



Message from the President: Kathleen Kyzar, Ph.D.

In my last letter to Texas CEC members, I expressed my excitement about the energy building within Texas CEC. In this letter, I am thrilled to share some of the initiatives and activities Texas CEC has slated as a result of this energy. The Texas CEC Board is strongly committed to meeting the needs of Texas teachers and other special education practitioners. To this end, Texas CEC seeks to unite all stakeholder groups—teachers and related service providers, families, administrators, researchers, higher education faculty—in an effort to determine the ideal professional development and networking opportunities that will result in better services for students with disabilities in our state. This year, Texas CEC has been working to form strong partnerships with the established state CEC special interest divisions and with those in the state who are interested in chartering a new state CEC special interest division. Within this newsletter, you will see updates from active Texas CEC special interest divisions such as the Division on Career Development and Transition (<http://www.texasdcdd.org/>) and the Texas Division for Early Childhood (<http://www.dec-sped.org/texas>). If you have an interest in becoming more active in these special interest divisions at the state level or in joining efforts to charter a new state special interest division, don't hesitate to contact the state subdivision presidents directly or me at k.kyzar@tcu.edu. There are numerous ways to contribute to the overall CEC efforts in our state; each of the Texas CEC groups are open to new ideas that will serve to meet the professional development needs of Texas special education practitioners. It is an exciting time to get on board!

In the remainder of this letter, I want to point out a few exciting networking and professional development opportunities Texas CEC is hosting in the coming months.

Attend the Texas Social at the CEC Convention and Expo in St. Louis this April

Emily Rutherford, Vice President of Texas CEC, has been hard at work behind the scenes on plans for the Texas Social, which is a staple annual event for Texas CEC. This year, Texas CEC is hosting an off-site social. Make sure to sign up on the Texas CEC listserv to receive an invitation to this event. We look forward to seeing you there!

Participate in the Texas CEC Practitioner's Committee

The Texas CEC Practitioner's Committee is composed of a group of Texas special education teachers who (a) develop recommendations for the Texas CEC Board regarding initiatives and activities that would support practitioners and (b) network, providing peer professional development support. Currently, there are committee leaders in Central Texas (Austin area) and North Texas (Wichita Falls). If you are interested in participating in either of the established Practitioner's Committees or if you have an interest in starting a new committee in a region not already identified, please contact me at k.kyzar@tcu.edu.

Attend and Present at the 35th Annual Texas CEC Conference

Meredith Walling, Texas CEC President-Elect, has been working tirelessly on preparations for the Texas CEC Conference this summer. The Call for Proposals is on the Texas CEC website: <http://community.cec.sped.org/tx/home>. Conference registration (forthcoming at the time of this writing) will be posted on the website as well: <http://community.cec.sped.org/tx/tceconference>. We look forward to seeing you in Austin June 29th through July 1st!

The mission of Texas CEC 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. Texas CEC could not accomplish this mission without the help of members, so thank you for your support! Look forward to seeing you at a future event or to hearing from you about your interest in becoming more involved.

Most sincerely,

Kathleen Kyzar, Ph.D.

2015-2016 President of Texas CEC

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Announcing the Re-establishment Of the Texas Teacher Education Division (TXTED)

This is a very exciting announcement! All the paperwork has been submitted to the leadership of the Teacher Education Division of CEC for the re-establishment of the Texas Teacher Education Division. The following individuals will be the executive officers for the division:

President: Dennis Cavitt-Ed.D. dennis.cavitt@acu.edu

Vice President: Kim Mushaweck, Ph.D. kim.muschaweck@MidwayISD.org

Secretary: Brittany Hott, Ph.D. Brittany.Hott@tamuc.edu

Treasurer: DeAnn Lechtenberger, Ph.D. deann.lechtenberger@ttu.edu

The TXTED is dedicated to providing guidance and support to individuals desiring to teach students with exceptionalities. TXTED will do this through ongoing professional development and by being your voice to the national organizations.

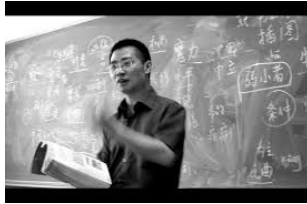
There will be a face-to-face opportunity during the TCEC Annual Conference June 30-July 1, 2016 in Austin. We hope to see you there!!! For more information, contact Dennis Cavitt, Ed. D., LSSP, Assistant Professor ACU Teacher Education ACU Box 29008 Room 111 Abilene, TX 79699 Office: [325-674-2479](tel:325-674-2479)

Scholarship Opportunity

The **Texas Division on Career Development and Transition (Texas DCDT)** is seeking applications for the award a \$500 scholarship to students pursuing Texas teacher certification in secondary education and special education with an emphasis on transition. The scholarship application is available for download on the Texas DCDT website at <http://www.texasdcdt.org/>. Questions about the scholarship and/or application completion should be directed to Sharon Rutherford, President, Texas DCDT, at sarsped@gmail.com or [817-296-0603](tel:817-296-0603).

Texas CCBD

With the helpful encouragement and guidance of the national CCBD membership committee, Regional Coordinators, and Education Service Center specialists, a few folks are reactivating the state's CCBD organization. Our purpose is to serve Texas children and youth with behavioral disorders by establishing and administering educational and professional development activities for Texas CCBD members and others devoted to supporting this population. Please join Glenna Billingsley, Candace Gann, Brittany Hott, Diane Myers, Emily Rutherford, Kathleen Strickland, and Mike Turner if you are interested in our revitalization efforts.



Tips and Tools for Teachers - Resources



Texas DEC

The Texas DEC Subdivision serves to assist and provide support to the Division for Early Childhood (DEC), and thus the Council for Exceptional Children (CEC) in their efforts on behalf of children and youth with exceptionalities and their families in Texas. As a fairly new subdivision, our goal is to bring awareness to issues while providing training and networking opportunities.

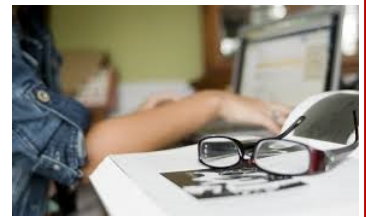
One of our primary tasks is enhancing dialogue and knowledge of the Division for Early Childhood's Recommended Practices. The Recommended Practices can be downloaded at no cost from the DEF website: <http://www.dec-sped.org/recommendedpractices>.

If you are not familiar with the Recommended Practices, please explore—you may find that many of the things you are doing align with evidence-based practices.

Supplementary materials related to the Recommended Practices for professionals who work with young children who have or at risk of developmental delays or disabilities can be accessed through the following organizations:

- **The Early Childhood Technical Assistance Center (ECTA)** <http://www.ectacenter.org/decrp/> offers a wide variety of resources ranging from performance checklists to practice guides for practitioners and families.
- **The Frank Porter Graham Child Development Institute** <http://community.fpg.unc.edu/connect-modules/learners> offers an array of modules that provide insights into best practices which align with the recommended practices.

The Texas DEC subdivision will highlight resources, blogs, and other relevant information in our upcoming communications with our membership and through Texas CEC. We are also attempting to collaborate with professionals and organization across the state that directly work with or on behalf of young children and their families. If you want to get involved or learn more about of Texas DEC efforts, please contact Elizabeth Beavers, TX DEC Subdivision President.



Instructional Strategies Supporting Executive Function Skills for Individuals Identified with High Incidence Disabilities

Dennis Cavitt, Ed.D., LSSP, Abilene Christian University

"I'm at a loss for what to do to help Billy. He rarely completes his work, even when I have modified the material significantly for him. It takes him forever to start working. And he's so disorganized! He's always searching through his desk or his backpack when I ask him to get out his materials. He also can't transfer information he's learned to new situations. Socially, he has trouble making and keeping friends and he seems to be constantly targeted by bullies." Does this sound familiar? As special educators, we hear this frequently, often regarding students who have been identified with a High Incidence Disability, such as: Specific Learning Disability (SLD), Other Health Impairment/Attention Deficit Hyperactivity Disorder (OHI/ADHD), Emotional Disturbance (ED), Mild Intellectual Disability (ID), or High Functioning Autism (AU). Smith & Tyler (2010) indicate that students with high incidence disabilities share several common problematic characteristics that negatively affect their ability to acquire the necessary life skills related to decision-making, social competency, and planning. These characteristics include holding negative attributions, poor social competence, non-strategic approaches to learning/problem solving, poor generalization strategies, and poor information processing. Individuals with disabilities who demonstrate one or more of these characteristics tend to depend on outside sources (parents, teachers, etc.) to make life decisions (Doll, Sands, Wehmeyer, & Palmer, 1996) and each of these characteristics can have a significant impact on a child's ability to successfully navigate their social and academic environments.

Negative Attributions

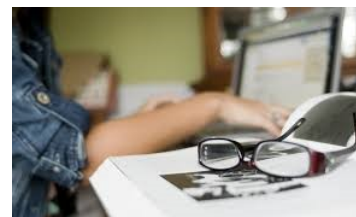
The first and possibly the most significant characteristic of students with high incidence disabilities is holding negative attributions. According to Woodcock and Vialle (2011), an attribution is the individual's explanation of a specific event and why it resulted in a particular outcome. People tend to attribute positive and negative outcomes to either internal causes (skill or a lack of skill) or external causes (luck or other people). Valas (2001) indicates that students with a history of poor academic performance tend to attribute their limited successes to issues outside their control and their failures to lack of ability. This tendency, also known as learned helplessness, may lead these students to experience low self-esteem, depression, stress-related illness, or academic and social failure at a higher rate than their non-disabled peers (Canino, 1981; Fillippello, P., Sorrenti, L. Buzzai, C. & Costa, S.; 2015; Woodcock & Vialle, 2011). Learned helplessness is a significant roadblock to effective learning and is the most problematic characteristic for individuals with high incidence disabilities (Valas, 2001; Woodcock & Vialle, 2011).

Poor Social Competence

Young people frequently create relationships with peers who have similar interests, abilities, preferences, and social reputations (Bukowski, Buhrmester, & Underwood, 2011). Initiating and maintaining relationships is difficult for students with disabilities, however, since many of them demonstrate social deficits related to executive dysfunction (Lavoie, 2005). Additionally, many students with disabilities are unable to follow the typical process of acquiring social skills, which involves: 1) observing others engaging in a behavior, 2) imitating that behavior, 3) practicing that behavior, and 4) responding to feedback about the behavior; therefore these skills must be explicitly taught (Lavoie, 2005).

Non-Strategic Approach to Learning/Problem Solving

Individuals with high incidence disabilities often approach learning and other problem solving tasks in a chaotic and disorganized manner, with little attention to important details and without applying effective strategies (Deshler, 2005). Students with disabilities can be taught thinking skills such as classifying, associating, and sequencing to help them become more strategic in their thinking (Dehn 2008, 2010). Classifying and categorizing items into common characteristics helps individuals remember them. Association skills enable an individual to identify existing relationships between different knowledge bases. Sequencing skills require individuals to arrange information along some aspect such as ranking, time, or importance. through direct instruction and practice of thinking skills.



Teachers and other educational interventionists can help individuals make their learning more strategic and purposeful through direct instruction and practice of thinking skills.

Poor Generalization Strategies

Many individuals with high incidence disabilities demonstrate poor generalization strategies (Lovett, Barron, & Benson, 2003). The term “generalization” describes demonstrated behavior in situations other than those in which it was taught, or demonstrated behavior in situations that are similar to but not the same as the original stimulus conditions (Pankaskie & Sindelar, 2007; Scruggs and Mastropieri, 1984; Woodcock & Vialle, 2011). Pankaskie and Sindelar (2007) found that generalization is vital to the development of a broad range of behaviors. Theorists once believed that after being taught, individuals could automatically generalize their behaviors to new situations. Stokes and Baer (1977) and Woodcock and Vialle, (2011) found that generalization is not automatic, especially for individuals with disabilities. In order to ensure generalization of a skill, it must be integrated into instructional activities in a variety of settings (Baer, Wolf, & Risley, 1968; Vaughn, Bos, & Schumm, 2014). Additionally, teachers and other education professionals need to include guided practice, modeling, peer instruction, feedback, and task analysis as components of their instructional routines (Vaughn, Bos, & Schumm, 2014).

Poor Information Processing

Information processing involves the acquisition and manipulation of incoming stimuli through various inputs (visual, auditory, tactile, proprioceptive, smell, and taste), manipulation by the processing functions to encode the data (associations, thinking, memory, and decision making) and the retrieval of existing or stored information, resulting in the creation of new information (Reynolds, 2007). If an individual has difficulties in any of the areas associated with information processing, it will manifest in difficulties in learning (Lerner, 2007). Students with learning disabilities and other high incidence disabilities often have problems with one of the specific memory systems: short-term, working, or long-term memory (Dehn, 2008, 2010). These memory issues are the result of deficiencies in one of the memory systems, specifically the central executive processing component of working memory (Masoura, 2006). Dehn (2010, 2008) found that many individuals with learning, attention, and emotional regulation problems possess poor decision-making skills as a result of problems with executive functioning. Professionals in the special education field have recently become interested in the relationship between information processing and learning, and how to appropriately intervene if a student has a deficit (Reynolds, 2007). Strengthening the defective memory components through a structured process might assist individuals exhibiting poor central executive processing function in their ability to make decisions (Dehn, 2011, 2010; Wehmeyer, 2007). Understanding information processing issues enables special education professionals to develop instructional plans that can be the most effective for the individuals with high incidence disabilities.

Classroom Interventions for Executive Functioning Problems

Problems with executive processing have historically been addressed by neuropsychologists and neurologists (Meltzer, 2010). Today, implementing strategies that enhance executive function skills can be effectively implemented in the classroom setting. Current research indicates that executive functioning processes are vital for successful academic performance (Dehn, 2008, 2010; Meltzer, 2010). There are several things an educator can do to enhance the skills necessary to help students enhance their executive functioning. The first step is to create an environment that promotes the students’ executive functions; however, an educator should assess the students’ use of these executive skills prior to developing a classroom culture. Meltzer provides the following as a blueprint for creating an environment that helps in the development of executive functioning skills.

Tips and Tools for Teachers - Instructional Strategies



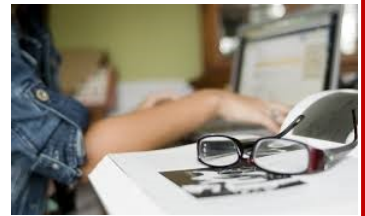
- Teach students to become *metacognitive learners* who think about *how* they think and learn.
- Make strategy use count by grading students on the basis of their use of strategies, not just on their final answers.
- Use *strategy reflection sheets* for homework and tests, and give credit when students take the time to think about and explain *how* they have completed tasks.
- Strategy reflection sheets ensure that students allocate homework and study time to the processes as well as the strategies that work, rather than focusing on only the end product or content of learning.
- Create daily 5- to 10-minute *strategy-sharing discussions* for the class. These discussions are important opportunities for students to share their strategies with one another, as this process helps students to understand *how* they learn and think.
- Use *peer tutoring* to help students brainstorm with one another about whether or not an approach is an effective strategy for a specific task.
- Implement a *peer-mentoring* program to promote self-understanding, effort, persistence, and resilience in students with learning and attention difficulties. (Meltzer, 2010, p. 20)

Dawson and Guare (2004) discuss the importance of adapting the environment to meet the needs of students with high incidence disabilities and to improve their executive functioning skills. This can be done by: a) changing the physical or social environment, b) changing the nature of the task, c) changing the way cues are provided, and d) changing the way adults interact with students. Additionally, teachers may intervene at the level of the individual. This type of intervention is intended to improve the child's capacity for using her own executive skills. This can be done in one of two ways: (1) by encouraging her to use executive skills she has but is hesitant to use, or (2) by teaching her ways to develop or fine-tune executive skills she needs. Individuals use executive processing skills at varying levels; therefore, it is important to conduct a thorough skills assessment to know where to begin teaching or reinforcing. As with academic skills, assessment should guide intervention and provide information regarding: 1) why the problem is occurring, 2) what skills need to be addressed, 3) what modifications are needed, and, 4) if the intervention is successful. Educators do not need to depend on formalized test instruments; they can use a series of informal targeted observations and questions such as: 1) can the student plan and organize similarly to their peers?, 2) does the student need constant supervision to stay on task?, 3) does the student need constant encouragement?, 4) can the student follow routines?, 5) can the student generalize and be flexible about routines?, and 6) can the student manage materials? These informal probes can provide an educator with sufficient data to take action.

Dawson and Guare (2004) recommend educators follow this process to develop skills in their students with high incidence disabilities:

- Directly teach the skill.
- Guide the student in using the skill until the student is able to use the skill automatically.
- Fade any prompts or cues that were used until the student is completely independent.
- Reinforce the student when he uses the skill appropriately in day-to-day situations.
- Engage in generalization activities so the student learns to use the new skills in novel environments.

It is important to remember that students with executive functioning problems have not learned these important life skills the typical way; therefore, you must be purposeful in directly teaching these skills. The intervention must be implemented and delivered with fidelity, meaning the educator consistently implements the intervention the way intended when it was developed. Implementation fidelity ensures the educator can accurately determine whether or not there is a functional relationship between the skill change (dependent variable) and the intervention (independent variable) (Barnett, 2014).



There are many print and online resources available that identify specific interventions for individuals with executive functioning deficits. The following list of books and web resources are just a sample:

Print Resources

- Agran, M. (1997). *Student Directed Learning: Teaching Self-Determination Skills*. Pacific Grove, CA: Brooks/Cole
- Dawson, P. & Guare, R. (2004). *Executive Skills in Children and Adolescents: A Practical Guide to Assessment and Intervention*. NY: Guilford Press.
- Dehn, M.J. (2008). *Working Memory and Academic Learning: Assessment and Intervention*. Hoboken, NJ: John Wiley and Sons.
- Dehn, M.J. (2010). *Long-Term Memory Problems in Children and Adolescents: Assessment, Intervention, and Effective Instruction*. Hoboken, NJ: John Wiley and Sons.
- Dehn, M. J. (2011). *Helping students remember: Exercises and strategies to strengthen memory*. Hoboken, NJ/John Wiley & Sons.
- Hoffman, A. & Field, S. (2005). *Steps to Self-Determination: A Curriculum to Help Adolescents Learn to Achieve Their Goals*. Austin, TX: Pro-Ed.
- Meltzer, L. (2010). *Promoting Executive Functioning in the Classroom*. NY: Guilford Press.

Web Resources

Website	Description
www.chadd.org	A national nonprofit web resource for professionals and parents for individuals affected by ADHD. This organization provides free information and strategies for ADHD.
www.cogmed.com	A pay for service site that provides training for individuals with working memory issues.
http://developingchild.harvard.edu/	The Center on the Developing Child is to drive science-based innovation that achieves breakthrough outcomes for children facing adversity.
www.understood.org	A free web based resource for parents and professionals working with students ages 3-20 who are struggling with academic and social issues.
www.ldonline.org	A free web based resource for parents and professionals who work with children with learning disabilities.
www.psych4schools.com	Psych4Schools offers an expanding range of online resources that provide up-to-date practical advice and strategies for today's primary and junior secondary teachers, school leadership teams and other professionals in three key areas – working with children, parents and colleagues . (From their Website)



Tips and Tools for Teachers - Instructional Strategies



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Strategies That Work for Task Avoidance

Glenna Billingsley, Ph.D., Texas State University

For many students with disabilities, academic tasks often trigger a variety of inappropriate classroom behaviors (Haydon, 2012; Scheuermann & Hall, 2016). These students may actively or passively refuse to participate in learning activities or they may engage in misbehavior that results in their removal from the classroom. Such behaviors are a specific type of noncompliance that serves the purpose of avoiding academic demands. This column offers some research-based techniques that may reduce work/task refusal or avoidance.

Understanding possible motives for why a student avoids school work may lead to the development of successful intervention strategies (Dunlap & Fox, 2011). According to Scheuermann and Hall (2016), common reasons associated with behaviors that result in task avoidance include (a) being asked to do something that is perceived as too difficult or unchallenging, (b) being expected to participate in certain forms of work or work with peers which a student finds unpleasant (e.g. oral reading or group work), and (c) transitioning from a preferred task to one less enjoyable, lacks structure, or over-stimulating.

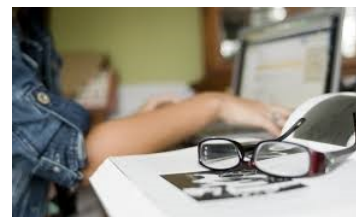
To address work that is too difficult or too easy, teachers can differentiate their instruction by individualizing instruction for students' needs. This includes adjusting the depth of information presented at one time, altering methods used to present knowledge, or accepting various ways in which students demonstrate learning (Jones, Yssel, & Grant, 2012). While teaching a collective lesson, teachers can differentiate by varying activities. For example, while presenting a science lesson on seed exploration with various grade or ability levels, younger or struggling students may plant seeds pots to determine plants' nutritional needs. Older or average performing students will vary the experiment by making predictions about plant growth when the pots are placed in various locations. Advanced learners describe and present the growth phenomenon in a presentation.

Additionally, providing instructional scaffolds helps students move from more intensive guidance, assistance, and support initially to less prompted, structured practice (Burke, Hagen, & Grossen, 1998) Mediated scaffolding includes assistance such as graphic organizers, models, reading guides, note exchanges, and word banks when designing more challenging lessons (Good & Brophy, 2008).

Offering instructional choices allows students to share in the decision-making of creating and carrying out learning activities and may reduce the unpleasantness many struggling students experience. Dunlap et al. (1994) found that when offered choices or allowed some control over academic endeavors, students increased task engagement and reduced problematic behavior. Simply allowing students to choose the materials or the order in which learning tasks are presented or completed offers reluctant learners a sense of control in their learning. Another example is to offer alternatives in activities. For example, after reading "To Kill a Mockingbird," students can choose to create a Prezi® presentation or use any digital story-telling tool to demonstrate mastery of plot development.

Finally, many students struggle when transitioning from one activity to another. Lee and Laspe, (2003) increased student compliance by using a strategy known as behavioral momentum to increase compliance by making several requests that had a high probability of student compliance before making a request that students may resist. For example, after a map coloring assignment, a teacher expects some resistance from students when she transitions them to the math lesson. Using behavioral momentum, she gives at least three instructions with which students are more likely to comply. "Students, hold up your beautiful maps you have been working on so diligently. Now, give a high-five to your work partner. Give a thumbs-up sign if you would like to do this kind of activity again. Great! Now, take two minutes while I play some music to put up the colored pencils and turn your maps in to be graded." While turning in their assignments, she thanks them and instructs students to retrieve math books from the shelf. Students may groan, but more compliance is attained.

Teachers can successfully prevent classroom misbehavior that is initiated by academic concerns by implementing some of the interventions discussed. The techniques offered are based on practices that have been researched and found to significantly and positively impact students' academic performance and behavior.



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Using FOPS + Schematic Diagrams to Improve Problem Solving Performance

Lesli Raymond, Texas A&M University-Commerce

According to results of the NAEP Mathematics assessment (2015), 40 % of 4th grade students and 33% of 8th grade students performed at or above the proficient level. Outcomes for students with disabilities were worse: Only 16% of 4th grade students and 8% of 8th grade students with disabilities performed at or above the proficient level. According to NAEP reports over the last 25 years, one of the greatest deficits in mathematics knowledge is related to students' inability to solve word problems. In order to improve student outcomes, the National Mathematics Advisory Panel (2008) recommends interventions at the elementary level that are grounded in high-quality research and include instruction on how to apply knowledge of basic operations, such as addition and subtraction, to problem solving.

Schema-Based Instruction (SBI)

One such evidence-based strategy is schema-based instruction (SBI). SBI teaches students to: 1) categorize a problem based on its semantic structure, 2) assign the problem a specific schematic diagram, and 3) use a cognitive strategy to ensure that all steps in the problem-solving process are completed. First, students are taught to recognize and categorize problems as one of three types: change, group, or compare. Each of these problem types is additive, meaning it can be solved using either addition or subtraction. Students who master these problem types can then be taught to recognize and categorize multiplicative problems of two types: restate or vary. These problem types can be solved using either multiplication or division (Powell, 2011). When initially teaching students how to identify problem types by analyzing semantic structure, it is useful to use worked problems. This allows students to focus more on determining the problem type and focus less on "finding the right answer."

The next step in SBI involves assigning a specific schematic diagram to the problem. This step is particularly important for students with mathematics disabilities or difficulties who may have working memory issues (Swanson, Lussier, & Orosco, 2015). The schematic diagrams used should be simple and easy for students to recreate when working independently. To increase problem-solving fluency, problems should be presented that vary in context and construction (Xin, 2008). For example, the same problem could be presented with the unknown in different locations, as seen in Figure 1. Students should recognize that no matter where the unknown is found, the problem type and its corresponding schematic diagram remain the same.

The final step in SBI is teaching students to use a cognitive strategy, such as a mnemonic, to help them remember the problem solving steps. The mnemonic FOPS (**F** – Find the problem type; **O** – Organize the information in a diagram; **P** – Plan to solve the problem; **S** – Solve the problem) is directly taught and reinforced using a checklist similar to that shown in Figure 2. During guided problem solving practice, students should be encouraged to read the checklist aloud (Jitendra & Star, 2011). This allows the teacher to hear the student working through the problem solving process and give feedback as needed. Once students can solve problems of several types at an independent level (90% or above), problems involving more than one problem type or multiplicative problem types can be introduced.

Implementation

SBI has been shown to improve the problem solving performance of wide range of students, including those without disabilities, English Language Learners, and students with emotional and behavioral disorders (Baker, Gordon, & Lee, 2002). The program is easy to implement; the only materials required are practice problems, a problem-solving checklist, and a pencil. Teacher preparation involves writing 4-5 practice problems of a specific problem type to use to assess student understanding and monitor progress. SBI's effectiveness with various student populations, combined with its low cost and minimal teacher preparation requirements, make it an ideal research-based intervention.

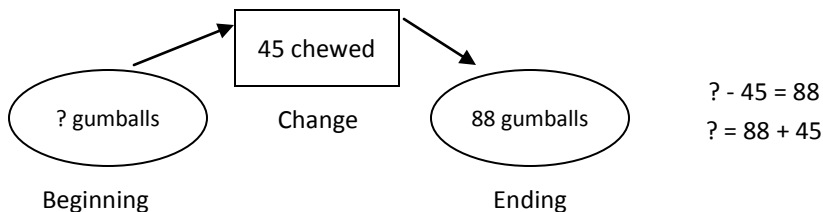


Tips and Tools for Teachers - Math Interventions

Figure 1. Change Problem Type with Unknown in Varying Positions

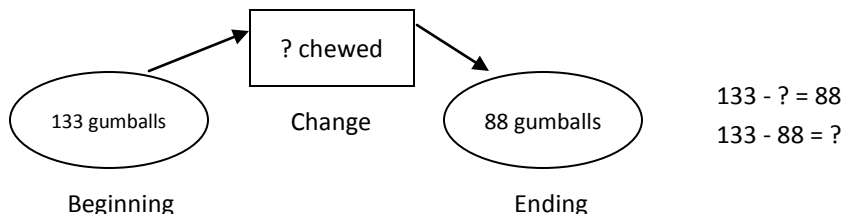
Unknown in Beginning Position

Tina bought gumballs. She chewed 45 of them. She now has 88 gumballs. How many gumballs did Tina have to begin with?



Unknown in Change Position

Tina bought 133 gumballs. She chewed some of them. Now she has 88 gumballs. How many gumballs did Tina chew?



Unknown in Ending Position

Tina bought 133 gumballs. She chewed 45 of them. How many gumballs does Tina have left?

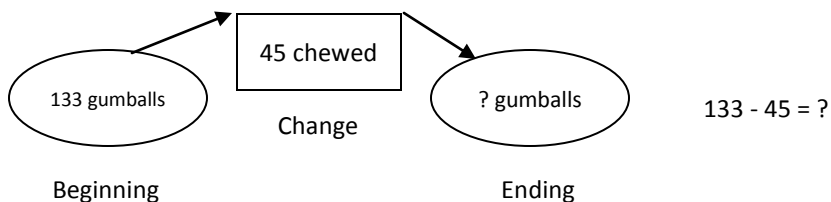


Figure 2. Problem-Solving Checklist

Step #

Complete

1. **F** - Find the problem type.

Did I read and retell the problem?



Did I look for clues to determine what type of problem this is?

2. **O** - Organize the information in the problem using a diagram.

Did I underline the names, circle the numbers, and write them in the diagram?



Did I write a ? For what must be solved?

3. **P** - Plan to solve the problem.

Do I add or subtract?



Did I write the math sentence?

4. **S** - Solve the problem.

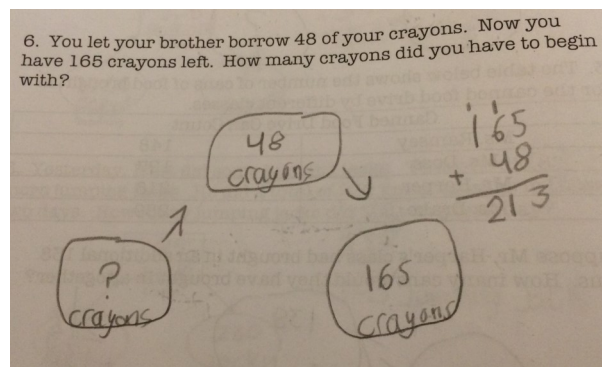
Did I solve the math sentence?



Did I write the complete answer?

Did I check if the answer makes sense?

Figure 3. Word problems solved by 3rd Grade students using SBI.



6. The following table shows the number of pages Jayden read in one week.

Day of the Week	Number of Pages
Monday	489
Tuesday	342
Wednesday	468
Thursday	621

How many total pages did Jayden read?

Handwritten student work shows the addition: $489 + 342 + 468 + 621 = 1920$.



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2016 TCEC Slate of Candidates:

Vice President

Lucretia Gartrell, Ph.D.

Executive Director of Special Services, Burleson ISD

Dr. Gartrell is currently the Executive Director of Special Services for Burleson ISD in Burleson, Texas. Throughout her 27 years in Special Education, Dr. Gartrell was the Special Education Coordinator and the Autism Specialist for Burleson ISD. She also taught preschool special education and elementary life skills for 16 years in both Rockwall ISD and Grand Prairie ISD in Texas. Dr. Gartrell served as the Curriculum Coordinator for Preschool Special Education at the Arkansas River Educational Service Cooperative in Pine Bluff, AR. She completed her Early Childhood Special Education Graduate Internship with the University Affiliated Program in conjunction with Arkansas Children's Hospital. Dr. Gartrell has served as the current secretary for the Texas Council for Exceptional Children. Previously she served as the president for the Arkansas Council for Exceptional Children Division for Early Childhood.

Secretary

Tom Biggs

Tom Biggs has been an educator for eight years and a special education teacher for four. Prior to that, Mr. Biggs was a successful marketing executive for Proctor & Gamble and Paramount Pictures Television. He brings his knowledge and experiences of the workplace to education, through curriculum practices that stress 21st century learning. Mr. Biggs was educated at Princeton and Columbia Universities, and holds a B.A. as well as an M.A. in the teaching of social studies. He is active in community projects to help children with special needs and recently started, with his daughter Sarah (a teenager with ASD), Dignity Works, a non-profit that assists ASD adults to secure employment in their Austin, TX community.

Stacey Callaway, Ph.D.

Dr. Stacey Callaway has over 20 years of experience working with students with autism and other developmental disabilities. She is currently Allen ISD's In-home/Parent Trainer. Previously she served as an Autism Specialist in Keller ISD. She is an adjunct professor at Stephen F. Austin State University teaching classes on educational programming for students with autism and other special education courses. She is a recent graduate of the University of North Texas with a Ph.D. in Special Education, with an emphasis on teacher preparation and students with autism spectrum disorders. She has presented internationally, nationally, and locally on topics related to teaching students with autism spectrum disorders.

Call for Proposals

TCEC Summer Conference June 29th-July 1, 2016



**This year we will be honoring our host city of Austin
and its wonderful “weirdness” with our theme of:**

**KEEP
SPECIAL EDUCATION
SPECIAL
40+ years of making a difference**

We will be enjoying the hospitality of the Sheraton at the Capitol.

701 East 11th Street, Austin, Texas



Texas Council for Exceptional Children (TCEC) requests presentation proposals for the 2016 Texas Council for Exceptional Children Annual State Conference to be held June 30th- July 1st at the Sheraton at the Capitol, Austin, Texas. The conference is designed for general and special education teachers, parents, paraprofessionals, educational administrators, university professors, related service providers, and pre-service teachers who are interested in appropriate and effective education for children with exceptionalities. Participants will benefit from new ideas, techniques, and approaches to use in classrooms, schools, and communities.

The conference will include a variety of presentation formats, including:

- Pre-Conference Workshops (Full day and 1/2 day)
- Breakout Sessions
- Extended/Panel Discussions
- Student Chapter Presentations
- Research and Practice Roundtable Sessions
- Poster Sessions

During these various sessions, the conference will focus on a variety of topics. Strands include:

Strand 1: Administration and Supervision

Strand 2: Effective Behavior Interventions

Strand 3: Early Childhood

Strand 4: Career Development and Transition

Strand 5: Gifted and Talented

Strand 6: Teacher Education

Proposal Due Dates*

All proposals for all formats will be due:

March 31, 2016

****All Acceptance Decisions Made by April 16th, 2016***

*****SEE NEXT PAGE FOR PROPOSAL FORM*****



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Proposal Form for the TCEC State Conference

"Keep Special Education Special: 40+ Years of Making a Difference"

June 29-July 1, 2016

***Name of First/Sole Proposer:** _____ **CEC Member:** ☐Yes/ ☐No

Name of Second Proposer: _____ **CEC Member:** ☐Yes/ ☐No

Name of Third Proposer: _____ **CEC Member:** ☐Yes/ ☐No

Name of Fourth Proposer: _____ **CEC Member:** ☐Yes/ ☐No

**Corresponding Author*

Statement of Understanding. By submitting this proposal for consideration, you agree to the following: "I understand that if this proposal is accepted for the conference program, pre-registration for the conference is required for ALL presenters and it is the lead presenter's responsibility to inform all session participants of this requirement"

Best Mailing Address: _____

Phone(s): (Office/Home) _____ (Cell) _____ (Fax) _____

E-Mail: _____

Type of Session Requested:

- ☐ **Regular Breakout Session** – 45-minute session in which presenter(s) inform participants about a topic relevant to the field. On June 30th and July 1st. Maximum of four presenters. **Proposal due 3/31/16**
- ☐ **Research and Practice Roundtable** – 45-minute interactive session on a research effort or practice presented while seated with participants. On June 30th and July 1st. Maximum of 3 presenters **Proposal due 3/31/16**
- ☐ **Poster Session** – 45-minute session in which presenter(s) describes a completed research study or research effort in progress or a teaching practice. On June 30th and July 1st. Maximum of three presenters. **Proposal due 3/31/16**
- ☐ **Student Chapter Presentation** – 15-minute presentation on student activities or relevant topic to the chapter. On June 29th. Maximum of 6 presenters. **Proposal due 3/31/16**

PLEASE CHECK WHICH OF THE FOLLOWING BEST DESCRIBES YOUR SESSION:

- ☐ Strand 1: Administration and Supervision
- ☐ Strand 2: Effective Behavior Interventions
- ☐ Strand 3: Early Childhood
- ☐ Strand 4: Career Development and Transition
- ☐ Strand 5: Gifted and Talented
- ☐ Strand 6: Teacher Education



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INCLUDE THE FOLLOWING IN AN ATTACHED PROPOSAL:

Title (maximum of 12 words)

*Presenters' name(s), affiliations, and contact information include phone and email.

Abstract (this will appear in the conference program as the description for the session ~ 50 words or less).

Brief review of relevant literature (200-500 words; 200-400 words if roundtable)

Learner Objectives (3-5 objectives)

Submit this page with your proposal

***For Scheduling Purposes, please note if any of the presenters are on other proposals; also, a presenter will be allowed on a maximum of 2 presentations at the conference.**

**PLEASE EMAIL PROPOSAL INCLUDING THIS COVER PAGE TO
TCECExecutiveBoard@GMAIL.COM BY MARCH 31st, 2016.**

Awards and Nomination Applications

The Texas CEC recognizes winners of awards at the annual summer conference. Consider nominating a colleague for these prestigious awards.

Outstanding Professional Award

This award recognizes an outstanding Texas CEC member who contributes to the special education field by being an exemplary professional who serves in an educational capacity other than a classroom teacher (e.g., diagnostician, therapist, administrator, etc.). This award can recognize a single outstanding achievement or continued service over a period of time. The award recipient will receive a complimentary registration to the current year's CEC-Texas conference.

Email letter of nomination detailing why your nominee deserves this award along with contact information for nominee to clarkcavin@sbcglobal.net

Teacher Educator Award

This award was established to recognize a Texas CEC member who contributes to the special education field as an outstanding Teacher Educator in special education. This award can recognize a single outstanding achievement or continued service over a period of time. The award recipient will receive a complimentary registration to the current year's Texas CEC conference.

Email letter of nomination detailing why your nominee deserves this award along with contact information for nominee to clarkcavin@sbcglobal.net

Charlotte Lewis Award

This award is presented annually to the local chapter with the highest percentage of its members pre-registered for the annual state Texas CEC Conference. The winning chapter will receive one complimentary registration for the following year's Texas CEC Conference and an award certificate. There is no application for this award.

Super Chapter Awards

Up to two awards are offered annually to chapters that have made outstanding contributions in two or more of the following areas: membership growth, organization of regional conferences, workshop presentations, state program participation, service at the national or state level of CEC, contributing articles to the Texas CEC Newsletter, service to individuals with disabilities, and new or innovative contributions. The awards include \$200 for first place and \$125 for second place. Each chapter will also receive a certificate.

Email letter of nomination detailing why your chapter deserves this award along with contact information for chapter representative to clarkcavin@sbcglobal.net

Chapter Excellence Awards

Up to two chapter excellence awards of \$50 each are offered to chapters excelling in one of the areas listed above for Super Chapter Award consideration.

Email letter of nomination detailing why your chapter deserves this award along with contact information for chapter representative to clarkcavin@sbcglobal.net

Awards and Nomination Applications

The Texas CEC recognizes winners of awards at the annual summer conference. Consider nominating a colleague for these prestigious awards.

Teacher of the Year Award

The Texas Council for Exceptional Teacher Award recognizes a CEC member who currently provides direct services to students with exceptionalities, and who is an outstanding member of the profession whose work exemplifies the best of teaching in special education. The work of this recognized teacher reflects significant educational success for students, continued professional development, and the highest standards of educational quality.

Email letter of nomination detailing why your nominee deserves this award along with contact information for nominee to clarkcavin@sbcglobal.net

First Year Promising Teacher of the Year Award

This award is offered for a promising first year teacher in the field of special education. The nominee must be a member of Texas CEC. The awardees will receive a complimentary registration to the current year's Texas CEC conference and an award certificate.

Email letter of nomination detailing why your nominee deserves this award along with contact information for nominee to clarkcavin@sbcglobal.net

Research Incentive Award

Annually the Texas CEC Research Committee seeks applications from CEC members for a \$500.00 grant to help fund a research proposal of potential benefit to exceptional children and/or adults. The recipient of the award will be asked to share the results of the research with the Texas CEC membership during the following year's Texas CEC annual conference.

Email letter of nomination detailing why the nominee deserves this award and detailing the research proposal along with contact information for nominee to clarkcavin@sbcglobal.net

The Kathleen Varner Service Award

The Kathleen Varner Service Award was established in 1985 in honor of a distinguished past president of Texas CEC. Kathleen Varner made outstanding contributions to the welfare of exceptional individuals throughout her long career. The Kathleen Varner Service Award is presented to people who have made similar contributions. Recipients must be Texas CEC members and have demonstrated superior service to the special education profession and to Texas CEC. This award can recognize a single outstanding achievement or continued service over a period of time on the behalf of individuals with disabilities within the special education profession. The award is presented in years when a worthy recipient is selected from among nominations from the Texas CEC Board members. Email letter of nomination detailing why your nominee deserves this award along with contact information for nominee to clarkcavin@sbcglobal.net

All completed applications should be sent as email attachments by May 1, 2016 to Clark Cavin, clarkcavin@sbcglobal.net.



Mission of Texas CEC

The Texas Council for Exceptional Children is a community of Texas professionals who are the voice and vision of special and gifted education. TCEC'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 of Texas CEC

The Texas Council for Exceptional Children is a premier education organization, 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, TCEC is a trusted voice in shaping education practice and policy.

Texas CEC Core Values

- Dignity and worth of all individuals
- Diversity and inclusiveness
- Advocacy and social justice
- Professional excellence, integrity, and accountability
- Full participation in society
- Effective individualized education
- Family engagement
- Collaboration and community
- Responsibility to members



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