The Virginia Federation of the Council for Exceptional Children Fall Conference

Seeing the World Through the Spectrum

Friday, November 18, 2016
Richmond, VA

Presenting

Dr. Temple Grandin

Council for Exceptional Children
The voice and vision of special education

Endorsed by the Virginia Department of Education

VIRGINIA DEPARTMENT OF EDUCATION

Keynote Speaker:

Dr. Temple Grandin



Temple Grandin, Ph.D., is one of the most accomplished and well-known adults with autism in the world. Her life, with all its challenges and successes, was brought to the screen with the HBO full-length film *Temple Grandin*, starring Claire Danes. Dr. Grandin has been featured on NPR, and she has a 2010 TED Lecture titled "The World Needs ALL Kinds of Minds." She has also been featured on the BBC special “The Woman Who Thinks Like a Cow”, ABC's “Primetime Live”, “The Today Show” and more. Grandin developed her talents into a successful career as a livestock-handling equipment designer, one of very few in the world. She also speaks on both autism and cattle handling. Dr. Grandin's current bestselling book on autism is *The Way I See It: A Personal Look at Autism and Asperger's*. She also authored *Unwritten Rules of Social Relationships; Animals Make Us Human; Animals in Translation; Thinking in Pictures; and Emergence: Labeled Autistic*. Grandin is considered a philosophical leader of both the animal welfare and autism advocacy movements.

Honored Guest:

Dr. Patricia Abrams

Director, Office of Special Education Instructional Services
Division of Special Education and Student Services
Virginia Department of Education

Dr. Abrams serves as the Director of the Office of Special Education Instructional Services at the Virginia Department of Education. She provides leadership for various projects including:

- leadership academies for new and aspiring special education administrators,
- Training/Technical Assistance Centers,
- Autism Center for Excellence,
- Center for Deaf/Hard of Hearing,
- Accessible Instructional Materials Center, and
- Co-teaching demonstration sites.

Dr. Abrams supervises projects that develop resources on teaching students with a variety of disabilities across the age span, from preschool through high school. She worked at the state level since 1989 in several other areas including technical assistance and personnel development. Prior to working at the state level she held the positions of local director of special education and student services, educational diagnostician, and teacher. Dr. Abrams began her career as a teacher's aide in 1970 working with children with multiple disabilities. She majored in the areas of special education, elementary, and middle school education at the State University of New York where she was awarded outstanding graduate student. She completed the Doctorate of Education degree in administration and supervision at Virginia Tech. Her doctoral dissertation investigated how state education agencies use federally-required special education data. Dr. Abrams has served as adjunct professor at Virginia State University, Regent University, and the University of Richmond.

VIRGINIA DEPARTMENT OF EDUCATION

Conference Program

7:30 – 8:30 a.m.	Registration, Continental Breakfast, & Vendor/Exhibitor Walk
8:30 – 8:45 a.m.	Welcome & Opening Information *Dr. Deanna Keith, VA CEC President*
	Research to Practice: K-12 Scholarship Journal *Dr. Cindi Spaulding, Co-Editor* *Dr. Brooke Blanks, Co-Editor*
8:45 – 9:30 a.m.	Updates from the Virginia Department of Education (VDOE) *Dr. Pat Abrams, Director, Office of Special Education Instructional Services*
9:30 – 10:00 a.m.	Mid-morning Break & Poster Presentations
10:00 – 11:00 a.m.	Introduction of Keynote Speaker *Dr. Brooke Blanks, VA CEC President-Elect*
	Keynote Speaker *Dr. Temple Grandin*
11:00 – 11:30 a.m.	Photo Session & Book Signing with Dr. Grandin Poster Presentations & Vendor/Exhibitor Walk
11:30 a.m. – 12:30 p.m.	Luncheon & VA CEC Awards Ceremony *Mrs. Karen Zawora* Yes I Can! Award (Elementary) Yes I Can! Award (Secondary) Teacher of the Year Mary Turman Memorial Award Guiding Star Award
12:45 – 1:45 p.m.	VDOE Sponsored Professional Development *Staci Carr, PhD & Selena Layden, PhD, BCBA-D*
	Setting a Classroom up for Structure and Support: Utilizing Tier 1 Supports to Enhance Social Skills & Learning
1:45 – 2:00 p.m.	Afternoon Break
2:00 – 3:00 p.m.	VDOE Sponsored Professional Development Continued
3:00 – 3:15 p.m.	VA CEC on Social Media *Mrs. Laura Thomas, VA CEC Social Media Director*
	Closing Remarks & Door Prizes *VA CEC Board*

Research to Practice Poster Presentations

How Teachers of Students with ID are Being Taught to Implement a UDL Framework

LaRon Scott, Ed.D., Assistant Professor
Serra De Arment, Ph.D., Assistant Professor
Virginia Commonwealth University

This study surveyed program coordinators at accredited universities to determine what is currently being done to prepare educators to implement a UDL framework, the extent to which UDL is being incorporated into preservice courses in higher education and how UDL is being used to improve outcomes for youth with ID.

Virginia Special Educators' Problem Solving in Practice

Serra De Arment, Ph.D., Assistant Professor
LaRon Scott, Ed.D., Assistant Professor
Virginia Commonwealth University

Working with a diverse spectrum of students with disabilities requires special educators to address daily challenges within a dynamic educational context. This poster presents results of research that explored the problem solving approaches of P-12 special educators in Virginia as understood through the lens of adaptive expertise.

The Culturally & Linguistically Diverse Classroom of Today:
Are You Professionally Prepared?

Sunita Sharma, Ed.D., Associate Professor and Coordinator of Special Education
Virginia Union University

This research based presentation provides highly effective easy to follow strategies for effective teaching and leadership for K-12 Inclusive (General and Special Education) Teachers, School Administrators, Teacher Education Faculty, Education leadership, pre-service Teachers, Parents, and other Professionals.

Inclusion is Not a Place: The Sticky Business of Creating Real Equity and Excellence

Lori H. Leaman, Ed.D.,
Eastern Mennonite University
Sandi Thorpe, Executive Director of Special Programs
Harrisonburg City Public Schools
Gina Martin, M.Ed., Education Coordinator
Virginia Department of Education Region 5 Training and Technical Assistance Center at James Madison University

Many schools have achieved the LRE *place aspect* of inclusion but struggle to implement a true *culture* of inclusion that actively promotes authentic membership, social reciprocity, equity and excellence. We will present findings from the first phase of using *change theory* in Harrisonburg City Schools to foster deep inclusion

Jar Discussions: An Adaptable Instructional Strategy to Facilitate Student Learning

Amber Peacock, Ph. D., Assistant Professor
Randolph-Macon College

What if you could effectively facilitate simultaneous small-group discussions that increased student learning, promoted positive peer interactions, and met the needs of diverse learners despite a large classroom setting? Jar discussions are a surprisingly simple way to do exactly that with learners of any age and in any content area.

Technological Educators: Building Digital Communities for Teachers and Students

Mike Salomon, Autism Specialist
Prince William County Schools
Jarrod Hobson, Exceptional Education
Henrico County Schools

In our presentation, we present a free online resource that breaks down 21st century technology in an easy to follow format for teachers of all digital levels. Along with this resource, we are working to create a collaborative community of teachers to share their technology experiences in the classroom.

Exceptionality, Individualization and Learning Technologies

Rachel Leers, Dr. Deanna Keith, & Dr. Randall Dunn
Liberty University

This poster focuses primarily on the beneficial impact that general educational technology use in learning contexts has on the potential of individualized learning activities for exceptional learners. Topics addressed in this poster include design, collaboration, communication, particular technologies and the very nature of the learner as addressed by technology integration.

"Speech to Write": A Technology Facilitated Writing Tool for Students with Dysgraphia

I. Cinthia Lee, Ph.D., Hope Jordan, Ph.D., & Elizabeth M. Hunter Ed.D.
Regent University

This study investigates the effects of using Speech Recognition technology as a writing tool on the writing process, performance and motivation of grades 4-6 students with dysgraphia. Effective strategies and practices to engage students in the writing tasks via the conventional as well as alternative writing tools will be provided

Game Based Learning and Student Achievement

Darren J. Ritson
George Mason University

Electronic games are being used in middle and high school science classrooms around the world to engage students in the learning process. This presentation will share the results of the literature review on how game based learning has been used in middle and high school science classrooms.

How to Accelerate the Vocabulary, Expressive Fluency and Reading Comprehension of Your Chronic Non-Responders

Dr. Joe Lockavitch, Author and Educational Consultant
JFL Enterprises

Some students defy traditional reading interventions. The harder you try, the less they respond. Fortunately, these students can do faster, higher and more when we set the instructional conditions necessary for success. Learn: three words essential for comprehension, research's most important fact, three instructional elements critical to success, and more.

Fidelity Measures in School-Wide Positive Behavioral Interventions and Supports

Ashley Stride, PhD Student
George Mason University

School-Wide Positive Behavioral Interventions and Supports is a multi-tiered behavior intervention consisting of researched-based practices and data-based decision making. Its focus is on systems change to create a common language of all staff in order to increase positive behavior from all students.

A Model of Affective Supports for Early Childhood Teachers of Students with Disabilities

Lisa Phalen, M.S.ED, Peggy Hester, PhD, Sabra Gear, PhD, Lisa Morin, PhD
Old Dominion University

This poster presentation will provide a synthesis of research based affective supports for early childhood teachers of students with disabilities or at risk of being identified with a disability. Examples and non-examples of these supports along with the current literature base backing each support will be outlined.

Hyperlexia in Early Childhood: Seeing the World through Print

Sue Nelson-Sargeant, M.S., Preschool Speech/Language Pathologist
Spotsylvania County Public Schools, VA
Rachel N. Sargeant, M.Ed., Early Childhood/Special Educator
King George Public Schools, VA

Hyperlexia, the precocious ability to read words before the age of 5, is estimated to occur in children with PDD between 5% and 20%. Strategies to support this preschooler's engagement with print to increase skills in language, speech sound production, social interaction and behavior will be shared.

The Impact of the "RAP" Strategy on the Reading Comprehension of a Student with Learning Disability

Rashed Alqahtani
UNC– Greensboro, PSAU Saudi Arabia

Understanding the text's meaning is the main goal of the reading process. However, it is a challenging task, especially for students with learning disabilities. The purpose of this study was to investigate the effectiveness of the RAP strategy on increasing the reading comprehension of a fifth-grade student with learning disability. Besides providing teachers with instructional consideration to help them provide effective and meaningful reading instruction, this study point out some research needs that could be targeted by reading researchers.

Adolescents with Learning Disabilities and Transition Issues

Turki Alzahraney, M.Ed.
The University of North Carolina at Greensboro

When adolescents with learning disabilities (LD) graduate or drop out of school, they face enormous challenges as they make the transition from school to community life, employment, or postsecondary education. The purpose of this research paper is to inform teachers and parents about the importance of transitions and current issues affecting the transition planning for adolescents with LD.

Students with ASD in Higher Education and Disability Support Services

Bunnie Claxton, EdD, Superintendent
Liberty University Online Academy

This qualitative case study identified factors that impacted learners with autism spectrum disorder (ASD) in a university. Participants included six students with ASD and four disability support services office faculty members. Data was collected via individual interviews, an online focus group, and documents/archival records.

College Students with Autism Spectrum Disorders:
Use of Self-Reporting Assessment Tools Toward Holistic Transition Planning

M. Barbara Giaquinto, Ed.D.
Old Dominion University

University and College programs are beginning to provide support specifically designed for young adults with Autism Spectrum Disorders (ASD). Forty young adults ages18-26, were surveyed on four college campuses to investigate correlations between mindfulness, social problem solving, social anxiety and Quality of Life. Increasing the use of self-reporting, holistic assessment tools could ensure outcomes are better defined by the young adult with ASD and their family during the transition from school to college and career planning process

Transition to Employment: Issues and Challenges

Mohammed Alshuayl, Doctoral student at UNC & Lecturer at PSAU
The University of North Carolina at Greensboro

There are several barriers that could prevent individuals with significant disabilities and their parents from having better transitional supports, especially in the area of employment. In this paper, the author discusses barriers related to community services, employment, and continuing education that prevents many of individuals with significant disabilities from full and/or part time. Recommendations for better transitional services to support employment is discussed.

"The Cool Aspies": A Model for a Social Club for Young Adults with Autism Spectrum Disorders in an Inclusive Community Setting

Heidi Nelson, M.Ed.
Harbor Point Behavioral Health Center

Students with Autism Spectrum Disorder often display varying degrees of symptomatology associated with diagnosis and require interventions that address their social and communicative difficulties and coping mechanisms. When interventions focus on the over- or under-stimulation experienced by students, they are capable of spending extended time engaged in the classroom, and reduced aggression.

Challenges and Successes of Military Families Raising and Educating Children with ASD

Charles "Chad" Tidwell, LCDR, USN & EdD Candidate
U.S. Navy & Liberty University

Autism continues to be a growing concern in America and there is indication that the rate of autism among the sub-population of military dependent children is potentially higher than the general public. The purpose of this presentation is to share findings from a phenomenological study focused on the concerns and experiences of military families raising and educating their children with autism.

Evidence Based Practices: What do Parents of Children with ASD Think?

Catherine Creighton Thompson (Martin) Ph.D, Adjunct Professor
George Mason University & Marymount University
Dr. Kelley Regan, Dr. Margo Mastropieri, & Dr. Tom Scruggs
George Mason University

An online survey was administered to understand perceptions of 87 parents with children diagnosed with autistic spectrum disorders regarding evidence based practices. Major findings revealed that a majority of parents had not implemented evidence-based practices. However, parents who had implemented evidence-based practices rated these practices as effective or very effective.

Quality of Life and Life Area Effects Among Mothers of Children with ASD

Marian Marconyak, PhD, PT, *Norfolk Public Schools*
Linda K. Bennington, PhD, RN, *Old Dominion University*
Cindy M. Little, PhD, WHNP-BC, *Drexel University*

Mothers reported via internet survey how, if any, life areas were affected by caring for a child with ASD. Significance with Quality of Life was related to negative effects in family relationships, other relationships, physical health, mental health, sports/recreational activities, social activities, spirituality, no life areas and for positive effects in other relationships and physical health.

Thinking of Starting your Masters or Doctorate in Special Education?
Tips and Strategies for Getting Started and Persisting

Lucinda Spaulding, Ph.D., Associate Professor
Maria Spaulding, M.Ed., Instructor
Liberty University

Returning to school as a working professional is a challenging task. The purpose of this presentation is to provide educators tips and strategies for selecting the right type of graduate or doctoral program (e.g., distance education versus traditional), staying organized, and persisting to completion while finding work-life balance.

A Very Special Thank You to the Virginia Department of Education (VDOE) for Co-sponsoring this conference!

We Wish to Thank the Following Service Providers & Vendors

Centra Mental Health Services
Classroom Expenses
Connections for Autism
Lighthouse Behavioral Health Center, LLC
Lindamood-Bell Learning Processes
Liberty University Online Academy
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VCU CEC Division of Early Childhood

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Special Thanks to the Following Conference Volunteers

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The Virginia Council for Exceptional Children (VA CEC)

Please direct updates and announcements to Laura Thomas at:
Virginiacecsocial@gmail.com

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We Wish to Honor our VA CEC Past Presidents

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Save the Date for CEC National!



The Council for Exceptional Children's 30,000 members help serve 7.1 million children and youth with disabilities and 3 million children with gifts and talents. CEC members represent the myriad of professionals in the field of special education. Virginia CEC membership is about 1000.

Standards

As the recognized leader for special education professional standards, CEC develops standards, ethics and practices and guidelines to ensure that individuals with exceptionalities have access to well-prepared, career-oriented special educators.

Mission

The Council for Exceptional Children is an international community of professionals who are the voice and vision of special and gifted education. CEC's mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance engagement of their families.

Vision

The Council for Exceptional Children is a premier education organization, internationally renowned for its expertise and leadership, working collaboratively with strategic partners to ensure that children and youth with exceptionalities are valued and full participating members of society. As a diverse and vibrant professional community, CEC is a trusted voice in shaping education practice and policy.