing opportunities for Americans of ALL ages and backgrounds to engage in service that addresses the nation’s unmet human needs. This session will highlight successful statewide collaborative networks, intentionally designed to foster the increase of people with disabilities as active participants in service and volunteer opportunities. This interactive session will focus on strategies for collaboration through profiles and stories of individual experiences.

D-08 205

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Gaining Power and Influence: Self-Advocates Everywhere!

Rebecca Salon, Ricardo Thornton, Lucius T Mangrum, Robert Kennedy, Germaine Payne and Phyllis Holton, Project ACTION!, Washington, DC

This interactive panel discussion will offer an overview of the experiences of members of our self-advocacy coalition during our almost 20 year history. During that time, we developed strong leadership; created alliances; gained membership on dozens of government, community, and advocacy boards that make decisions affecting the lives of people with disabilities; and became a recognized and established presence in metropolitan Washington, DC. Our members now are sought out for our input and to join boards and workgroups.

D-09/E-09 206

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Interpersonal Skills for Effective Self Advocacy, Advocacy and Leadership

Ray Gerke, Joani Gent and Laurie Ertz, Iowa State University

This is an interactive presentation with a very personal focus. Through self analysis, participants will become more aware of their existing styles of communication and conflict response. Through large and small group activities, participants will be introduced to new ways of looking at interpersonal situations and what impacts our interaction with others. This session is designed to promote learning through the practice of interpersonal skills needed for effective self advocacy and leadership roles.

D-10 207

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Parent to Parent Support - A Guide to Making Connections

Cheri Dowling, American Society for Deaf Children, Harrisburg, PA

When families realize they have a child with a disability, they can feel isolated. Many families will search for support and understanding. Families can find this in parent support groups. This workshop will explain to participants the importance of parent support groups, the different types of parent support groups and how to establish and maintain parent-led support groups. All attendees will leave with a written guide showing them the step-by-step process of starting a parent support group.

D-11/E-11 208

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Unbridle The Future: Kentucky's Student Directed-IEP

Beth Harrison, University of Kentucky; Leslie Lederer, Protection and Advocacy, Frankfort, KY; LeAnn Marksberry, Caveland Educational Cooperative, Bowling Green, KY,

Students with disabilities including those with intellectual disabilities who learn the skills they need to be more involved in their IEP meetings have more positive school and adult experiences. This session will show how a collaborative group has developed a Student Directed –IEP model. We will share the rationale, research, application by students at various levels, connections to the general curriculum and our tool kit.

D-13/E-13 210

Topic: Community Living

Level of Information: Advanced

Stirring the Soul With Stories of Success

James Meehan and Gail Fanjoy, KFI, Millinocket, ME

KFI has a rich history of relying on story-telling rather than statistics to guide our transformation to new ways of thinking, new ways of listening, and new ways of supporting people to get what they really want – real lives, homes of their own, and competitive jobs. By sharing people's stories, we will disclose strategies and lessons that demonstrate communities are welcoming places, filled with caring people who are ready and willing to help build community – one person at a time.

D-14 211/212

Topic: Positive behavior supports

Level of Information: Intermediate

Positive Behavior Support: Inclusion of ALL Students in the School-Wide Plan

Ginevra Courtade and Eric Landers, West Virginia University

For students with severe disabilities to be successful in their educational setting, a school program must look at supports for not only academic, but social behaviors. Currently, positive behavior support (PBS) is widely used at the school level to provide social support for all students with varying needs. This session discusses a framework for the inclusion of students with severe disabilities in school-wide PBS plans.

D-15/E-15 213-214

TOWN HALL MEETING

Employment first: Expanding Integrated Employment Opportunities

Moderators: *John Butterworth, University of Massachusetts-Boston; Michael Callahan, Marc Gold and Associates/Employment for All*

Members of the Employment Issue Committee and invited guests

Over twenty years following authorization of supported employment in the Rehabilitation Act Amendments of 1986, growth in integrated employment has stalled and even declined nationally and other service models continue to dominate state funding and community provider priorities. Despite this, individual states and community providers have made dramatic advances in providing employment opportunities. This Town Hall will address issues for policy and practice that need to be addressed in a national commitment to expanding access to employment for all, and will review and critique the TASH resolution on integrated employment. Discussion will include a snapshot of the state of the states and lessons learned from innovation and research at the state policy and direct support levels as a foundation for discussing policy and practical barriers that need to be addressed in a national agenda for change.

The Town Hall will also provide a platform for preparing for TASH's participation in the 2011 Alliance for Full Participation Summit on integrated employment. In 2005 over 2000 self advocates, family members, policy makers, direct support professionals, and researchers came together for the Alliance for Full Participation Summit in an opportunity to develop national strategic, social and policy goals that support full community participation for individuals with developmental disabilities and their families. TASH is a sponsor of the 2011 Summit and a member of the Alliance.

D-16 Center

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Beginner

One Schools Journey: Inclusion for ALL

Vivian Birdsall and Anne Eason, Esq., Saxe Middle School, New Canaan, CT

We are here to share our journey: one high performing school district working to change the culture of some over reliance on resource rooms to a district that fully embraces inclusionary practices. A journey that includes one student and her mother still continues. General and special education teachers who use data, technology and standards to create an environment for all students to flourish. Specific information and practical strategies on culture changing strategies will be presented.

Thursday, December 4

2:30-3:30 PM

D-17 East

Topic: Social Justice in the 21st Century

Level of Information: Beginner

State Special Education Outcomes: A Report On State Activities, Changes, and Challenges

Jason Altman, Sheryl Lazarus, Martha Thurlow, Rachel Quenemoen and Damien Cormier, University of Minnesota

This presentation summarizes the eleventh survey of state directors of special education by the National Center on Educational Outcomes. For the fourth survey administration in a row all 50 regular states responded to the survey. The purpose of this presentation is to provide a snapshot of new initiatives, trends, accomplishments, and emerging issues in the large scale assessment of students with disabilities as states begin to document the academic achievement of these students as a result of standards-based reform.

D-18 Music

Topic: Inclusive education: General

Level of Information: Intermediate

An Early Literacy Assessment for ALL Students with Emergent Literacy Skills

Joshua Baker, University of North Carolina at Charlotte

This presentation will discuss the Nonverbal Literacy Assessment (NVLA) an instrument created at the University of North Carolina at Charlotte designed to assess students in emergent literacy. The NVLA is the only known literacy assessment that uses different response modes (e.g., eye gaze, pull-off) and is accessible to all students regardless of their verbal and cognitive ability. Currently, the NVLA has been administered to students with significant cognitive disabilities. The research from this study will be discussed during this session.

D-19-E-19 Fisk 1

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

Do We Know What Inclusion Really Is? Dialogue About Values and Practice

Cheryl Jorgensen and Michael McSheehan, University of New Hampshire

Although the term “inclusion” came into popular use almost 20 years ago, there is still considerable variability in how the term is operationalized in schools.

Consider, for example, the terms “part time inclusion,” “inclusion classroom,” and “inclusion student” as examples of core misunderstandings about what inclusion really means.

This session will provide a forum for engaging in a dialogue that is central to TASH’s future and to our research, practice, and advocacy work.

Thursday, December 4

2:30-3:30 PM

D-20 Fisk 2

Topic: Inclusive education: General

Level of Information: Advanced

Constructing Practices for Educational Equity in a Graduate-Level Teacher Preparation Program

Nitasha M. Clark, Susan Copeland, Joanna Cosbey, Elizabeth Keefe, Ruth Luckason, Veronica Moore,)Kelley Peters, Julia Scherba de Valenzuela and Cathy Qi, University of New Mexico, The vision of the University of New Mexico,

Special Education Concentration in Mental Retardation and Severe Disabilities: Studies in Educational Equity for Diverse Exceptional Learners is that all children and adults with disabilities will be valued members of their communities. The faculty will discuss: (a) the objectives of the Concentration for educational equity, (b) the dilemma and struggles in reaching the objectives of the Concentration, and (c) group process strategies for addressing educational equity.

D-21/E-21 Belmont 1

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

Blending Two Curricula to Build Social Justice

Deborah Taub and Lou-Ann Land, UK-ILSSA, Lexington, KY

There has been much debate about the benefits of a functional vs. an academic curriculum (e.g., Fisher and Meyer 2002) and yet drawing strict lines between the two pedagogies ensures that students are deprived of the rich education they deserve. This presentation begins by examining the imposed divide between “functional” and “academic” and the potential educational injustices that derive from this division. We then illustrate how to merge the two ideas into one holistic education.

D-22 Belmont 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

Special Educator Interview Responses On How Expert General Educators Manage Inclusive Classrooms

Marcia Montague, Texas A&M University

Special education teachers were interviewed to determine what their expert general education teaching peer does to include students with significant intellectual disabilities in the general classroom. Specifically, teachers commented on classroom management practices of the general education teachers in classrooms

which include students with disabilities such as traumatic brain injury, autism, or intellectual disability.

D-23 Belmont 3

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Together We Make a Difference, Service and Learning – Inclusive Service Learning

Brian Abery and Diane Halpin, University of Minnesota

Inclusive service learning is a model where students with disabilities work along side their nondisabled peers to render service to their communities and to engage in the acquisition of the skills and knowledge which accompany the service. The curriculum and results of this program are presented. Attendees at this session will learn about inclusive service learning, how to integrate state standards into the project, and the results of the field tests.

Session E 3:45-4:45 PM

E-01 102

Topic: Friendship and Community

Level of Information: Beginner

Making friends with Jared: Inclusive Peer Training

Judith Terpstra and Ronald Tamura, Southern Connecticut State University

This session will present the results of a case study research project on the use of peer training to increase social relationships of young students with autism. Strategies used will be presented along with perceptions from students, school staff, and parents about the program. Jared is a student with autism in a second grade classroom. Initially, Jared had an average of 0 interactions with peers and following peer training Jared was having multiple social interactions with peers throughout the day.

E-02 103

Topic: Friendship and Community

Level of Information: Beginner

The CORE of a Good Life: Learning with Youth About Natural Supports

Erik Carter, University of Wisconsin Madison Rehabilitation Psychology and Special Education; Beth Swedeen and Colleen Kurkowski, UW Madison Waisman Center, Madison, WI,

Community. Opportunities. Relationships. Enjoyment. All are essential elements in a rich and satisfying life. Yet, these outcomes remain elusive for too many youth

with significant disabilities. We will present initial findings from the Natural Supports Project, a grant focused on increasing the participation of youth with disabilities in extracurricular and service learning activities and promoting meaningful peer relationships. We will share what we are learning from youth with and without disabilities about fostering natural supports in middle and high schools.

E-03 104

Topic: Inclusive Early Childhood education

Level of Information: Intermediate

Establishing Successful Transitions of Preschool Students with Severe Disabilities

Kathy Winterman, Xavier University, Cincinnati, Ohio

Children with significant special needs receive a myriad of services within the integrated preschool setting. Schools are charged with planning for and facilitating the transition of children with disabilities from one educational setting to the next. A smooth transition plan should be developed to maximize the benefits of an effective preschool program in kindergarten. The procedures for a fluid transition from preschool to kindergarten for students with disabilities discussing parental roles and critical aspects of the transition timelines are addressed.

E-04 201

Topic: Augmentative and alternative communication

Level of Information: Intermediate

Examining the Growth Trajectories of Children with Cochlear Implants and Deafblindness

Ella Taylor, Western Oregon University; Susan Bashinski, University of Kansas

This research examines the impact of a cochlear implant on children with simultaneous vision and hearing impairments. The purpose is neither to advocate for nor against cochlear implants, but to collect data about this population of children in order to assist parents and professionals. What is the impact of length of duration? How do additional disabilities impact success? How do growth trajectories change overtime? Is there a pivotal time in which growth occurs more quickly? What are intervening variables?

E-05 202

Topic: Children in complex/difficult circumstances

Level of Information: Beginner

Families! Needs? Supports? Issues? Successes!

Marilyn Skogen, Parent Resource Center, Casper, WY; Susan Yuan, Consultant, Jericho, VT

This session will be an interactive open forum that will provide an opportunity for families to share their needs and concerns. The input from families will assist the TASH Family Issues Committee in determining their future direction and explore ways to meet some of those needs. Join us in exploring the future!

E-06 203

Topic: Social Justice in the 21st Century

Level of Information: Intermediate

The Transition from Analog to Digital Television

Jenifer Simpson, American Association of People with Disabilities (AAPD), Washington, DC

This presentation explains the transition from analog to digital television in the U.S., what's at stake for people with disabilities and our families and why we should care about this. It also explains what the options are and how to ensure you won't get a blank TV screen on February 17, 2009, the date by which most analog TV stations must broadcast digitally. Since television ensures viewers news, entertainment and critical emergency information (e.g., wicked weather, school closings, local emergencies) it is critical that people with disabilities and our families know what this is about and what to do. For over-the-air "rabbit ears" antenna, or free TV. viewers their options include buying a digital TV, switching to pay television or acquiring a digital-to-analog converter box to continue using an analog television set. Experts estimate that about a third of the millions of households in the U.S. that are over-the-air TV watchers include a person with a disability. The options are particularly important for viewers who rely on closed captioning, used by deaf and hard of hearing persons and viewers who use any available video description, typically used by people with vision disabilities. The presentation will include multiple resources available to take to our communities to make sure that no one is left staring at a blank screen February 18, 2009.

E-08 205

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Challenges in Advocating for the Rights of Offenders with Developmental Disabilities

Mark Friedman, Tony Records and Tracey Doron Kerr, Middle TN Advocacy Center, Murfreesboro, TN

Advocates working on behalf of individuals with developmental disabilities who are offenders face many challenges in providing faithful representation to the

person. The most challenges occur when promoting the deinstitutionalization of sexual offenders. . This panel presentation will explore the tension between keeping the individual safe while considering the overall safety of the community while affording the audience an opportunity to share and reflect on what it takes as a society to support social justice within the context of public safety.

E-10 207

Topic: Advocacy and self-advocacy

Level of Information: Intermediate

Self-Determination and Career Planning Model Incorporated in Tennessee Schools

Elizabeth Fussell and Crystal Godwin, University of Tennessee Center on Disability and Employment, Knoxville, TN

Decision making skills are vital to the success of the transition process. When students make life decisions, they need to have knowledge and skills related to education and career planning. This session will explore the need for self-determination for students that make a leap to the transition process when they begin planning for high school. Participants will hear how students and school systems are responding to outcomes and how they can start a revolution by incorporating this innovative practice.

E-12 209

Topic: Advocacy and self-advocacy

Level of Information: Beginner

Lorri Mabry's Word

Lorri Mabry, The ARC, Nashville TN

the troubles of a young lady's life with cerebral palsy

E-14 211/212

Topic: Positive behavior supports

Level of Information: Intermediate

Delivering Tertiary Supports within the School-wide Positive Behavior Support Model

Carol Davis and Annie McLaughlin, University of Washington

The demand for using the school-wide behavior support model to support all students has increased dramatically throughout school districts. However, for those students who require the most intensive supports, schools continue to struggle with limited resources to provide accurate assessments, and effective and individualized instruction. This presentation will use three case studies using a team-based

approach to implementing tertiary supports in the student's regular classroom setting.

E-16 Renaissance –Center Ballroom

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

Ohio and the NLTS-2: How are Graduates with Severe Disabilities Doing?

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

This presentation will discuss the postsecondary outcomes of students with severe and multiple disabilities at the state and national levels. The purpose of the Ohio Longitudinal Transition Study is to identify student's expected and actual postsecondary outcomes upon graduation. Both exit and follow-up data will be presented, analyzed, and compared to the NLTS-2.

E-17 Renaissance – East Ballroom

Topic: Inclusive education: Evidence-based practice

Level of Information: Intermediate

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

Jan Writer, Vision & Dreams, Downers Grove, IN

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.

E-18 Renaissance-West Ballroom

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Beginner

Greening Our Elementary Schools: Developing and Implementing an Inclusive Service-Learning Program

Lance Neeper and Stacy Dymond, University of Illinois

Many states across the country have developed initiatives related to improving the school environment and lowering the waste produced by schools. Ideas for

developing and implementing inclusive service-learning green school projects will be shared. Ideas for infusing math, science, reading, writing, and social studies curricula will be discussed. Projects outlined will include: recycling programs, greenhouse operation, plant sales, waste reduction programs, and community outreach projects.

E-20 Renaissance-Fisk 2

Topic: Inclusive education: Systems reform in schools and districts

Level of Information: Intermediate

College-Based Programs for Transition Students With Intellectual Disabilities: National Survey Results

Clare K. Burgess and Linda M. Bambara, Lehigh University, Bethlehem, PA

College-based programs and services represent a growing opportunity for students with intellectual disabilities of ages 18-21 to be included and educated with same-age peers. Results of a national survey of these programs will be presented with the goal of increasing awareness of these programs as an option for transition-age students and increasing understanding of the range of experiences and services that students are being provided with.

E-22 Renaissance-Belmont 2

Topic: Inclusive education: Evidence-based practice

Level of Information: Beginner

Using the Arts to Access General Education Curriculum: An Inclusive Teaching Approach

Stacey Skoning, University of Wisconsin -Oshkosh

Dr. Skoning will present current research on music, art, and dance as methods of teaching content to all children including those with significant disabilities. She also will present the findings from her own research on the use of dance and creative movement to teach vocabulary. Theory and practice will merge in the second half of the presentation during which attendees will engage in several hands-on activities that incorporate the arts and can be used to teach in an inclusive setting.