2017 TN-Council for Exceptional Children Conference

Building for the future: Embracing our commitment to special education

Council for **Exceptional Children**

1

MAKE & TAKE AND APPLICATION PRESENTATIONS

2

RESEARCH-BASED LECTURES AND POSTER PRESENTATIONS

3

EXHIBITION AND VENDORS

4

NETWORKING

2017 TN-CEC Conference

Building for the future:
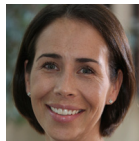## *Embracing our commitment to special education*

On behalf of the Executive Board of TN-CEC, we will like to welcome you to the 2017 TN-CEC Conference. We have planned an amazing day for all of you! We have make-and-take presentations, application presentations, research-based presentations, and wide range of exhibitor and vendors. Hope you enjoy your day with us, and if there is anything else we can do to make this day better, please let us know.

Thank you for your commitment to the field and to TN-CEC!

Alexandra Da Fonte
TN-CEC Executive Board President

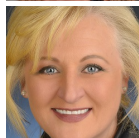## TN-CEC Executive Board Members

Alexandra Da Fonte
President
Nashville

Joan Grim
President-Elect
Knoxville

Sally Barton-Arwood
Secretary
Nashville

Seth King
Treasure
Cookeville
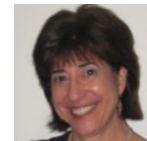
Amy Callender
Membership Chair
Cookeville

Mari Beth Coleman
Communication Chair
Knoxville

Luann Ley Davis
CAN Coordinator
Memphis

SCHEDULE AT-A-GLANCE

7:30-4:00	Visit exhibitors and vendors (Room 102)
7:15-7:50	Registration
7:50-7:55	Welcome remarks *Dr. Alexandra Da Fonte, Executive Board President* *Dr. Alan Coverstone, Belmont University, Department Education*
8:00-8:50	Breakout Session 1 Break – *visit exhibition and vendors*
9:00-9:50	Breakout Session 2 Break – *visit exhibition and vendors*
10:00-10:50	Breakout Session 3 Break – *visit exhibition and vendors*
11:00-11:50	Breakout Session 4 Poster Session 1 Break – *visit exhibition and vendors*
12:00-1:00	Lunch – (provided)
1:00-1:50	Breakout Session 5 Break – *visit exhibition and vendors*
2:00-2:50	Breakout Session 6 Break – *visit exhibition and vendors*
3:00-3:50	Breakout Session 7 Poster Session 2
4:00	TN-CEC Members and Executive Board Annual Meeting End of conference

Acknowledgements

The Executive Board of TN-CEC will like to thank Belmont University and the Department of Education at Belmont for their gracious support and hosting the 2017 TN-CEC Conference at the Belmont University, Williamson County Building.

We would also like to thank the following individuals for their invaluable assistance and support:
- The Council for Exceptional Children
- Sponsors
- Exhibitors and vendors
- Presenters
- Hilton Garden INN

Our Presenters

The Executive Board of TN-CEC is very excited to announce that we have representatives from across the state in the 2017 TN-CEC Conference. Our presenters are coming from:

Centers and Other Community Partners
- IRIS Center
- SPDG Project
- Tennessee Commissioner, Division of Special Populations and Student Support
- Tennessee Department of Education

School Districts
- Collierville Schools
- Decatur County Schools
- Franklin Special School District
- Hamilton County School
- Knox County Schools
- Metro Nashville Public Schools
- Putman County Schools
- Sumner County Schools
- Williamson County Schools

Universities
- Belmont University
- Carson-Newman University
- East Tennessee State University
- Milligan College
- Tennessee Technological University
- The University of Memphis
- Union University
- University of Tennessee, Knoxville
- Vanderbilt University

WELCOME REMARKS

7:45-7:55

ROOM 102-103

Executive Board President of Tennessee Council for Exceptional Children
Dr. Alexandra Da Fonte

Belmont University, Department Education
Dr. Alan Coverstone

BREAKOUT SESSIONS 1

8:00-8:50

ROOM 101

Effective classroom management: Implementing a student orientation package
Luann Ley Davis

The ability to organize classrooms and manage behaviors simultaneously is a critical issue for special educators. This session will provide the tools and strategies needed to develop a student orientation package to build positive relationships with students and families to create a classroom environment that is conducive to learning.

ROOM 104

Further up and further in: Using young adult literature to stretch the boundaries of inclusion
Cindy Lang, Sheryl Butler, Haley Ottinger, and Karen Dodd

After reading young adult literature featuring characters with disabilities, graduate students (current teachers) created projects to portray their understanding of the books. In addition, students designed components of lesson plans to incorporate into their own classroom using the books in order to foster a safe, inclusive environment for all students.

ROOM 105

Using Google classroom for differentiating instruction
Allison Ledford and John J. Wheeler

The purpose of this presentation will be to provide participants with a hands-on-workshop on differentiating academic instruction with elementary learners using Google classroom.

BREAKOUT SESSIONS 2

9:00-9:50

ROOM 101

Creating interactive instructional materials using PowerPoint software
Mari Beth Coleman, Jason Gordon, Carrie O'Reilly, and Jessica Eshbaugh

During this session, ideas for using PowerPoint software for instruction of students with disabilities will be presented. Some ideas presented will include creating accessible reading materials for students with physical and visual disabilities, promoting reading and math skills, and increasing social behaviors.

Storybook time: Making it meaningful for all learners

Gwen Diamond, Christine Douthwaite, Margaret Sanders, and Alexandra Da Fonte

This presentation will focus on adaptations that can be used by special education practitioners and families during literacy activities and storybook readings to enhance the development of language and communication skills for children with disabilities. The use of communication boards and AAC devices during literacy activities will be discussed.

ROOM 105

You CAN get there from here: The IRIS Center's modules on secondary transition

Amy Harris and Kim Skow

It's more important than ever to prepare students for employment or further education after high school, especially students with disabilities. Join IRIS for an overview of our informative series of online Modules about secondary transition and how schools, educators, and agencies can work together to help plan for them!

BREAKOUT SESSIONS 3

10:00-10:50

ROOM 101

Burnout and professional development needs in rural school districts

James Fox

We present a summary of the rationale, methods, and preliminary data from a Spencer Foundation funded on-line survey of special education teachers and administrators in rural districts of northeast Tennessee, western North Carolina, and southwest Virginia regarding their stress, burnout and professional development needs.

ROOM 104

Increasing food intake using high-probability sequencing for an adolescent with ASD

Seth King

Individuals with ASD have an increased risk of food selectivity and related health concerns. High-probability (high-p) sequencing involves prefacing the presentation of less preferred requests with preferred requests and is used to address inappropriate behaviors. This study determined the effectiveness of using high-probability foods to increase food acceptance in an adolescent with ASD.

ROOM 105

Differentiated instruction using StoryboardThat, online story telling tool.

Tara Cosco and Christine Heaton

StoryboardThat provides tools for the following areas: classroom management, learning aids, social stories, and graphic organizers. Students may enjoy seeing a character that looks like them in a story. Learning aid tools available are: graphic organizers, character maps, plot diagrams, essay scaffolds, sequencing, and sorting. Social story options are: daily living skills, social situations, classrooms, transitions, and unexpected events. Graphic Organizer options include: Compare and Contrast T-Charts, K-W-L Charts, Spider Maps, Frayer Models, Grid Layouts, and Timelines. Various options provide teachers and students help with maintaining behavior, learning, social skills, and organizing thoughts.

BREAKOUT SESSIONS 4

ROOM 103

Poster #1

Making it work! Special and general education teachers coming together
Sally Barton-Arwood and Alexandra Da Fonte

With a focus on inclusive education for students with special needs, both general and special education teachers have responsibilities for positive outcomes for all students. This session will discuss pre-service teacher perspectives about collaboration and strategies to support successful collaboration based on current literature.

Poster #2

Collaboration: Strategies and techniques for a more efficient process
Nathan Dunnavant and Cametreus Clardy

This session will provide an in depth look at how collaboration is being taught in preservice teacher programs and how current practitioners are using collaborative methods. We will also specify a myriad of research based strategies and techniques to better improve collaborative education in preservice teacher programs and to make collaboration a more efficient process for practitioners.

Poster #3

Evidence-based practices for postsecondary transition
Carrielynn O'Reilly, Jessica Eshbaugh, and Jason Gordon

An overview of evidence based practices to achieve successful transition from school to work and post-secondary education for students with disabilities.

Poster #4

A meta-analysis on augmented reality interventions for students with disabilities
Byungkeon Kim and David Cihak

The effectiveness of augmented reality interventions for students with disabilities was examined through meta-analysis. A systematic search was undertaken for studies published up to April 2017, and a total of 10 studies were selected according to the inclusion criteria. The overall effect size, moderator effect, and publication bias are discussed.

Poster #5

Disability awareness and education for K-12 school communities
Stacey Robertson and Anisa Allad

In order for students with disabilities to have the greatest chance at success, they must be given a variety of academic, social, and vocational opportunities inside and outside of special education; however, access to these opportunities often depends on the willingness of the public to provide them, and that willingness is, for better or for worse, impacted by one's level of comfort and/or knowledge of disability. The purpose of this presentation is to highlight the importance of disability awareness and education in K-12 school communities in creating school cultures that are conducive to the holistic development of students with disabilities and to offer suggestions on how to provide that education.

Poster #6

Preparing transition tools for graduates of inclusive higher education programs
Kaitlyn Martin

This presentation reflects upon the experiences of an inclusive higher education program in improving the ling-term outcomes for graduates' post-college life by maintaining an active alumni association and developing individualized, self-drive guides to aid in the transition after graduation.

Poster #7

Dropout prevention for students with disabilities: Indications in the literature
Lindsay Foreman-Murray

This best evidence synthesis examined the indications for dropout among students with high-incidence disabilities at the secondary level, and the correspondence of that literature to the experimental research related to dropout. Fifteen studies met inclusion criteria and fell into 2 categories. Category 1 included twelve studies which had correlational research designs. Category 2 studies included 2 studies which had experimental or quasi-experimental research designs. Three themes emerged across both sets of literatures: the role of mentoring, tracking or placement, and social-emotional intervention in indicating or preventing dropout.

Poster #8

Students with low vision who read both print and braille: Issues, strategies, and case study
Carlie Rhoads

Information regarding the instruction of children who are using both print and braille is limited. This presentation will examine issues involved in instructing low vision print/braille learners, offer strategies for print/braille instruction, and describe lessons learned from a case study of a print/braille learner who participated in pre-teaching keywords intervention.

ROOM 101

Classroom set-up: Tips for a more successful year with your students with autism
Katie Menanno and Gwen Diamond

This presentation will focus on strategies special education teachers can use to engineer the classroom environment in such a way as to build student independence, limit distractions, and prevent misbehavior specifically for students with autism spectrum disorder.

ROOM 104

Decreasing disruptive behavior with a peer-mediated reading intervention
Anne Sinclair and Samantha Gesel

This presentation summarizes results of a single subject study to reduce problem behavior with an evidence-based peer-mediated reading intervention. A general educator taught his students to use Peer Assisted Learning Strategies (PALS). The target student demonstrated decreases in disruptive behavior and increases in academic engagement when the intervention was in place.

ROOM 105

Transition Tennessee: A blueprint for student success
Blake Shearer, Rachael Jenkins, and Stephanie Spruit

This session will share key features of Transition Tennessee, a free resource transition stakeholders to utilize as a means of comprehensive professional development in creating high-quality transition plans.

LUNCH BREAK (provided) 11:50-1:00

BREAKOUT SESSIONS 5

1:00-1:50

ROOM 101

What's happening in Washington and across Tennessee?
Lead: Luann Ley Davis, TN-CEC CAN Coordinator
Panelist: Theresa Nicholls, Assistant Commissioner, Division of Special Populations and Student Support, SPDG Project Director; Joan Grim, TN CEC President-Elect, and Melissa Massie, Knox County Schools Director of Student Support Services

This panel presentation will provide insight and information on current policy and legislation at the national and state level as it pertains specifically to special education. The presenters will share CEC positions on current legislation that will affect students with exceptionalities, as well as policy changes at the state level. Resources on how to advocate and stay informed will also be provided.

ROOM 104

Shared learning: Teaching robotics and coding to students with autism and their peers
John Wright and Victoria Knight

Students with ASD and moderate to severe disabilities will work with a facilitating teacher and like-aged peers to learn to code & program robots. Using project-based learning methodology and peer support, we will examine the obstacles and facilitators to high-quality STEM instruction for students with ASD.

ROOM 105

The ABCs of ASD: The IRIS Center's online resources about autism spectrum disorder
Amy Harris, Janice Brown, and Kim Skow

As the number of young people diagnosed with autism spectrum disorder continues to increase, so too does it become more important to know how best to work with them to achieve the greatest possible learning outcomes. Join IRIS for an overview of our informative, interactive series of Modules about ASD.

BREAKOUT SESSIONS 6

2:00-2:50

ROOM 101

Evaluating augmented reality to complete a chain task for college students with autism
David Cihak, Carrie O'Reilly, and Byugkeon Kim

The effects of augmented reality to learn a chain task for college students with autism was examined. Three college students learned how to make coffee independently using an object as an augmented reality trigger. The use of new technologies to support the acquisition and maintenance of life skills are discussed.

ROOM 104

Practical strategies for teaching written expression in inclusive settings
Jessica Eshbaugh, Carrie O'Reilly, and Jason Gordon

Researchers and practitioners have identified written expression as a complex and challenging skills to teach children. Recently, concern has been raised regarding the effectiveness of writing education in schools in terms of preparing students for transition and post-secondary outcomes.

Making corrections: The IRIS Center's modules on young people with disabilities in juvenile corrections
Janice Brown and Kim Skow

Today, some 54,000 young people are held in the U.S. juvenile corrections system. Though many of them have disabilities, less than half say they received special education services while confined. Join us for an interactive overview of our IRIS Modules on this pressing social and instructional issue.

BREAKOUT SESSIONS 7

3:00-3:50

Poster #1

Respite care for young adults with disabilities: The state of current research
Bridgette Garcia

The poster will review the recent literature on Respite Care Services. Topics to be highlighted will include a definition of respite care; common confusions for families trying to access respite care; reasons why respite care can be so difficult to find; and respite care's benefits and challenges.

Poster #2

Active and successful communication in the classroom: It works!
Alexandra Da Fonte, Christine Douthwaite, and Gwen Diamond

Although special education teachers are responsible for identifying their students' learning needs, teachers often receive little to no training on the use of augmentative and alternative communication (AAC) strategies. This presentation highlights the importance of the Student-Environments-Tasks-Tools (SETT) model and illustrates how to increase the students' communicative opportunities across school activities and environments.

Poster #3

Perspectives on friendship of post-secondary students and alumni with intellectual and developmental disabilities
Stephanie Spruit

The results of a qualitative study on the social networks and friendships of students and alumni of an inclusive post-secondary education program will be shared. Students responded to questions surrounding important relationships in their lives, the meaning of friendship, and interactions with friends. Themes from the interviews will be discussed.

Poster #4

Using adapted books to increase engagement and literacy skills in the classroom
Margaret Sanders

The poster presentation will teach educators how to create adapted books and use adapted books to increase literacy skills and engagement. Also, it will help teach educators how to make books and literature accessible for students with severe or comprehensive disabilities.

Using constant time delay to teach braille to learners with low vision who read print
Carlie Rhoads, Jennifer Johnston, and Sarah Smith

There is limited research related to effective literacy-based interventions for students with low vision who read print. This presentation will examine the implications of a recent research study that documented that constant time delay can be used to teach braille contractions to print readers who are learning to read braille.

Surpassing sight words: Phonics instruction for students with intellectual disabilities
Julia Strauss

Phonics instruction expands the literacy opportunity for students with moderate to severe disabilities. The present review synthesizes the current research on this topic by identifying effective instructional practices, evaluating pre-packaged curricula, and describing the adaptations and modifications necessary to make phonics instruction effective for students with the most complex needs.

Making it work! Using a standardized reading intervention with groups of struggling readers
Rachel Donegan

Even though reading intervention groups contain all struggling readers, these students can have wide and varying needs. During this presentation, I will describe how we made a standardized reading intervention work for groups of 4th grade struggling readers with diverse and significant needs.

Fostering communities of belonging in campus ministries: Inviting, welcoming, and supporting students with disabilities
Nathan Fields

Two-thirds of university students report religion as important to them. However, campus religious groups aren't often accessible to students with disabilities. This presentation will showcase a training tool developed to train campus ministers to realize their call and capacity to nurture communities of belonging inclusive of students with disabilities.

Creating adapted text and using story-based lessons for students with intellectual disability
Luann Ley Davis, Jennifer Graves, and Melanie Leet

Literature is an integral part of school success, and success in life. All students have the right to access to general education curriculum. A commonality we all share is the challenge of providing grade-aligned, standards based literature for students with intellectual disability. This session will detain how to create adapted texts, and concurrently teach emerging literacy skills while providing students with disability access to standards based, grade-aligned literature.

ROOM 104

Embedding working memory into a nonfiction comprehension intervention for struggling elementary readers

Sam Patton and Meagan Walsh

We will present findings from a multiyear experimental study into the effectiveness of two   nonfiction comprehension interventions for students in grades 3 to 5 with comprehension deficits, one including embedded WM activities and one without. Implication for research and practice will be discussed.

ROOM 105

The traveled path: Family perspectives of their journey of raising a child with a disability

Amy Callender and Martha Howard

This session will describe the encompassing journey of families who received disability diagnoses for their children. We will highlight both the positive and negative experiences of three families who have adult children with diagnosed disabilities. It is our quest to paint a picture of the journey of these families so that other families, community members, and professionals may learn from their rich experiences and become better advocates for these children and families.

ANNUAL MEETING

4:00-5:00

ROOM 101

Annual TN-CEC Members and Executive Board Meeting (all members invited)

Dr. Alexandra Da Fonte, TN-CEC Executive Board President

Meeting agenda:
- Outcome of the conference
- Review of evaluation
- Plans and suggestions for 2017-2018
- Members Q&A
- Nominations

Thank you for joining us this year!
We look forward to seeing you next year on:
Friday October 25, 2018!

For updates in our state and resources visit our website: http://community.cec.sped.org/tn/home and follow us on:

A special thanks to all of our sponsors for their gracious support and for their commitment to the special education field

Platinum Sponsor: Venue

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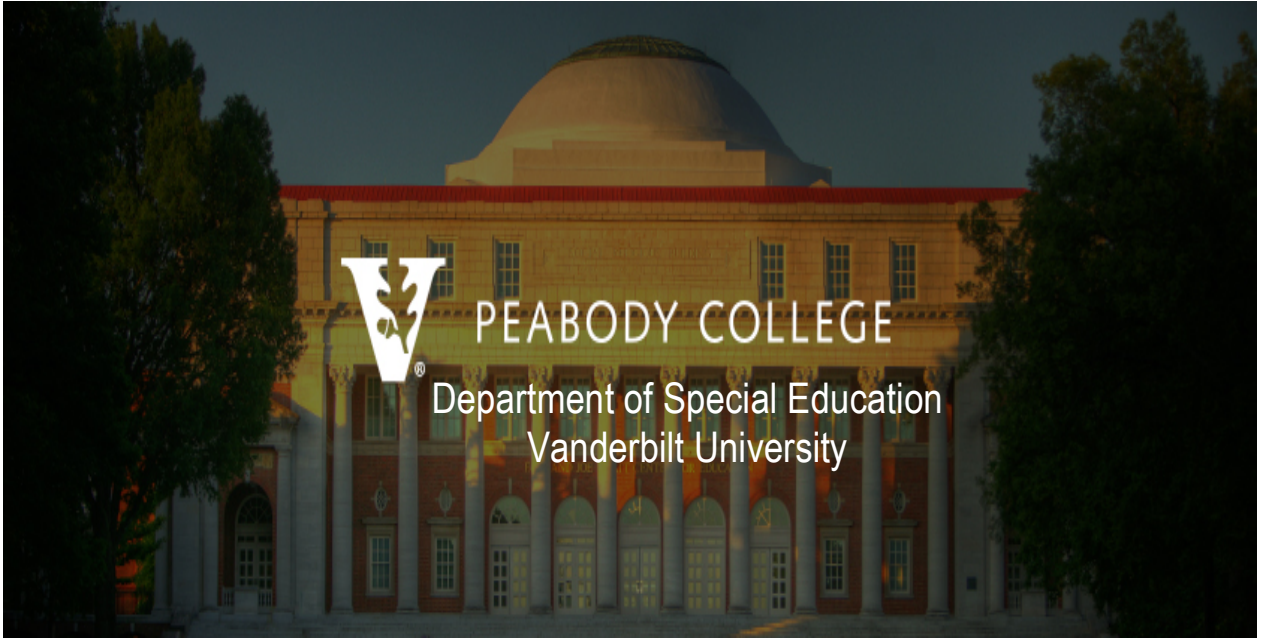
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of Middle Tennessee

DSAMT is a *proud* sponsor of the Tennessee Council for Exceptional Children Conference

DSAMT's School Partnership program provides
support and training for educators,
school professionals and education students
to assist their efforts to provide a meaningful
educational experience for ALL students.

Celebrate the *extra*ordinary.
somethingextra.org
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Exhibitors and Vendors
(in alphabetical order)

Thanks to all of our exhibitors/vendors for supporting TN-CEC and for their commitment to the special education field

Assistive Technology Works; Claire Campbell
Lipscomb University; Caitlin Mullins
Middle TN Resource Specialist; Evan Kersten
Tennessee Association for Assistive Technology, Janice Reese

Promotional Codes
(in alphabetical order)

As a token of gratitude to our attendees and presenters for their dedication to the special education field, we would like to thank the following companies for providing a promotional code.

Ablenet
10% discount on Assistive Technology products
Promotional code: **TNCEC10**
(valid from 10/27/17-11/27/17)

Attainment Company
Door prizes

Council for Exceptional Children
Join or renew CEC membership: **$10 OFF** <u>any</u> membership level
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(valid from 10/13/27-12/13/17)

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