2023 OSEP Combined Leadership and Project Directors' Conference

Poster Session and Technology Demonstration Agenda

Monday, July 24, 2023
2:45–3:45 p.m. ET
Arlington Ballroom Foyer, Grand Ballroom Foyer, Pentagon, Pentagon Foyer, and Sky View Atrium

Contents

Audience: Part B

Connect, Collaborate, Change Toward Racial Equity in Special Education: The Power of Us

Table: 1

Presenters: Courtney Jenkins, Wisconsin Department of Public Instruction; **Ananda Mirilli**, Wisconsin Department of Public Instruction

Description: Wisconsin uses IDEA Part B discretionary funding to offer four free "Educational Equity Leadership Institutes" per school year with an explicit focus on racial equity through a framework of belonging. Eighty-nine percent of the 56 local educational agencies (LEAs) identified with significant disproportionality under IDEA elected to attend the Institutes last year; 84 percent of schools identified under the Every Student Succeeds Act (ESSA) also chose to attend the Institutes. Join this session to learn more about the Educational Equity Leadership Institutes, to connect to bring the Institutes' content to your State, and to collaborate on how to grow the Institutes into a shared national resource for educational equity.

Audience: Part B

Supporting Educational Equity for Students With Disabilities With MTSS

Table: 2

Presenter: Lucille Sleger, Office of Special Education Programs

Description: Educational equity means providing each child with what is needed to develop that child's academic and social potential. Historically, special education has had equity issues because of the lack of opportunities and access to resources for students with disabilities, which impacted outcomes for those students. Within the framework of an MTSS, the needs of students with disabilities can be addressed, as well as the needs of students from various racial, cultural, economic, and other social groups.

Audience: Part B

Critical Analysis of a Checkpoint Under Universal Design for Learning

Table: 3

Presenters: Somer Matthews, University of North Carolina Greensboro; **Christie Cavanaugh**, University of North Carolina Greensboro; **Peter Holt Wilson**, University of North Carolina Greensboro

Description: During this session, we will detail the findings of a published critical analysis of the extant literature supporting one checkpoint under Universal Design for Learning. Implications will be discussed.

Audience: Part B

Hannah and Hayden Get Their Hearing Aids: An Educational Tool for Teachers and Parents

Table: 4

Presenter: Madison Humphries, Louisiana State University Health Sciences Center, Interprofessional Preparation Program

Description: Hannah and Hayden Get Their Hearing Aids is an educational tool for teachers, caregivers, and medical professionals to engage children, and their families, in the process of obtaining hearing aids. A study conducted in Aosta Valley Schools, in Italy, provided children with honest images of disabilities to stimulate their awareness, acceptance, and understanding of disability. Using 12 teachers and 22 university students, researchers discovered that children could learn about a disability through picture books and in turn open their minds to how unique everyone is created to be. While there are books about hearing loss in children, the book provided details, from start to finish, for the process of getting hearing aids.

Audience: Part B

The Experiences of Latino Families With Special Education Programming

Table: 5

Presenter: Clarisa Rodrigues, Office of Special Education Programs

Description: This poster reviews the qualitative literature around the thoughts, perceptions, and experiences of Latino parents with their child's special education programming or a parent support group. Findings from this review are discussed in the poster.

Audience: Part B

Connecting and Collaborating: Navigating IDEA and McKinney-Vento

Table: 6

Presenters: Patricia Popp, Project HOPE-Virginia; **John McLaughlin**, U.S. Department of Education; **Martha Crockett**, Project HOPE-Virginia

Description: When students with disabilities experience homelessness, two Federal laws inform the relevant services and supports, and these services and supports must be coordinated to be effective in serving these students. This session will provide an overview of homeless education legislation, key points of intersection, and one State's efforts to connect and collaborate across the two programs.

Audience: Part B

Elementary School Career Exploration Bridging to Secondary Transition

Table: 7

Presenters: Wesley Roberson, California Department of Education; **Robynn Gualtiere**, San Jacinto Unified School District; **Dawn Padilla**, Elk Grove Unified School District

Description: Two school districts in California serve as pilot projects for engaging elementary students, parents, and elementary school teachers in principles of career exploration and development for enrolled students with disabilities. The pilot projects seek to build and bridge students' pathways to secondary transition for improved outcomes.

Audience: Part B

California's Expansion of Family Empowerment Centers

Table: 8

Presenters: Noelia Hernandez, California Department of Education; **Robin Ryan**, Sacramento County Office of Education; **Mario Haug**, Team of Advocates for Special Kids (TASK)

Description: California recognizes that families play an integral role in the education of their students with disabilities, and is committed to providing parents with support to help them to engage meaningfully within their schools and communities. The State expanded its number of Family Empowerment Centers in 2021.

Audience: Part B

Audience: Part C/619

DaSy: Improving Data, Improving Outcomes

Table: 9

Presenters: Grace Kelley, DaSy; **Betsy Davies-Mercier**, DaSy/SRI International; **Sheresa Blanchard**, DaSy/SRI International; **Ginger Elliott-Teague**, DaSy/SRI International; **Jennifer Tschantz**, DaSy/SRI International

Description: The DaSy Center is a national technical assistance center that works with States to support IDEA early intervention and early childhood special education State programs in building high-quality data systems and using data to improve programs and ultimately equitable outcomes for young children with disabilities and their families.

Audience: Part C/619

Leveraging Washington's State Systemic Implementation Plan (SSIP) to Improve Social-Emotional Learning (SEL) Outcomes for Young Children

Table: 10

Presenters: Ryan Guzman, OSPI; **Barbara Sattler**, Central Valley School District; **Sally Hansen**, University of Denver/Positive Early Learning Experiences (PELE) Center

Description: In the 2018–2019 fiscal year, it was reported that Washington State was in the bottom 10 percent of States and territories across the nation in offering access to high-quality regular early childhood programs for children with disabilities. In this presentation, participants will join Washington State's 619 and State Systemic Implementation Plan (SSIP) Coordinator, local school district leadership, and national technical assistance partners as they reflect upon their journey to improve instructional and systemic practices intended to increase access to high-quality learning opportunities for all students within their early learning landscape.

Audience: Part C/619

Coaching in Early Intervention: Collaborating to Promote Outcomes

Table: 11

Presenters: Lisa Knoche, University of Nebraska-Lincoln; **Sommer Fousek**; University of Nebraska-Lincoln

Description: This session will highlight a professional learning/coaching approach in early intervention that is being implemented to support the use of evidence-based family engagement practices by providers and services coordinators. Coaching in Early Intervention, or CEI, has been co-developed by a university team along with State EI partners to promote family engagement and improved infant/toddler outcomes. The session will describe the professional learning/coaching approach and its alignment within State service delivery systems for infants/toddlers with disabilities.

Audience: Part C/619

An Effective and Culturally Affirming Workforce: Creation of Washington's Comprehensive System of Personnel Development (CSPD)

Table: 12

Presenters: Molly Poole, University of Washington; **DeEtte Snyder**, Department for Children, Youth, and Families (DCYF)

Description: Washington State Early Supports for Infants and Toddlers (ESIT) is in the process of creating a new CSPD for Part C supports in the State. In collaboration with the State coordinating council and committees, ESIT agencies and providers, families, administrators, and institutions of higher education, Washington has set out to create a CSPD that will address State and local challenges facing Part C supports and that is aligned with the core values and diverse needs across the State. We will discuss the State's collaborative and iterative process for creating a CSPD that includes a new State credential for ESIT providers. The new credential puts an emphasis on diversifying the State workforce and on supporting infant and early childhood mental health and infant family relational health.

Audience: Part C/619

Stakeholders Working Together to Create Early Intervention Professional Development (PD)

Table: 13

Presenters: Kristen Votava, North Dakota Part C; **Carol Johnson**, North Dakota Part C; **Jackie Adusumilli**, North Dakota Part C

Description: This session will review PD built by and for practitioners, families, and community members. The session will share the power of the State PD workgroup, which is building leadership capacity using stakeholders to create meaningful PD. The workgroup used stakeholder involvement to create performance support modules with data feedback.

Audience: Part C/619

Increasing Representation in Early Intervention Family Surveys

Table: 14

Presenters: Kristen Votava, North Dakota Part C; **Carol Johnson**, North Dakota Part C; **Jackie Adusumilli**, North Dakota Part C

Description: This presentation shares how one State increased engagement in the early intervention family outcomes survey for representativeness. The process of reviewing data, engaging stakeholders, and improving the response rate with online surveys will be reviewed. Strategies developed with stakeholders to increase responses in several race/ethnicity groups, including American Indian/Alaska Native, will be discussed.

Audience: Part C/619

Equity Audit: Identifying Disparities and Implementing Systemic Change

Table: 15

Presenters: Catasha Williams, ECTA; **Evandra Catherine**, Children's Equity Project

Description: Building and sustaining more equitable EI/ECSE systems leads to improved outcomes for children and families. This requires intentional, systems-level efforts, infrastructure, and practices at the State, community, and program levels to ensure equitable access, participation, and supports for each and every child and family. Participants will: (a) examine the components of an Equity Audit and explore use of its results for action planning to improve and change practice, (b) engage in discussions with other participants on the use of results from an Equity Audit for action planning to improve and change practice, and (c) reflect on how the Equity Audit indicators of quality are effective for their role and what resources might be most helpful in supporting their work.

Audience: Part C/619

Sparking Innovation to Engage Families and Professionals in the Pennsylvania State Coordinating Council (SICC)

Table: 16

Presenters: Sadia Batool, Pennsylvania Office of Child Development and Early Learning; **Kathleen Mckinnon**, Penn State University

Description: With its rich history of establishing Interagency Coordinating Councils and the robust, strong regulations in Pennsylvania Act 212, the Pennsylvania SICC continues its commitment to improve outcomes for infants, toddlers, and their families. Join the SICC professional and parent co-chairs in this session highlighting how the rich foundation created in Pennsylvania allowed the SICC to grow and become a leader in ensuring that the family voice is heard, valued, and influential in decision making. Together we will explore how SICCs across the country are meeting the Federal requirements to support the implementation of Part C, resulting in a better and brighter future for young children and their families.

Audience: Part C/619

Leadership Development: Growing Leaders in Part C and Part B/619 Systems

Table: 17

Presenters: Darla Gundler, Federation for Children with Special Needs; **Jamie Michaud**, Maine Department of Education; **Angela Vaughn**, Indiana Department of Education; **Jennifer Kaufman**, Rhode Island Executive Office of Health and Human Services

Description: The presenters will provide an overview of the set of research-informed leadership competencies completed in 2019 for Part C and Part B/619 coordinators. The presenters will describe components of the current training program that combines critical information as aligned with the identified skills and competencies in each of the three tiers with a customizable program. They will showcase the customizable program, which starts with a self-assessment to identify needs, leading to an individualized professional development plan.

Audience: Part C/619

Supporting LEA Improvement Activities

Table: 18

Presenters: Suzanne Perry, Arizona Department of Education; **Alissa Trollinger**, Arizona Department of Education; **Heather Dunphy**, Arizona Department of Education

Description: State educational agencies are required to provide general supervision activities designed to support effective practices and improve outcomes for children with disabilities. One way this support is provided is through data-based decision making, technical assistance, and professional development. This session offers one method to support public educational agencies that have preschool programs to understand their results and the coaching and training activities necessary to improve those results.

Audience: Part C/619

Sustainable Professional Development Through Dual Capacity Building

Table: 19

Presenters: Sarah Carter, South Dakota Department of Education; **Bobbi Brink**, CORE Educational Cooperative

Description: As South Dakota moves toward training saturation, the lines between the Theory of Action strands are becoming more symbiotic and it is becoming increasingly difficult to disaggregate according to individual strands. We have moved beyond the confines of simple strands by leveraging the power of sustainable practice with reciprocal partnerships to what is often referred to in education as "dual capacity building." We have built, and continue to enhance, the capacity of direct service providers, service coordinators, and families to be capable and connected while increasing their cognition and confidence.

Audience: Part C/619

It's Time: Family-Oriented Framework for Research with Diverse Families

Table: 124

Presenters: Mischa McManus, University of Washington; **Angel Fettig**, University of Washington

Description: Current research highlights a critical disconnect between the underrepresentation of diverse families in studies and an urgent need to increase access to high quality evidence-based practices for diverse children with autism. A framework will be presented to support researchers developing studies alongside diverse families seeking family-oriented evidence-based practices.

Audience: Part C/619

Audience: Data

Improving Secondary Transition in Bureau of Indian Education (BIE) Schools and Tribal Communities

Table: 20

Presenters: Ronald Worst, BIE; **Eugene Thompson**, BIE; Nicole Garcia, WestEd

Description: The BIE Division of Performance and Accountability (DPA) has actively focused on improving secondary transition compliance, programming, and services for students with disabilities in 60 high schools located in 20 States. Over the past several years the BIE has increased compliance from below 10 percent to 46.75 percent.

Audience: Data

The Importance of Consistent Protocols When Working Across Labs

Table: 21

Presenters: Rebecca Vasile, Florida State University; **Sen Wang**, Florida State University; **Sonia Cabell**, Florida State University

Description: This session will describe the importance of consistency in procedures and protocols when working across labs and across disciplines. Working across labs and across disciplines is important because it allows for the combining of expertise. This idea will be described in the context of the training and execution of a coding scheme.

Audience: Data

A Collaborative Approach to Advance Equity: Project FLICS Effectiveness

Table: 22

Presenters: Ashley Voggt, Texas A&M University–Corpus Christi (TAMUCC); **Phyllis Robertson**, TAMUCC; **Adrienne Backer**, TAMUCC; **Jeanine Birdwell**, TAMUCC

Description: This session will offer data on the effectiveness of Project FLICS, an interdisciplinary effort to prepare special education diagnosticians and school counselors to lead interdisciplinary programs that employ individualized interventions in collaborative efforts centered on multi-tiered systems of support, evidence-based practices, technology-based supports, and data-based decision making.

Audience: Data

Peer-Delivered Mathematics for Students With Intellectual Disability

Table: 23

Presenters: Deidre Gilley, Florida State University; **Jenny Root**, Florida State University

Description: This session will present the findings of a mixed-methods evaluation of peer-delivered mathematics instruction for high school students with intellectual disability. Discussion will center on how integration of quantitative data on problem-solving behaviors with qualitative data on participant perspectives enhances interpretation of findings. We will also discuss implications for future research.

Audience: Data

The Creation of a Content-Focused Interaction Coding Scheme

Table: 24

Presenters: C.J. Partington, Florida State University; **Sonia Cabell**, Florida State University; **Beth Phillips**, Florida State University

Description: This poster describes the creation of a coding system created to capture moments of mathematics, science, and social studies—or content-focused interactions (CFIs)—in a preschool setting. Explanation of standard compiling procedures, creation of the coding scheme, and the importance of a detailed manual and protocol are included.

Audience: Data

Embracing a "Nothing About Us, Without Us" Philosophy

Table: 25

Presenters: Tony Ruggiero, The Rhonda Weiss Center for Accessible IDEA Data; **Johan Rempel**, The Rhonda Weiss Center for Accessible IDEA Data

Description: Accessibility challenges persist despite the requirement that States adhere to Section 508 standards to make Part C and Part B State Performance Plan/Annual Performance reports publicly available. Attendees will learn and discuss the legal landscape, requirements for IDEA reporting, the impacts of not including the needs of people with disabilities, and how to improve access.

Audience: Data

Building Sustainable Integrated Data Systems to Support Improved Outcomes for Students

Table: 26

Presenters: Darren Wright, AEM; **Dan Mello**, WestEd; **Charlie Silva**, AEM; **Lindsay Wise**, Center for the Integration of IDEA Data (CIID)

Description: States are building integrated data systems to sustain high-quality reporting of IDEA data despite internal and external challenges in areas such as personnel, leadership, finance, and organizational and technical infrastructure. With support from CIID, these integration teams have gained and maintained leadership buy-in; understood and managed timelines; and consolidated, improved, and implemented documentation to activate key relationships necessary to accomplish the work. Through the development of sustained infrastructure and governance strategies, States have successfully aligned to the Common Education Data Standards (CEDS) and enabled IDEA practitioners, data stewards, stakeholders and leaders to share understanding of the meaning of data elements and the information that data collections represent. Come learn about how stronger data governance practices and higher confidence in data quality support effective data-based decision making and ultimately improve academic outcomes for students with disabilities.

Audience: Data

The Power of Documenting Data Processes

Table: 27

Presenters: Audrey Rudick, IDEA Data Center; **Mary Watson**, IDEA Data Center

Description: Join IDEA Data Center staff to learn about the importance of documenting data processes in your State. We will share tools to help establish and maintain well-managed processes for data collection, analysis, and reporting. We will also discuss why it is important for States to document data processes; this discussion will use the lens of OSEP's Differentiated Monitoring System (DMS 2.0) and EDFacts modernization.

Audience: Data

National Technical Institute for the Deaf (NTID) and Alabama Institute for Deaf and Blind (AIDB) Science, Technology, Engineering, and Math (STEM) Outreach: An Evolving Partnership

Table: 28

Presenters: Denise Kavin, NTID; **Dennis Gilliam**, AIDB

Description: In this session, two senior directors, Dr. Denise Kavin and Dr. Dennis Gilliam, discuss their multi-year-long STEM partnership, in which they provide programming for deaf and hard of hearing middle and high school students and related stakeholders. They will cover how their partnership over the last seven years has resulted in changes in staffing, structure, and programs. They will also discuss how outreach programming pivoted during COVID and has remained altered.

Audience: Data

Audience: Educational Technology, Media, and Materials

Coding, Writing, and a Technology-Based Graphic Organizer: A Pilot Study

Table: 29

Presenters: Roba Hrisseh, George Mason University; **Anya Evmenova**, George Mason University; **Reagan Mergen**, George Mason University

Description: This presentation will discuss a single-subject study that used a technology-based graphic organizer to teach students with disabilities writing and coding skills. The study took place as a pilot over a summer program for students with disabilities in the Upper Midwest region of the United States.

Audience: Educational Technology, Media, and Materials

Writing Efficiently with Graphic Organizers – Responsive Instruction while Implementing Technology Effectively (WEGO-RIITE): Using Technology to Enhance Writing Instruction

Table: 30

Presenters: Anya Evmenova, George Mason University; **Kelley Regan** George Mason University; **Reagan Mergen**, George Mason University; **Roba Hrisseh**, George Mason University

Description: This presentation will provide an overview of the Stepping-Up Technology Implementation project WEGO-RIITE. WEGO-RIITE aims to increase the implementation of a technology-based graphic organizer (TBGO) with embedded research-based strategies in order to (a) improve essay writing by students with high-incidence disabilities in upper elementary and middle school, as well as (b) support teachers in data-driven decision making about their writing instruction. The major components of the project will be discussed, and the technology-based intervention will be shared.

Audience: Educational Technology, Media, and Materials

Low Intensity Strategies as Tier 1 Practices in Multi-tiered Systems

Table: 31

Presenters: Carrie Brandon, Arizona State University; **Wendy Oakes**, Arizona State University; **Kassandra Spurlock**, Arizona State University

Description: This presentation will share the findings from *Low Intensity Strategies within Tiered Systems of Support: Preliminary Findings*—a systematic review of the literature to examine how low intensity strategies to increase students' academic engagement and decrease disruptions are explicitly promoted within tier 1 multi-tiered systems implementation.

Audience: Educational Technology, Media, and Materials

OASIS Coaching: Opening Access to Science Instruction and Supports

Table: 32

Presenters: Tracey Hall, Center for Applied Special Technology (CAST); **Tara Courchaine**, CAST

Description: This session will demonstrate the plan and progress of the OASIS project, which is designed to provide science-inquiry supports, resources, and materials for coaches at the elementary level using CAST's Digital Science Notebook.

Audience: Educational Technology, Media, and Materials

Innovative Technology for Early Childhood Assessment

Table: 33

Presenters: Ryan Grimm, SRI International; **Kathy Hebbeler**, SRI International

Description: This session will provide information about a new project that intends to increase the body of knowledge on equitable and innovative approaches for implementing and integrating technology into informal and formal authentic early childhood assessments. The presenters will also describe how they are working to build the capacity of the field to use technology to support authentic assessment through disseminating tools, methods, and frameworks. They will also share the knowledge they have gathered about important facilitators and barriers to the use of technology to support authentic assessment.

Audience: Educational Technology, Media, and Materials

Expanding Family Engagement With the Family Friendly Walk-Through

Table: 34

Presenters: Morgan Von Haden, Black Hills Special Services Cooperative; **Ryan Young**, Black Hills Special Services Cooperative

Description: When schools engage families, students are more successful. The Family Friendly Walk-Through is a tool used to examine how welcoming and inviting a school is to families and the local community. Learn about the process and the impact it is having on family engagement in South Dakota schools.

Audience: Educational Technology, Media, and Materials

Engaging Families in Technology Planning and Use: A Symbiotic Endeavor

Table: 35

Presenters: Maggie Pickett, CAST; **Michelle Soriano**, CAST

Description: Family engagement is essential in creating inclusive technology systems that meet the needs of all students, including those with disabilities who require assistive technology and accessible educational materials to access the curriculum. The CITES team is co-developing a framework of evidence-based practices that includes family engagement and helps school districts to integrate assistive and educational technologies. Presenters will engage participants in discussion to build a common understanding of family engagement practices for technology planning using the CITES Framework.

Audience: Educational Technology, Media, and Materials

Supporting Middle School Vocabulary Outcomes for Students With Disabilities

Table: 36

Presenters: Michael Kennedy, University of Virginia; **Rachel Kunemund**, University of Virginia; **Danielle Waterfield**, University of Virginia; **Suzanne McClain**, University of Virginia

Description: This session focuses on the conference's themes of implementing effective dissemination and implementation strategies and improving academic and developmental outcomes. Project S4 is using multimedia PD and instructional materials to support inclusive middle school content area teachers' implementation of evidence-based vocabulary practices to benefit students with disabilities, English learners, and all students. Attendees will receive access to our free PD and instructional materials and consider results of our various evaluation and quasi-experimental study efforts.

Audience: Educational Technology, Media, and Materials

An Innovation Configuration for Creating and Sustaining Statewide Systems for Providing Accessible Education Materials (AEM)

Table: 37

Presenter: Cynthia Curry, CAST

Description: The Innovation Configuration (IC) for the AEM Quality Indicators for K–12 is designed to assist State and local leadership teams with establishing an implementation plan and monitoring progress toward improving the provision and use of AEM. The presenter will describe the evidence base for the IC, how States and local districts can get started with applying it, accompanying resources, and TA available from the National AEM Center.

Audience: Educational Technology, Media, and Materials

Audience: Fiscal

Stay Connected and Navigate IDEA Fiscal Challenges With CIFR Supports

Table: 38

Presenters: Nancy O'Hara, Center for IDEA Fiscal Reporting (CIFR); **Meg Nelson**, CIFR

Description: This session will share how Part B and C State fiscal specialists can increase their capacity to implement IDEA fiscal requirements and navigate challenges by leveraging CIFR's TA supports, including our communities of practice, listservs, and social media. Learn how to connect with and learn from your peers, and receive up-to-date news, information, and resources.

Audience: Fiscal

Effective Practices in Rate Setting for Early Intervention (Part C)

Table: 39

Presenters: Andy Gomm, Public Consulting Group (PCG); **Susan Evans**, New Jersey Early Intervention System; **Joseph Carbeau**, PCG

Description: This session will provide information on the key components of effective rate setting for State early intervention (Part C) systems. This includes data collection (costs, current early interventionist and market salaries, and direct and indirect time), as well as proven rate build-up methodology to develop valid rates that support the provision of evidence-based early intervention services and the recruitment and retention of qualified staff. The New Jersey Early Intervention System will share their experience regarding the State resources needed to conduct effective rate setting and the key role of stakeholder engagement throughout the process.

Audience: Fiscal

Audience: Parent Center

Social Validity: A Tool For Connecting Researchers and Practitioners

Table: 40

Presenters: Debbie Slik, Florida State University; **Clariebelle Gabas**, University of Nebraska-Lincoln; **Jennifer Passalacqua**, Florida State University; **Sonia Cabell**, Florida State University

Description: This session will describe the importance of including social validity measures in single-case intervention studies in early literacy research. In our single-case study, we used a series of interviews to determine the social validity of a spelling intervention on preschool-age children's spelling skills. We will discuss the findings from our social validity measures and provide recommendations for including social validity measures in educational research.

Audience: Parent Center

Creating a College-Going Culture Among Latino First-Generation Students in Rural Arizona

Table: 41

Presenters: Laura Corr, Arizona State University; **Kathleen Puckett**, Arizona State University–Tempe; **Sarup Mathur**, Arizona State University–Tempe

Description: This study examined Latino, first-generation 12th-grade students' academic self-efficacy and the level of family support in their decision to attend college. This study was conducted in Yuma, Arizona, a rural agricultural border-town community.

Audience: Parent Center

Impacts of Hearing Loss in Children With Deficits in Communication Skills Acquiring a Second Language

Table: 42

Presenter: Mary Katherine Hadden, Louisiana State University Health Sciences Center New Orleans

Description: This session discusses the importance of implementing a structured dual-language intervention plan and an early diagnosis for bilingual children diagnosed with hearing loss and ASD for the use of parents, children, researchers, and clinicians.

Audience: Parent Center

Building Proud Schools

Table: 43

Presenters: Suzanne Farris, Parent Information Center of Delaware; **Shelby Farris**, Students for Educational Equity in the US; **Kelly Manogue**, Parent Information Center of Delaware

Description: Research shows a direct correlation between the provision of a safe, accepting, and affirming environment for students and their overall success. Proud Schools is a student-led effort to build inclusion by breaking down stigma and opening a dialogue on building relationships with lesbian, gay, bisexual, transgender, queer, intersex, and asexual (LGBTQIA+) students and their families.

Audience: Parent Center

Innovative Empowerment for All Across Transition

Table: 44

Presenters: JC Cortez, Sinergia; **Roberta Grogan**, Long Island Advocacy Center

Description: Seeking to simply allay the anxiety most adolescents feel about the transition to adulthood, the New York Region 1 PTIC Collaborative discovered an innovative way (filmmaking!) to enhance parent engagement; increase agency; inform policymaking; and advance diversity, equity, and inclusion, while both leveraging technology and harnessing social media. Their careful methodology incorporates various lenses of intersectionality and serves as a clear, replicable roadmap for others wishing to ensure we understand, honor, uplift, and overcome historically complex barriers encountered in our work such as cultural humility and implicit biases working with multicultural families—effectively empowering all. Hear the Collaborative's lessons learned, recommendations, and thoughts on how to enhance similar future works in our endeavor to support families of children with disabilities across the nation. To view their film before this session, visit https://youtu.be/DhHiP-A2Tsw

Audience: Parent Center

Audience: Personnel Development Program

Early Literacy Intervention Leadership: Advancing Infrastructure

Table: 45

Presenters: Shareen Fernanders, American University; **Jasmine Rogers**, American University; **Brandi Smith**, American University; **Kim Jackson**, American University; **Kenneth Neat**, American University

Description: This implementation showcase shares research undertaken to improve the literacy infrastructure in Washington, DC, to ensure that student with, or at risk for, reading disabilities have access to evidence-based reading instruction. Showcase participants will present research on topics such as district-level leadership to support reading instruction, developing educators' knowledge and appreciation for Black English, using data-based decisions to increase access to reading instruction for students with individualized education plans (IEPs), increasing educators' self-efficacy to implement reading interventions, and increasing vertical alignment between early childhood and elementary reading instruction.

Audience: Personnel Development Program

Supporting Autistic Individuals in Schools: Project CASTLE

Table: 46

Presenters: Lindsay McCary, University of Wisconsin, Madison; **Jennifer Asmus**, University of Wisconsin, Madison

Description: We will present findings from our Personnel Development Grant, Project CASTLE, including outcomes in learning and practice for school psychology and speech language pathology trainees. We will highlight learning activities and final capstone projects.

Audience: Personnel Development Program

The Power of Teams Through Interdisciplinary Preparation in Early Intervention/Early Childhood Special Education (EI/ECSE)

Table: 47

Presenter: Jennifer Kilgo, University of Alabama at Birmingham

Description: This session will focus on the power of interdisciplinary teams, and describe a model of exemplary interprofessional education to improve team-based services using interdisciplinary competencies, content, processes, and a three-phased case study approach. Expanding interdisciplinary education in EI/ECSE, evaluating the effectiveness of these efforts, and collaborating with community partners will help advance knowledge, practices, and research in personnel preparation programs. Ultimately, interdisciplinary training will improve the EI/ECSE workforce, which will benefit young children and families.

Audience: Personnel Development Program

Components of Graduate Programs That Facilitate Equity for Non-Traditional Students

Table: 48

Presenter: Stacy Dymond, University of Illinois Urbana Champaign

Description: Non-traditional learners are older than most typical university students, participate part time, and simultaneously work while attending school and balancing family responsibilities. In this session, we will share findings from a study we conducted to learn what program variables facilitated and hindered participation of non-traditional learners in our graduate-level teacher preparation program.

Audience: Personnel Development Program

Culturally Responsive Practice for Children Who Use AAC

Table: 49

Presenters: David McNaughton, Penn State University; **Kasie Galley**, Penn State University; **Janice Light**, Penn State University

Description: We will describe the development and evaluation of an online instructional module to support culturally responsive services for children who use augmentative and alternative communication (AAC). Preliminary results provide evidence that the module activities had a significant positive impact on the knowledge and skills of the 49 preservice educators who participated in the study.

Audience: Personnel Development Program

Scholars Improving Outcomes for Diverse Learners With Disabilities

Table: 50

Presenters: Kathleen Puckett, Arizona State; **Patricia Peterson**, Northern Arizona University; **Juliet Hart Barnett**, Arizona State

Description: Three Arizona-based partnership leadership grants prepare leaders and faculty in culturally, linguistically diverse exceptional education (CLDE). The goals and objectives of these grants focus on preparing doctoral scholars as leaders to meet the needs of diverse learners with disabilities in high-needs community contexts.

Audience: Personnel Development Program

Camp Nugget: Summer Program for Children With Disabilities at California State University, Long Beach (CSULB)

Table: 51

Presenters: Melissa Bittner, CSULB; **Amanda Young**, CSULB

Description: In this session, Project CAPE project directors will showcase and discuss Camp Nugget, an experiential learning and leadership opportunity for OSEP scholars. Each summer, children with and without disabilities attend an adapted physical activity summer camp at CSULB. Project CAPE scholars plan for and facilitate camp, lead activities, conduct research, and oversee camp staff as part of their personnel preparation training.

Audience: Personnel Development Program

Changing Educational Interpreter Preparation Through Connection and Collaboration

Table: 52

Presenter: Elisa Maroney, Western Oregon University

Description: In this session, a new model of educational interpreter preparation will be shared. Experienced educational interpreters and entry-level educational interpreters come together to learn from and with each other in a master's degree program. The students on the advanced and teaching track exit as mentors, leaders, and professional development facilitators, while the entry-level interpreters exit qualified and ready to work in K–12 settings.

Audience: Personnel Development Program

Embedding Inclusive Education Practices in Preservice Early Childhood Education (ECE) Programs

Table: 53

Presenter: Rashida Banerjee, University of Denver

Description: This session will share the framework, coaching process, and resources from our OSEP-funded 325N project tasked with incorporating evidence-based inclusive education content and practices in two-year early childhood education preservice programs in the State of Colorado. The session will foster discussion about the challenges and possibilities of enhancing preservice ECE preparation coursework to focus on children with disabilities.

Audience: Personnel Development Program

Evaluation of Interdisciplinary Training: Child Behavioral Outcomes

Table: 54

Presenters: Kwang-Sun Blair, University of South Florida; **Catia Cividini-Motta**, University of South Florida; **Kimberly Crosland**, University of South Florida; **Tracy-Ann Gilbert-Smith**, University of South Florida

Description: This session will present data on behavioral outcomes for children with or without disabilities who were served by preservice behavior analysts supported by Project EBAS, which is designed to prepare school-based behavior analysts and school psychologists in an interdisciplinary training approach. The presentation will describe the components of the interdisciplinary training, classroom teacher consultation support through a collaborative team process, evidence-based behavior interventions implemented by teachers, and behavioral outcomes of the interventions for children with disabilities or at risk for disabilities due to behavioral challenges.

Audience: Personnel Development Program

Interdisciplinary Collaboration via the Prevent-Teach-Reinforce Model

Table: 55

Presenters: Catia Cividini-Motta, University of South Florida; **Kwang-Sun Blair**, University of South Florida; **Kimberly Crosland**, University of South Florida; **Tracy-Ann Gilbert-Smith**, University of South Florida; **Alison Salloum**, University of South Florida

Description: This session will focus on interdisciplinary consultation within schools. Presenters will describe the Prevent-Teach-Reinforce Model of school consultation and share outcome data (e.g., disruptive behavior; academic engagement) for children served by our scholars.

Audience: Personnel Development Program

Focus Groups for Adapted Physical Education (APE) Program Assessment

Table: 56

Presenters: Brock McMullen, University of Washington–La Crosse; **Abigail Wagner**, University of Washington–La Crosse

Description: This session will highlight how the University of Washington–La Crosse adapted physical education program utilizes focus groups to assess the effectiveness of their interdisciplinary 325K personnel preparation project. This project's purpose was to gather information about K–12 APE service delivery practices from local teachers to guide content changes in our APE teacher preparation program.

Audience: Personnel Development Program

Impact Evaluation to Build Capacity for Augmentative and Alternative Communication (AAC) Services With Dual Language Learners

Table: 57

Presenter: John Kim, San Francisco State University

Description: This presentation will demonstrate the impact evaluation design of Project AAC for ALL, targeting the shortages of special educators and speech language pathologists to meet the linguistic, academic, and social needs of an increasing number of students with disabilities who have a home language other than English, and benefit from various types of AAC. The impact evaluation design employs a logic model framework to identify project goals and to measure the elements of the project to effect change: (a) available resources (e.g., inputs), (b) the notable project activities and participation (e.g., outputs), and (c) the short-, intermediate-, and long-term project outcomes (e.g., outcomes).

Audience: Personnel Development Program

Interprofessional Training: An Academic/Clinical Crosswalk to Success

Table: 58

Presenters: Rhea Paul, Sacred Heart University; **Ellen Massucci**, Sacred Heart University; **Olivia Zilinyi**, Cooperative Educational Services; **Sheelagh Schlegel**, Sacred Heart University

Description: This presentation will describe the methods used to increase interprofessional (IP) skills in occupational therapist (OT) and speech language pathologist (SLP) scholars participating in our OSEP Personnel Preparation rant aimed at improving literacy skills for students with autism. The poster will present a crosswalk detailing the activities provided in an academic seminar and those structured as an interprofessional fieldwork experience presented in the same semester. It will detail how didactic instruction, guided case studies, and interprofessional team assignments to implement literacy support for students with autism spectrum disorders (ASD) in the fieldwork setting will be integrated across the two experiences, and demonstrate how we used data collected from each cohort of scholars to guide our modification and refinement of the training program.

Audience: Personnel Development Program

Shared Understanding of Special Education Teacher Evaluation

Table: 59

Presenters: Kimberly Rice, Arizona State University; **Sarup Mathur**, Arizona State University

Description: This session highlights the importance of principals' and special education teachers' expectations in the process of special education teacher evaluation.They are experts on instructional practices and serve as an integral part of the special education teacher evaluation. This study uses cultural domain analysis and cultural consensus analysis from the field of cognitive anthropology to measure the extent to which these two populations share an understanding of these components and the extent to which they differ in their understanding.

Audience: Personnel Development Program

Building an Early Intervention Advisory Council to Support Occupational Therapy, Physical Therapy, and Speech Language Pathology Scholars

Table: 60

Presenters: Emily Graybill, Georgia State University; **Akilah Heggs**, Georgia State University; **Yuping Chen**, Georgia State University; **Sutanuka Bhattacharjya**, Georgia State University

Description: In this session, we will describe the process of forming a cross-disciplinary community advisory council for our scholars in the occupational therapy, physical therapy, and speech/language pathology programs. We will describe how we engaged the Early Intervention Advisory Council and the benefits reported by our scholars.

Audience: Personnel Development Program

Individual Assistance With Using the Personnel Development Program Data Collection System (PDPDCS)

Table: 61

Presenters: Michelle Bloom, AnLar; **Aaron Petrillo**, AnLar; **Amy Bitterman**, Westat

Description: AnLar and Westat, supporting the Personnel Development Program, will be available to share information about the data collection system and assist Personnel Development Program grantees and scholars with accessing, submitting, and verifying data. Trained Help Desk staff members will be available for personalized support and questions during the session.

Audience: Personnel Development Program

Antiracist Mentorship in Interdisciplinary Personnel Preparation

Table: 62

Presenters: Kristin Murphy, University of Massachusetts Boston; **Christopher Denning**, University of Massachusetts Boston; **Laura Hayden**, University of Massachusetts Boston; **Amy Cook**, University of Massachusetts Boston; **Angi Stone-MacDonald**, California State University, San Bernardino

Description: This presentation will provide an overview of the ongoing development and implementation of antiracist mentorship in an urban interdisciplinary master's program preparing special educators and school adjustment counselors. Lessons learned, perspectives, and best practices will be grounded in faculty, community partner, and scholar voices.

Audience: Personnel Development Program

Enhancing Teacher Preparation Quality Through Systematic Syllabus Review

Table: 63

Presenters: Yaoying Xu, Virginia Commonwealth University; **Suzanne Alexandre**, Virginia Commonwealth University; **Katherine Szocik**, George Mason University; **Christine Spence**, Virginia Commonwealth University; **Serra De Arment**, Virginia Commonwealth University

Description: This presentation outlines a syllabus review research project in which the research team developed and used an evaluation form to evaluate early childhood special education course syllabi for the purpose of strengthening a cross-disciplinary teacher preparation program. Findings will be shared and implications will be discussed.

Audience: Personnel Development Program

Preservice Special Education Teacher Preparation on Conducting Functional Behavioral Assessments (FBAs)

Table: 64

Presenters: Rebecca Folkerts, University of Illinois Urbana–Champaign; **Hedda Meadan**, University of Illinois Urbana–Champaign

Description: The presenters will discuss key findings from a study exploring the preparation provided to preservice special education teachers in one State on conducting FBAs. Data sources included course syllabi, questionnaires for program faculty, and publicly available data on licensure programs. Results indicate a wide range in program requirements and content delivered, leaving many implications for policy changes and additional research.

Audience: Personnel Development Program

Self-Assessment in Interpreter Education Programs

Table: 65

Presenter: Katelyn Wilson, University of Arkansas at Little Rock

Description: Self-assessment is integral to the development of American Sign Language (ASL)/English interpreter skills, yet the research available on the topic is sparse. Self-assessment as part of self-directed learning should be taught in Interpreter Education Programs to better guide students toward achieving nationally recognized certifications such as the Educational Interpreter Performance Assessment for interpreters working in K–12 settings. This project explored how instructors are teaching self-assessment to students in Interpreter Education Programs as well as what type of self-assessment they are teaching.

Audience: Personnel Development Program

Quantitative Analyses of the Adapted Physical Education Employment Market in Institutions of Higher Education From 1976 Through 2022

Table: 66

Presenter: Jiabei Zhang, Western Michigan University

Description: The purpose of this study was to analyze the employment market of APE careers in institutions of higher education. The results indicate that the employment market of APE careers in higher education is continuously growing, which is driven by openings with APE as a secondary responsibility more than openings with APE as the primary responsibility. The shortage of APE personnel in institutions of higher education is a chronic issue.

Audience: Personnel Development Program

Advancing Special Education Leadership Expertise and Internships

Table: 67

Presenters: Ginger Christian, East Tennessee State University; **Mollie Rutledge**, Smyth County Schools

Description: This presentation will address policy–practice gaps in the rural school setting. Participants will learn with the project director of the Rural Initiative for Training Administrators with Special Education Expertise (RITASEE) and a scholar in her first year of internship experiences. Presenters will spotlight opportunities to champion inclusive practices, provide services, and collaborate with university and district partners to develop leadership opportunities during internships to support educators and students with diverse needs.

Audience: Personnel Development Program

I'll Be There: Connecting Black Women in Special Education Doctoral Programs With Effective Mentorship

Table: 68

Presenters: Sharde Theodore, Florida International University; **Tahnee Wilder**, University of Central Florida; **Ashley Grays**, University of Central Florida; **Danica Moise**, University of Central Florida; **Cathy Kea**, North Carolina A&T University

Description: This discussion will highlight the importance of effective mentorship for Black women pursuing special education doctoral degrees, and will identify the barriers they face in higher education. Through collaboration and empowerment in academia, the conversation will explore ways in which institutions can support Black women through culturally responsive mentorship.

Audience: Personnel Development Program

Understanding Access and Equity From Rural Leaders

Table: 69

Presenters: Pamela Williamson, University of North Florida; **David Hoppey**, University of North Florida; **Brittany Hott**, University of Oklahoma; **Ginevra Courtade**, University of Louisville; **Michael Green**, Baker County Schools

Description: We interviewed 20 special education leaders in different positions (e.g., special education directors, State-level project leads, administrators, and teachers) to understand how access and equity are supported in three States (Florida, Kentucky, and Oklahoma). This presentation will draw on those interviews to share how equity and access are enacted in and for rural communities.

Audience: Personnel Development Program

The Need For Leadership in Education, Disability, and Juvenile Justice

Table: 70

Presenters: Sarup Mathur, Arizona State University; **Heather Griller Clark**, Arizona State University; **Amber Benedict**, Arizona State University

Description: The presenters will share their reflections on challenges and insights from the two-year implementation of the Preparing Leaders in Education, Disability, and Juvenile Justice (PLEDJJ) program across three universities. A framework for a strong leadership program for the evolving field of juvenile justice special education (JJSE) will be presented. Implications for scholarship, policy, and practice will be discussed.

Audience: Personnel Development Program

Building a Quality Workforce: How One State Leveraged Funding and Partners
Table: 71

Presenters: **Koleen Kerski**, Connecticut Office of Early Childhood (OEC)/CTBirth23; **Sabrina Crowe**, OEC/CTBirth23; **Nicole Cossette**, OEC/CTBirth23

Description: Connecticut is rethinking recruitment and retention to meet the expanding Birth to Three system's needs. The State is designing a comprehensive plan to maximize funding sources, build partnerships, promote fidelity to evidence-based practices, and promote career mobility. Connecticut highlights developing and retaining high-quality early intervention staff to equitably support Connecticut's children and families.

Audience: Personnel Development Program

Recruit, Retain, Raise Up: Building a Diverse Special Education Workforce
Table: 72

Presenters: Elizabeth Rosenzweig, Columbia University; **Maria Hartman**, Columbia University

Description: This interactive workshop will use case study examples to examine ways in which personnel preparation programs can recruit, retain, and raise up students from underrepresented backgrounds. Participants will leave with a personal/institutional action plan to increase diversity and representation in their own organizations.

Audience: Personnel Development Program

Audience: State Personnel Development Grant

Improving Outcomes for Students With Significant Disabilities

Table: 73

Presenters: Alison Gauld, Tennessee Department of Education; **Alexandra Da Fonte**, Vanderbilt University

Description: The Tennessee State Personnel Development Grant, Teaching All Students (TAS), focuses on increasing access to instruction in high school for all students with significant cognitive disabilities. Training and coaching is provided to schools to support systemic change, increased ownership of the success of all students, and, ultimately, improved postsecondary outcomes. This session will describe how the TAS initiative is supporting students and systems simultaneously.

Audience: State Personnel Development Grant

Understanding Barriers and Facilitators to Vocational Success

Table: 74

Presenters: Deno Rowe, University of Pittsburgh, **Dana Page**, Minnesota Department of Education

Description: In this session, the presenters will engage the audience on research findings from a systematic literature review that was conducted to examine the barriers and facilitators to vocational rehabilitation success from the perspectives of Black, indigenous and other people of color (BIPOC) with disabilities. The presenters will outline the qualitative methodology that will be used to again gain the perspectives of BIPOC adults with disabilities on their rehabilitation experience. Presenters will discuss how the potential findings from the proposed study will be examined through the lens of an asset-based community approach and disability critical studies, or DisCrit.

Audience: State Personnel Development Grant

Using Implementation Science With Fidelity: Lessons Learned

Table: 75

Presenters: Sandi Cole, Indiana University, Bloomington; **Hardy Murphy**, Indiana University, Indianapolis; **Nancy Holsapple**, Indiana Department of Education

Description: Over the past eight years, Indiana has used the NIRN Implementation Science framework to support the implementation, scaling, and sustaining of Universal Design for Learning. Our experiences in understanding and implementing this framework with fidelity will be discussed. Lessons learned in our work in 12 school districts will be highlighted.

Audience: State Personnel Development Grant

Using the Power of Teaming to Advance Implementation Fidelity

Table: 76

Presenters: Melanie Upright, Johns Hopkins University; **Andrea Schanbacher**, Johns Hopkins University

Description: Effective implementation and sustainability are key concerns for leaders charged with improving outcomes. Creating a successful implementation team is a critical step. This presentation will focus on how to establish high-performance teams as a strategy for promoting high-quality implementation of evidence-based practices (EBPs).

Audience: State Personnel Development Grant

Audience: Technical Assistance and Dissemination

The Practice-Based Coaching (PBC) Data-Informed Decision-Making (DIDM) Implementation Profile

Table: 77

Presenters: Patricia Snyder, University of Florida; **Darbianne Shannon**, University of Florida; **Jennifer Harrington**, University of Florida

Description: PBC is an early childhood coaching framework with a focus on supporting early childhood practitioners' job-embedded implementation of effective practices. As part of a model demonstration project, we are collaborating with leadership teams and coaches across six diverse early childhood demonstration sites on a DIDM model for PBC. This poster describes the PBC-DIDM Implementation Profile, a tool designed to support teams and coaches in identifying meaningful and relevant goals for installing and implementing the PBC-DIDM model.

Audience: Technical Assistance and Dissemination

Tier 1 Integrated Reading and Behavioral Supports

Table: 78

Presenters: Tobey Duble Moore, University of Connecticut; **Jessica Bourget**, University of Connecticut

Description: This poster will provide a description of part of our IES-funded research project focused on integrated multi-tiered systems of support (MTSS). The presentation will share information about evidence-based practices and systems that support integrated reading and behavioral interventions, lessons learned from implementing these practices in schools as part of a Federally funded research project, and initial outcome data from our study.

Audience: Technical Assistance and Dissemination

Elements of a Sustainable Ecosystem Rubric: A TA and Evaluation Tool

Table: 79

Presenters: Sara Evans, American Institutes for Research–PROGRESS Center; **Judy Lee**, Evergreen Evaluation & Consulting, Inc.–PROGRESS Center

Description: The PROGRESS Center developed the Elements of a Sustainable Ecosystem Rubric to guide special education technical assistance (TA) to local educators and support project evaluation. The rubric includes elements found necessary for implementing a sustainable system with the capacity to develop and implement high-quality educational programming for students with disabilities. The presentation will share lessons learned and recommendations for future use from a TA provider and a center evaluator.

Audience: Technical Assistance and Dissemination

Co-developing Professional Learning for Students With Extensive Support Needs (ESN)

Table: 80

Presenters: Alice Williams, Florida State University; **Jenny Root**, Florida State University

Description: This poster describes how the READUP Research-Practice Partnership utilized the diverse expertise and experiences of the school-based special education teachers, administrators, university faculty, and doctoral students to co-develop professional learning focused on the science of reading for students with ESN. Both the process of partnering and the targeted outcomes were focused on equity. The students of focus are historically marginalized within ableist educational systems that result in appalling post-school outcomes.

Audience: Technical Assistance and Dissemination

College and Career transition Clubs: Taking Steps Forward

Table: 81

Presenter: Melanie Lopez, Florida Center for Students with Unique Abilities (FCSUA)

Description: The session will highlight FCSUA's dissemination of information and preparation to secondary students to facilitate their transition into Florida Postsecondary Comprehensive Transition Programs (FPCTPs). The session will include highlights of FCSUA's College and Career Transition Club (CCT Club) data within the annual report, student learning outcomes, and current best practices to support students in entering inclusive postsecondary education.

Audience: Technical Assistance and Dissemination

Innovative Ways to Communicate With Parents About Assessments for Students With Disabilities

Table: 82

Presenters: Kristin Liu, National Center on Educational Outcomes (NCEO); **Andrew Hinkle**, NCEO; **Sue Barlow**, Center for Parent Information and Resources; **Tania May**, Washington Office of the Superintendent of Public Instruction; **Eliana Tardio Hurtado**, WestEd

Description: This session will highlight multiple streams of parent-focused knowledge development and dissemination activities aimed at increasing K–12 parent awareness of and engagement with classroom, school, district, and State assessments for students with disabilities. Participants will learn about multi-format, customizable, multilingual resources to disseminate electronically, in print, and by social media, as well as training materials for parent training and technical assistance center staff who support parents. Many of the highlighted materials were developed in collaboration with State educational agencies and parent training and technical assistance centers.

Audience: Technical Assistance and Dissemination

Using Part D to Improve Outcomes for Youth in the Justice System

Table: 83

Presenter: Victor St. John, National Evaluation and Technical Assistance Center for the Education of Children and Youth Who Are Neglected, Delinquent or At Risk (NDTAC)

Description: NDTAC will present on how Title I, Part D (TIPD) funds and the Center's resources can improve outcomes for youth in secure settings. Attendees will learn: (a) how funds are distributed and used to support the educational needs of youth, and (b) how to access user-friendly State and local data to track outcomes of youth supported by TIPD programming across jurisdictions and key demographics.

Audience: Technical Assistance and Dissemination

Equity and Inclusion, Inside and Out: Collaboration for Effective Educator Development, Accountability and Reform (CEEDAR) Center PD and TA

Table: 84

Presenters: Erica McCray, CEEDAR Center/University of Florida; **Kate Adams**, CEEDAR Center/University of Florida; **DaShaunda Patterson**, Georgia State University; **LaRon Scott**, University of Virginia

Description: In this session, presenters will share strategies used by the CEEDAR Center staff and partner TA State participants to increase the focus on equity and inclusion for students with disabilities from multiply marginalized backgrounds. The CEEDAR Center staff provides whole group and small group PD to states that is aligned with Technical Assistance and Dissemination (TA&D).

Audience: Technical Assistance and Dissemination

Communities of Practice as a Catalyst for Change: Celebrating Wins and Lessons Learned From the National Center on Intensive Intervention (NCII) and CEEDAR

Table: 85

Presenters: Sarah Benz, American Institutes for Research; **Lindsey Hayes**, American Institutes for Research; **Rebecca Zumeta Edmonds**, American Institutes for Research

Description: In this session, participants will learn about how NCII and CEEDAR are leveraging communities of practice (CoPs) as part of their TA offerings. Participants will hear from project leaders about the wins, lessons learned, and recommendations for running effective CoPs for various stakeholders.

Audience: Technical Assistance and Dissemination

Improvement in Communication Consistency in Internship Courses

Table: 86

Presenter: Meagan Beaty, University of Arkansas at Little Rock

Description: This session will discuss the importance of consistent communication among individuals working towards a common goal. The session will exhibit ways to disseminate information in an effective and concise manner to all individuals using an online platform that can be used for interaction, document submissions, and information dissemination.

Audience: Technical Assistance and Dissemination

Improving Academic Outcomes for Secondary Students Using the PBIS Model
Table: 87

Presenters: Dana Page, University of Louisville; **Simonie Moore**, University of Central Florida

Description: This session will give audience members strategies for improving academic outcomes for secondary students while addressing behavioral challenges and disruptions to classroom instruction. Research has shown that effective classroom management in the learning environment directly correlates to students' ability to learn, which is especially true for students with disabilities.

Audience: Technical Assistance and Dissemination

Scholar Posters

Essential Components of New Special Educator Mentoring Programs

Table: 88

Presenter: Rachel Bowman, Virginia Commonwealth University

Description: This session will share results from a literature review on the essential components of mentoring for new special educators. Findings indicate that virtual options, such as Statewide e-mentoring programs, may allow for more effective matches and lead to better retention outcomes.

Audience: Data

Specially Designed Instruction: Operationalizing the Delivery of Special Education Services

Table: 89

Presenters: Jillian Thoele, University of Georgia–National Center for Leadership in Intensive Intervention; **Emily Reno**, University of Minnesota–National Center for Leadership in Intensive Intervention

Description: Delivering specially designed instruction (SDI) is the hallmark of special education. However, where, when, and how SDI is delivered is interpreted differently across special education practitioners. In this session, we provide an overview of how SDI is defined in the literature and provide a framework for planning the delivery of meaningful, specially designed instruction for students with disabilities.

Audience: Part B

Series of Studies: Writing and Self-Determination in Juvenile Justice

Table: 90

Presenters: Allyson Pitzel, University of Alabama; **Kristine Jolivette**, University of Alabama; **Sara Sanders**, University of Alabama

Description: Youth with and at risk for emotional and behavioral disorders (EBD) in the juvenile justice system experience a variety of deficits across domains (e.g., academic, behavior, social-emotional). Combining writing and self-determination instruction through the self-regulated strategy development (SRSD) instructional approach can assist youth with achieving positive outcomes. This session presents the results of three sequential single-case design studies conducted in an all-female juvenile justice facility using SRSD with self-determination to improve writing performance.

Audience: Data

Building Fluency: Synthesizing Mathematics Fact-Fluency Interventions

Table: 91

Presenters: Danielle Lariviere, The University of Texas at Austin; **Tessa Arsenault**, The University of Texas at Austin

Description: In this poster, we outline our synthesis of mathematics fact-fluency interventions for students in Grades 1–8. Across 18 included studies, we assessed intervention efficacy and described instructional methods used. Implications include encouraged use of drills, flashcards, and games to build students' mathematics fact fluency.

Audience: Educational Technology, Media, and Materials

Comorbid Language-Based Learning Disabilities (LBLD)

Table: 92

Presenters: Jiaxin Jessie Wang, Vanderbilt University; **Lindy Johnson**, Michigan State University

Description: This session reviews the experiences of students who experience LBLD. LBLD cause individuals to struggle with the acquisition, recognition, and use of words, both orally and in literacy. The session discusses strategies for students with LBLD using the taxonomy of intensive intervention.

Audience: Parent Center

Fieldwork Opportunities and Outcomes

Table: 93

Presenters: Tracy Paskiewicz, University of Massachusetts, Boston; **Serra Acar**, University of Massachusetts, Boston; **Melissa Pearrow**, University of Massachusetts, Boston; **Kelly Brown**, University of Massachusetts, Boston

Description: This session will describe the fieldwork experiences of Interdisciplinary Collaboration in Early Childhood Project (ICEP) scholars at University of Massachusetts, Boston. We will discuss how to engage in continuous program improvement and share resources for growth. We will also discuss how to create interdisciplinary practicum experiences with the goal of impacting child and family outcomes.

Audience: Personnel Development Program

Decolonizing Syllabi in Interdisciplinary Programs

Table: 94

Presenters: Serra Acar, University of Massachusetts Boston; **Kristin Murphy**, University of Massachusetts Boston; **Christopher Denning**, University of Massachusetts Boston

Description: This poster will provide an overview of the decolonizing syllabi in two interdisciplinary master's programs. Examples of course materials, assignments, and syllabus review tools will be shared.

Audience: Personnel Development Program

Promoting Equity: Open Educational Resources In Personnel Development

Table: 95

Presenters: Zhen Chai, California State University, Northridge; **Serra Acar**, University of Massachusetts, Boston; **Ching-I Chen, Kent State University**

Description: This poster will provide an overview of the adoption and adaptation of open educational resources (OER) for courses in two interdisciplinary programs in different institutions. Examples of course materials and assignments will be shared.

Audience: Personnel Development Program

Continuing the Conversation: Perspectives of OSEP Scholars

Table: 96

Presenters: Paloma Pérez-Clark, University of Kansas; **Abbi Long**, University of Louisville; **Rebecca Folkerts**, University of Illinois Urbana-Champaign; **Casey Kim**, University of Illinois Urbana-Champaign

Description: In 2021, five doctoral students formed a national group to support our colleagues through the isolation and reduction of opportunities caused by COVID-19. Two years later, this network has expanded exponentially. This session highlights the successes from our steering committee and visions and perspectives from a sample of doctoral students funded through 84.325D or 84.325H grants (i.e., "OSEP Scholars").

Audience: Personnel Development Program

Precorrection for Youth With EBD in a Residential Treatment Facility

Table: 97

Presenters: Ashley Virgin, The University of Alabama; **Kristin Jolivette**, The University of Alabama; **Sara Sanders**, The University of Alabama

Description: In this session, the results of an alternating-treatments-design (ATD) study investigating the effects of precorrection and precorrection with integrated Feelings Circles (e.g., social-emotional learning kernel) will be discussed. The study was conducted in a children's residential treatment facility in the Southeastern United States with two youth aged 10 and 11. Precorrection is an eight-step low-intensity behavior strategy that can proactively assist youth with reaching behavioral goals. Precorrection with integrated Feelings Circles is an eight-step intervention that seeks to build the emotional understanding of youth and aid them in proactively reaching behavioral goals.

Audience: Personnel Development Program

Beyond Project CREED: Our Legacy and Lifetime Commitment

Table: 98

Presenters: Cathy Kea, North Carolina Agricultural and Technical State University; **Fanica Young**, University of Central Florida; **Arianna Allen**, District of Columbia Public Schools; **Sharde Theodore**, Florida International University

Description: Teachers of color leave the field at a higher annual rate than their white peers, citing several critical issues (e.g., preparation, roles and responsibilities, working conditions) in explaining why they choose to leave, move, or stay in special education. Educator preparation programs can help combat this loss of teachers of color by developing effective strategies to attract, prepare, and retain traditionally underrepresented personnel to teach culturally and linguistically diverse students, communicate with their families, and thrive in diverse communities. The purpose of this session is to share the model used by one educator preparation program at a historically Black university to provide supports and culturally responsive preparation from entrance to exit, during the induction years, and beyond the special education teacher workforce.

Audience: Personnel Development Program

Policy and Research-Intensive Special Education (PRISE) Cohort

Table: 99

Presenters: Colleen Thoma, Virginia Commonwealth University; **Sarah Nagro**, George Mason University; **LaRon Scott**, University of Virginia; **Regina Frazier**, Virginia Commonwealth University

Description: This presentation will highlight the research-to-policy work of our Virginia Commonwealth University and George Mason University Policy and Research-Intensive Special Education (PRISE) cohort scholars and the work's impact on teacher shortages broadly in the education field. Following a program description, scholars and principal investigators will report on the diverse ways they work to attract, prepare, and retain special educators across the State and the nation broadly through policy, research, and service.

Audience: Personnel Development Program

Trauma-Informed Adaptations to the Check-In, Check-Out Intervention

Table: 101

Presenters: Aimee Hackney, The University of Alabama; **Kristine Jolivette**, The University of Alabama; **Sara Sanders**; The University of Alabama

Description: This poster describes a study at a residential treatment facility for youth with or at risk for emotional and behavioral disorders on the effects of trauma-informed adaptations (PRIDE skills guiding adult/youth conversations and using student self-reflection sheets rather than point sheets) within a Check-In, Check-Out intervention. Discussion will include study procedures, considerations for implementing Trauma-Informed Check-In, Check-Out (TI-CICO), study results, and conversations about responding to contextual variables while conducting studies in restrictive educational settings.

Audience: Data

Seeing the Mouth: The Importance of Articulatory Gestures

Table: 102

Presenter: Christina Novelli, University of Georgia

Description: Substantial evidence exists suggesting that access to articulatory gestures during instruction improves students' phonological awareness skills, but researchers have yet to explore the role of articulatory gestures in initial phonics instruction. The purpose of this study was to examine if visual access to articulatory gestures (i.e., mouth cues) of the instructor increases the acquisition and retention of grapheme-phoneme correspondences (GPC). A secondary purpose was to examine if strategic incremental rehearsal is an effective method for teaching GPC to preschoolers. A multiple probe across behaviors with an embedded, adapted alternating-treatments design was used to examine intervention effects. Results provide strong evidence of the importance of students having visual access to their teachers' articulatory gestures during GPC training.

Audience: Data

Raising a Child With Down Syndrome: An Analytical Autoethnography

Table: 103

Presenter: Monica Grillo, Virginia Commonwealth University

Description: This poster showcases the lived experience of a non-traditional doctoral student who is funded by an OSEP Personnel Preparation Grant. Autoethnographic research from American mothers of children with Down syndrome with complex congenital heart disease (CHD) is a gap in the literature. This project, my autoethnography of raising a child with Down syndrome over the past seven years, will add new knowledge to the field through a deep and rich analysis of the lived experiences of a mother while she navigates policies that affect her child's well-being and education.

Audience: Parent Center

Social Validity Assessment to Improve Research and Practice

Table: 104

Presenter: Amber Reilly, University of Minnesota

Description: The audience will learn about the integration of social validity assessment when translating research to practice using an implementation science framework. The presenter will discuss the results of a systematic literature review on the state of the inclusion of social validity assessment in studies used to support the establishment of EBPs for students with autism, and will provide a social validity checklist for both researchers and practitioners to think critically about their practices.

Audience: Data

Beehives and Scholar Academy: Promoting Interdisciplinary Learning
Table: 105

Presenters: Sarah Hansen, Georgia State University; **Claire Donehower Paul**, Georgia State University; **Christopher Tullis**, Georgia State University

Description: In this talk we will showcase outcomes and impressions of two innovative activities our scholars have participated in to develop their interdisciplinary practice, research, and learning. These activities are (a) scholar academy, where leading scholars in the fields of applied behavior analysis and/or early childhood special education and related fields give guest lectures and have interactive conversations with the scholars, and (b) Beehives. Beehives is a supplementary meeting where students are grouped across the two disciplines with one of the project faculty members and work together on independent research or investigations of the literature.

Audience: Part C/619

Technology Demonstrations

Project RISE: A Mission for Educator Preparation Collaboration

Table: 106

Presenters: Matthew Marino, University of Central Florida; **Michelle Patterson**, University of Central Florida; **Tahnee Wilder**, University of Central Florida; **Ashley Grays**, University of Central Florida; **Yacine Tazi**, University of Central Florida

Description: The RISE interactive map provides a platform for special education teacher preparation programs to develop strategic partnerships. With over 900 programs represented, our map makes it possible to quickly identify programs with similar goals, locations, program characteristics, student profiles, and instructional design features. Come see how the RISE map can make it easy for your program to connect with other programs and harness "the power of us."

Audience: Personnel Development Program

Visualizing IDEA Data: CIID's Venture With BI Tools

Table: 107

Presenter: Miki Imura, CIID; **Audrey Rudick**, CIID

Description: CIID is moving beyond EDFacts! A new workgroup has formed to create useful BI reports using data in the CEDS Data Warehouse. Learn about our work and preview the first report on significant disproportionality.

Audience: Data

Use of a Coaching Technology Platform for Supporting Student Behavior

Table: 108

Presenters: Alexander Kurz, Arizona State University; **Linda Reddy**, Rutgers University; **Todd Glover**, Rutgers University; **Gina Mazzariello**, Rutgers University

Description: The purpose of this session is to provide a technology demonstration of how an online platform, known as ReadyCoach, can be used within a research-based instructional coaching framework to support the implementation of behavior interventions for students with or at risk for externalizing behavior disorders (EBDs). Examples will be provided of how the technology supports data-based grouping of students, intervention identification and implementation, and monitoring of implementation fidelity and student goal progress.

Audience: Data

Improving Student Outcomes With the Described and Captioned Media Program's (DCMP's) Accessible Media Platform

Table: 109

Presenters: Jason Stark, DCMP; **Kyle Sisk**, DCMP

Description: This session will provide an overview of DCMP's accessible media center and the activities of DCMP's accessible television grant, with particular emphasis on new products/services. Information will be provided on how educators, paraprofessionals, and families access DCMP services and also how OSEP projects/centers can share information about the project with their users.

Audience: Educational Technology, Media, and Materials

Technology Supports for Implementation Effectiveness: Check & Connect

Table: 110

Presenters: David Johnson, University of Minnesota; **Eileen Klemm**, University of Minnesota

Description: This presentation will describe several technology tools developed to support State, district, and school-level implementation and scaling up of Check & Connect (C&C). C&C is a tier 2 and tier 3 universally designed student engagement and dropout prevention intervention for middle and high school students with disabilities and others at risk of school failure. Technology tools include seven online professional development support modules that guide C&C implementation and a web-based application that helps C&C mentors and coordinators document, monitor, and report on student progress.

Audience: Educational Technology, Media, and Materials

A STEM Adventure for Young Children and Their Families

Table: 111

Presenters: Chih-Ing Lim, STEM Innovation for Inclusion in Early Education (STEMIE), Frank Porter Graham (FPG) Child Development Institute, University of North Carolina at Chapel Hill; **Wendy Sapp**, Bridge Multimedia; **Megan Vinh**, STEMIE, FPG Child Development Institute, University of North Carolina at Chapel Hill; **Matt Kaplowitz**, Bridge Multimedia

Description: Come learn about the My STEM Adventure app developed by the STEMIE Center in partnership with Bridge Multimedia and FableVision. The born-accessible app seeks to help young children with and without disabilities, birth to five, learn about science, technology, engineering, and math by exploring the world around them together with the adults in their lives.

Audience: Educational Technology, Media, and Materials

Come Learn and Collaborate With the Center for Innovation, Design, and Digital Learning (CIDDL): How Will AI Shape the Future?

Table: 112

Presenters: James Basham, University of Kansas; **Angelica Fulchini**, University of Kansas; **Eleazar Vasquez**, University of Central Florida; **Matthew Marino**, University of Central Florida; **Sean Smith**, University of Kansas

Description: What is artificial intelligence (AI) and how will it transform special education? Come experience and discuss how AI will change education and special education. Presenters from CIDDL will highlight how this OSEP-funded center is supporting the field's understanding and use of technology. Resources and connections for continuous engagement will be provided.

Audience: Educational Technology, Media, and Materials

Engaging and Educating Learners Using Technology

Table: 113

Presenters: Tara Courchaine, CAST; **Sherri Wilcauskas**, CAST; **Anne-Marie Knokey**, CAST; **Bryan Dean**, CAST; **Kristin Robinson**, CAST

Description: Educators and teacher preparation faculty will learn and explore considerations for incorporating technology in their classrooms. Technology demonstrations will include two Universal Designed technology applications, Clusive and Corgi. Participants will learn how to select and use technology that meets the needs of all learners, including learners with disabilities, second language learners, and other underserved populations.

Audience: Educational Technology, Media, and Materials

Deafverse: How a Game Teaches Deaf Teens to Level Up in Life

Table: 114

Presenters: Kent Turner, National Deaf Center; **Carrie Lou Bloom**, National Deaf Center

Description: Deafverse is a choose-your-own-adventure online game created just for deaf teenagers, where they can learn essential skills for success in high school and beyond. While playing this educational game, players get to make their own choices, stand up for themselves, and build confidence and skills they can use in real life.

Audience: Educational Technology, Media, and Materials

Bookshare Reader Suite Demonstration

Table: 115

Presenters: Katy Beehler, Benetech; **Lisa Wadors Verne**, Benetech

Description: Bookshare is a free accessible ebook library for students with print disabilities, and is a must-have for your Universal Design for Learning toolkit supporting your students. The Bookshare Reader Suite is a set of free tools aimed at increasing equity in access to reading and learning for people with reading barriers—especially those who do not have regular access to the internet, or time and resources to invest in supplemental assistive technology. The suite includes applications for smart speakers, web, and mobile.

Audience: Educational Technology, Media, and Materials

Taming the Wild West: A Multimedia Option for Observing Teaching and Delivering Consistent Feedback

Table: 116

Presenters: Michael Kennedy, University of Virginia; **Rachel Kunemund**, University of Virginia; **Erica McCray**, University of Florida; **Sarah Nagro**, George Mason University

Description: This session falls under the conference's advancing equity, implementing effective dissemination and implementation strategies, and improving academic and developmental outcomes themes. When it comes to how teacher educators, school administrators, coaches, and others observe and give feedback to teachers and others in training, it can feel like the Wild West in terms of variability of methods and effectiveness. In this session we introduce COACHED, which is a customizable, multimedia platform for conducting real-time observations and turning resulting data into formative coaching notes for any teacher in training. COACHED was iteratively developed and tested using multiple OSEP and Institute of Education Sciences (IES)/NCSER-funded awards over the past 10 years.

Audience: Educational Technology, Media, and Materials

AvenuePM: A Progress Monitoring Suite Helping Teachers Improve Literacy
Table: 117

Presenters: Rayne Sperling, Penn State University; **Susan Rose**, University of Minnesota; **Simon Hooper**, Penn State University

Description: This session will provide a hands-on demonstration and access to AvenuePM, a gamified system to monitor students' literacy (for kindergarten through grade 6). Eight one-minute measures designed for use with students who are deaf, are hard of hearing, or have language differences will be featured. The research base, professional development modules, and instructional strategies website will be available for review.

Audience: Educational Technology, Media, and Materials

DebriefScape and RAISE: Innovative STEM Support Programs

Table: 118

Presenters: Lisa Dieker, University of Central Florida; **Rachel Hallett-Njuguna**, University of Central Florida; **Shaunn Smith**, University of Central Florida

Description: During this session, the project team will share their progress on two Stepping-Up Projects: The DebriefScape project, which has developed innovative online supports for instructional coaches and teachers as they work with special education students in STEM, and Project RAISE which has created a digital toolkit to improve the social skills of students with disabilities.

Audience: Educational Technology, Media, and Materials

Coaching Organizer: Facilitating Effective Peer-Based Coaching

Table: 119

Presenters: Carol Davis, University of Washington; **Scott Spaulding**, University of Washington; **Mischa McManus**, University of Washington

Description: Peer-based coaching is effective professional development that provides one-on-one, ongoing support for the implementation of evidence-based practices through planning, observation, and performance feedback. To facilitate this process, we developed a web-based tool for teacher/educator–coach dyads that provides opportunities for reflection and feedback on teacher practices within the coaching process.

Audience: Educational Technology, Media, and Materials

Using Technology to Guide Coaching in Data-Driven Reading Intervention

Table: 120

Presenters: Gina Mazzariello, Rutgers University; **Todd Glover**, Rutgers University; **Linda Reddy**, Rutgers University; **Alex Kurz**, Arizona State University

Description: The Data-Driven Instructional Coaching Model (DDICM), a framework for supporting interventionists in implementing early reading interventions, makes use of implementation protocols and an online platform to facilitate support for students with or at risk of reading disabilities. This session will provide a demonstration of how the online platform, known as ReadyCoach, can be used within the DDICM framework to guide instructional coaches, classroom teachers, and interventionists in (a) using screening and diagnostic data to set goals and group students, (b) selecting appropriate student interventions, and (c) monitoring intervention implementation and student progress.

Audience: Technical Assistance and Dissemination

Beyond the LMS: How to capture—and Use!—Learner Activity Data From Web-Based Training/Technical Assistance

Table: 121

Presenter: Wendy Morgan, State Implementation and Scaling-up of Evidence-based Practices (SISEP) Center

Description: The SISEP project provides a wealth of publicly available information through its Active Implementation Hub (AI Hub). But the AI Hub serves another purpose as well: data from universal TA are leveraged as part of an innovative and detailed blended learning strategy that informs SISEP's targeted and intensive support. Implementation support providers access custom data visualizations based on robust, personalized data captured through AI Hub prework to maximize their effectiveness and efficiency by reviewing, extending, enhancing, or skipping topic areas depending on existing learner knowledge. How does SISEP get these data? How can you implement a similar strategy? Learn about the cutting-edge educational technology behind SISEP's blended approach and find out how you can inexpensively access this same infrastructure to collect your own customized data from web-based instruction.

Audience: Technical Assistance and Dissemination

Using Center for IDEA Fiscal Reporting (CIFR) Calculation Tools to Improve State Fiscal Processes

Table: 122

Presenters: Laura Johnson, CIFR; **Tom Munk**, CIFR

Description: CIFR staff will provide an in-depth demonstration of tools designed to help State staff accurately report fiscal data to OSEP and improve fiscal processes.

Audience: Fiscal

Budgeting and Tracking Expenditures With CIFR's Part C Calculator

Table: 123

Presenters: Beth Cole, CIFR; **Meg Nelson**, CIFR

Description: CIFR staff will provide an in-depth demonstration of an interactive Excel tool designed to help State staff accurately plan and track their Part C grant budget and expenditures. Part C staff will learn how to organize data needed for their State grant applications and to manage timely spend-down of IDEA funds during the grant period.

Audience: Fiscal