



The voice and vision of special education

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## TEXAS COUNCIL FOR EXCEPTIONAL CHILDREN THE BULLETIN

Fall 2015

Volume 21



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

Dear Texas Council for Exceptional Children Members:

It is my pleasure to serve as President of Texas Council for Exceptional Children (Texas CEC) during the 2015-2016 Academic Year, and to serve alongside a strong and energized board and membership. Among the Texas CEC Executive Board, there is a wealth of experience in special education. Board members represent current and former teachers across grade levels, current and former school administrators, and higher education faculty.

The Texas CEC Board is pleased to welcome two newly-elected members: Emily Rutherford, who is an assistant professor of special education in the Counseling, Kinesiology, and Special Education Department at Midwestern State University in Wichita Falls; and Lucretia Gartrell, who is the Executive Director of Special Services at Burleson ISD and also a Ph.D. Candidate at Texas Woman's University in Denton, Texas. The full Texas CEC Board for the 2015-2016 Academic Year is as follows:

*Past President: Dennis Cavitt*

*Standards Committee Chair: Brenda Gilliam*

*Treasurer: George Williams*

*President: Kathleen Kyzar*

*Membership Committee Chair: Clark Cavin*

*Secretary: Lucretia Gartrell*

*President Elect: Meredith Walling*

*Governmental Relations Committee Chair: Lisa Cavin*

*Vice President: Emily Rutherford*

*Constitution Committee Chair: Jerrie Jackson*

*Publications Committee Chair: Brittany Hott*

In our work this year, the Texas CEC Board and Committee Members will be dedicated to carrying out the mission of Texas CEC, which 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."* In the remainder of this letter, I will highlight a few accomplishments and also upcoming activities that align with the Texas CEC mission.

At the time of this writing, Texas CEC is coming off the heels of a successful annual conference. The conference theme was *"Connecting Texas Special Educators in Bridging Research and Practice"* and we succeeded in accomplishing this goal. A total of 166 Texas CEC members attended the conference. There were a total of 77 presentations and 85 presenters. Participants and presenters represented a wide range of stakeholder roles: teachers and other practitioners, professional organizations, educational service centers, higher education (students and faculty), private or not-for-profit, state representatives, and self-advocates. Texas CEC was pleased to present awards to leaders in the state in the areas of teaching, research, and service. Please read Clark Cavin's remarks in this newsletter to learn more about the award recipients.

At the 2015 conference, Texas CEC was excited to partner with two CEC state-level divisions: Texas Division on Career Development and Transition (Texas DCDT) and the Texas Division of Early Childhood (Texas DEC). Texas DCDT and Texas DEC sponsored conference strands and were active during the conference in networking with members. Over the next year, Texas CEC will be working with those interested in strengthening current state-level CEC divisions and/or establishing CEC divisions in Texas. Texas CEC will host a leadership summit prior to the 2016 conference in Austin as a culmination of this year's efforts to strengthen CEC and state divisions in Texas. If you are interested in joining this workgroup, please e-mail [k.kyzar@tcu.edu](mailto:k.kyzar@tcu.edu).

Please mark your calendars for the 2016 Texas CEC Conference, which will take place in late June 2016 (final dates to follow). Meredith Walling, President Elect, is already hard at work on plans. The conference is moving this year from the North Texas area to the state capitol—Austin! The conference agenda will include off- and on-site pre-conference sessions and networking opportunities during the conference in addition to traditional presentation formats. You won't want to miss this conference. We look forward to seeing you there! If you have an interest in participating in the conference committee, please e-mail Meredith at [walling.meredithg@gmail.com](mailto:walling.meredithg@gmail.com).

The Board will meet this month to plan the year's activities. We look forward to posting announcements about additional professional development and networking events as they are confirmed. Please look for these announcements in the Texas CEC Newsletter, and also follow Texas CEC on Twitter (@texas\_cec) and Facebook (Texas Council for Exceptional Children Fans).

I look forward to being a part of the continued energy CEC and divisions are building in the state of Texas. Here's to the exciting possibilities!

Most sincerely,

Kathleen Kyzar, Ph.D.

President, Texas CEC

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# Hear Ye, Hear Ye, the Constitution is Being Updated -- Read All About It and Cast Your Vote!

The Constitution of TCEC is being updated to better serve our organization. A copy of the constitution is online at <http://community.cec.sped.org/tx/home>. The Executive Committee of TCEC reviewed and recommends the approved changes to the Constitution at the last board meeting held September 12, 2015. Per the current constitution, the proposed amendments shall be on the website not less than 30 days prior to voting. A majority of votes will determine if the constitutional amendments pass or fail and will be conducted electronically. The link to vote will open on November 30, 2105. You must be a member in good standing with TCEC in order to vote. Below is a summary of the proposed amendments. If you have questions or concerns about any of the proposed amendments, please contact Jerrie Jackson, Constitution Chair at [jjackson@ollusa.edu](mailto:jjackson@ollusa.edu) or Kathleen Kyzar, President at [K.KYZAR@tcu.edu](mailto:K.KYZAR@tcu.edu).

The changes are highlighted in red in the Constitution and this is a summary of the key points:

- Article III
  - clarification on # of student members for a student chapter
- Article IV
  - Section 2 - when CEC reorganized their membership structure, state chapters could no longer increase fees, so the rebates no longer exist because not collected.
  - Section 3 - the fiscal year is moving to October 1-September 30 to better reflect income and expenses from the state conference which is typically held in June.
  - Article VI - Section 4 – clarification on the procedure used if there is a resignation
  - Section 5 - delegate assembly does not exist and this was a carryover from prior structure with national CEC and also includes an update in duties of Vice President and Secretary
  - Section 7 – align term of office to administrative term due to change in fiscal year
  - Article IX – rename Membership, formalize when committee chairs are appointed to ensure rotation and staggering of board members, and to update the duties of the membership and communications committee.



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## Tips and Tools for Teachers - Effective Reading Instruction

# An Overview of Repeated Reading for Improvement in Reading Fluency

**Maria Peterson, Ph.D., Texas A&M-San Antonio**

An essential skill that students must develop in order to become successful readers is the ability to read fluently. Reading fluently is the ability to read at a rapid pace, with accuracy and expression. Hasbrouck & Tindal (1992) identified fluency standards for students in grades 2-5, which assist teachers in identifying appropriate reading level materials and setting goals (see Table 1). As accuracy is a fundamental component of fluency, teachers who work with beginning readers must focus significant amounts of instructional time on basic word recognition and word analysis skills (Pikulski & Chard, 2005). Numerous recommendations of instructional practices to promote fluency have emerged from research findings, including practice with repeated reading (Rasinski, 2003; Samuels, 1979).

Table 1

### Oral Reading Fluency Guidelines

Grade	Fall WCPM ( <i>words correct per minute</i> )	Winter WCPM	Spring WCPM
2	53-82	78-106	94-124
3	79-107	93-123	114-142
4	99-125	112-133	118-143
5	105-126	118-143	128-151

*Hasbrouck & Tindal, 1992*

## What is Repeated Reading?

Repeated reading is an intervention designed to build and strengthen reading fluency and can be used with students who have developed initial word reading skills but demonstrate inadequate reading fluency for their grade level (What Works Clearinghouse, 2014). Repeated reading utilizes repetition of teacher guided oral reading practice with immediate error correction. During repeated reading, a student reads a passage aloud multiple times until a level of satisfactory fluency is reached. Research has validated that the use of repeated reading instruction improves reading skills, especially reading fluency and comprehension, of elementary-age students with and without exceptionalities when used as either the primary intervention or when combined with other reading strategies (Therrien & Kubina, 2007; Therrien, Kirk, & Woods-Groves, 2012).

## How Does It Work?

Implementation within the classroom requires little preparation time on the part of the teacher and can be utilized in a variety of settings, such as small group instruction, peer reading, and learning centers (O'Shea & O'Shea, 1988). Repeated reading is typically administered a minimum of three times per week in a one-on-one setting. Reading passages usually range from 50-200 words in length and are skill-level appropriate for individualized student needs, which should be between a student's independent and instructional reading levels.

Once an appropriate reading passage has been selected, the teacher and student meet one-on-one for approximately 15-20 minutes. The teacher gives a copy of the reading passage to the student and thoroughly explains that the student will read as much as they can while they are timed. When the student begins reading, the teacher begins the timer and records each time the student misreads a word or hesitates for longer than 5 seconds. When a hesitation occurs, the teacher immediately corrects and re-reads the word aloud and the students correctly repeats the word. If the student requests help with a word, the teacher reads the word aloud or provides the definition (O'Shea & O'Shea, 1988; What Works Clearinghouse, 2014).



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## Tips and Tools for Teachers - Effective Reading Instruction

When the student completes reading the entire passage, the timer is stopped. Elapsed time is recorded as well as the total number of words read, total number of errors, and words correct (total number of words - errors). The teacher prompts the student to read the same passage again and repeats the same cycle for a total of 3-4 cycles. Data collected during each repeated reading session can be graphed for visual representation and used to communicate change between sessions (see Table 2 and Figure 1).

Table 2

Example of a Repeated Reading Documentation Chart

Time (elapsed)	Words Read (total)	Errors	Words Correct (total-Errors)
1.			
2.			
3.			
4.			
Student Goal for Next Session (words correct): _____			
Notes:			

### Don't Forget!

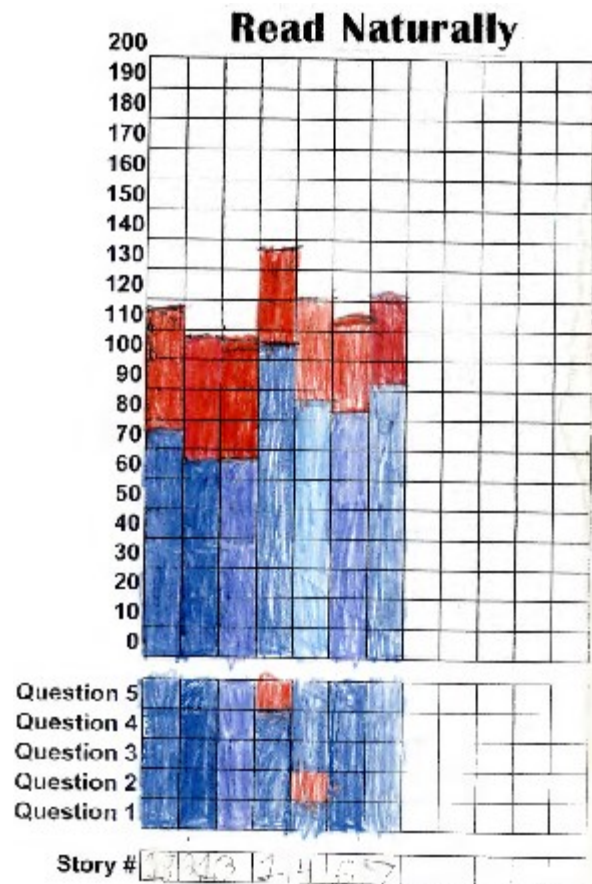
In order for repeated reading to be successful, it is vital that teachers allow students to become involved with the process! Key components of effective implementation include:

~*Provide performance feedback and encouragement.* When teachers provide performance feedback and allow the student to partake in the goal setting process, students have the opportunity to become more invested with individual improvement and remain motivated.

~*Student Choice.* If possible, allow the student to pick out reading passages that are of interest and on the appropriate reading level. This allows for vested student interest and motivation to read.

~*Use incentives.* Incentives can encourage students to meet or exceed goals and to motivate and encourage reading success!

Figure 1, (right): A completed example of how a student might track/graph his or her own progress.







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## Tips and Tools for Teachers - Effective Reading Instruction

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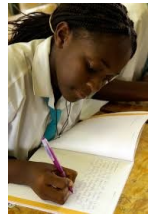
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## Tips and Tools for Teachers - Writing Strategies



### Using the Writing Strategy POW + TREE

Nelly Shora, M.S., Texas A&M University-Commerce

Writing is a complex and cognitively demanding task that requires planning, editing, and revising skills (Little et al., 2010). Teaching students how to create persuasive essays can seem challenging, but can be accomplished with the use of effective writing instructional techniques. One instructional technique with emerging evidence supporting its use with student writers is POW + TREE.

POW + TREE is a mnemonic device that stands for: P - Pick an idea, O - Organize my notes, W - Write and say more, T - Topic sentence, R- Reasons, E - Explanation, and E - Ending. The instructional technique is broken down into two sections: POW and TREE. The first component, POW, is a good foundation for any piece of student writing. The second component, TREE, is added to expand the strategy to persuasive writing by asking students to take a side and explain their position on a given topic (Harris, Graham, Mason, & Friedlander, 2008). This instructional strategy is appropriate for grades 2-12; however students need to already have a basic writing foundation, including phonemic awareness, spelling skills, and the ability to formulate a response to a question in order to use it effectively (Gillespie & Graham, 2014).

Teaching students to use POW + TREE through a Self-Regulated Strategy Development (SRSD) framework helps to develop students' writing knowledge, strategic behaviors, and motivation (Harris, Graham, Mason, & Friedlander, 2008). Suggestions for teaching the strategy include: (1) developing students' background knowledge - talk to students about what it means to be persuasive and how it is useful by providing real world examples relevant to their age (i.e., writing a letter to a governmental official or convincing parents to allow students to extend their curfews), (2) discussing the strategy - introduce the strategy and explain how it can help students remember components of a persuasive essay, (3) modeling the strategy components - walk students through an example essay and write an essay as a class, with students helping to generate ideas, (4) memorizing the steps of the strategy - graphic organizers and posters in the classroom displaying the strategy can help students commit the information to memory, (5) supporting the students' acquisition of the strategy - give students a practice essay and help them along the way, ensuring that they are using the strategy correctly and permit them to ask questions, and ultimately, (6) independent performance - provide students with a chance to use the strategy on their own.

The objective of SRSD instruction is to teach students a strategy that they can incorporate on their own, and SRSD is considered to have the strongest impact of any strategy instruction approach in writing (Sreckovic, Common, Knowles, & Lane, 2014). Using Self-Regulated Strategy Development to teach students POW + TREE is a helpful tool to use in the classroom to create better outcomes for students.

For resources related to SRSD and POW + TREE, visit <http://iris.peabody.vanderbilt.edu/module/pow>.



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## Tips and Tools for Teachers - Math Interventions

# Mathematics Interventions for Students with Learning Disabilities: Review and Recommendations

**Kathleen Pfannenstiel, Ph.D., American Institutes for Research**

Recently, a focus in the area of academic research has shifted from reading to mathematics. On a national level, mathematics continues to be an area that many students, not just those in special education, score lower on national assessments and continues to be an area of need for a diverse student population. The National Assessment of Educational Progress (NAEP, 2013) reports that over the last 3 years (2011-2013) mathematical scores have only increased 1-point for both grade 4 and grade 8. For students in special education, scores have remained relatively the same from 2011-2013 and since 1995 have only seen a 14-point increase. The disparity between students with disabilities and those without is discouraging and mathematics continues to be an area of struggle for students with disabilities, specifically students with learning disabilities (LD). In order for students with LD to be successful, strong, data-driven interventions are necessary, in addition to differentiated core mathematics instruction.

## Multi-Tiered Support System

Greater demands in mathematic classes have led to more rigorous curriculum standards and assessments. For students with LD or those at-risk for mathematics difficulties, it is imperative that mathematics interventions aligned with evidence-based practices are provided. Many schools are utilizing a Multi-Tiered System of Support (MTSS), or a Response to Intervention (RtI) model to identify, deliver, and progress monitor students with, and at-risk for, mathematics difficulties or LD. The National Center on Intensive Intervention defines MTSS as “a prevention framework that organizes building-level resources to address each individual student’s academic and/or behavioral needs within intervention tiers that vary in intensity. This also includes the use of assessment material to screen students at-risk for mathematics difficulties, as well as progress monitoring during intervention, adequately train staff in delivery of explicit, systematic intervention which includes teacher modeling, student guided and independent practice, and exposure to word problem solving (Gersten et al., 2009). Mathematic interventions need to be driven by data, while aligned with instructional research in the field of MTSS, special education, and mathematics education.

## Intervention Characteristics

With the passing of more rigorous, college-ready standards in mathematics the focus has shifted from memorization of facts and algorithms to process standards and word problems (National Council of Teacher of Mathematics, 2006; National Governors Association Center for Best Practices, 2010). Regardless of the state’s curriculum and standards, basic, foundational mathematics skills are vital to success within core mathematics instruction (Carson & Eckert, 2003; Hunt, Valentine, Bryant, Pfannenstiel, & Bryant, 2015). This is why it is so important that students with mathematics difficulties receive explicit, systematic, intensive intervention with learning trajectories embedded in algebraic skills (National Mathematics Advisory Panel, 2008; Star et al., 2015), and those that include flexible thinking and a variety of questioning strategies (Pfannenstiel, Bryant, Bryant, & Porterfield, 2014).

While the standards at each grade level are different, common intervention components can be seen from elementary through secondary mathematics. At the foundational, elementary level is the need to build mastery in number and operations (Frye et al., 2013). The trajectories of number and operations include understanding of the equal sign, part-part-whole combinations, fact instruction in all operation, fractions, and decimals (Frye et al., 2013; Pfannenstiel et. al, 2014; Powell & Fuchs, 2010; Powell, 2014). In the upper grades, while numbers and operations are still important, a focus should shift to more complex pre-algebraic concepts. These include rational numbers and integers, linear models, tables and graphs, fractions, percentages, decimals, proportional reasoning, and multi-step equations (Dougherty et. al., 2014; Star et al., 2015). While many of these skills are integral to specific grade levels, it is important that instruction for students with or at-risk for mathematics LD are given additional instruction, practice, and the use of multi-representations to not only complete the mathematics but have a deeper understanding and ability to explain it (Bottge, Rueda, Serlin, Hung, & Kwon, 2007; Gersten et al., 2009; Maccini, Mulcahy, & Wilson, 2007; NMAP; 2008).





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## Tips and Tools for Teachers - Math Interventions

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## Tips and Tools for Teachers - Behavioral Interventions



# Positive Behavior Intervention Supports in Schools: A Collaborative Approach to Support Student Learning

Laura J. Isbell, Ph.D., Texas A&M University-Commerce

Many schools face challenges in dealing with disruptive students, including lost instructional time and ineffective disciplinary approaches such as detention and suspension. Schools need effective solutions for dealing with challenging behaviors, and Positive Behavior Intervention Strategies (PBIS) offers a systematic, school-wide process for this purpose. The primary components of PBIS include rules, routines, and physical arrangements developed and taught by school staff.

### Effective Implementation

PBIS should be implemented prior to occurrences of disruptive behavior and educators must take proactive steps to execute PBIS in a timely manner. Additionally, administrators, teachers, parents, and students must work as a collaborative team in order to ensure effective implementation of PBIS.

### Teacher Training and Resources

The OSEP Center on PBIS provides educators with necessary information and technical assistance for identifying, adapting, and sustaining school-wide discipline through proactive approaches. The PBIS center offers evidence-based practices to facilitate effective discipline procedures in classrooms. Schools should also provide information and training on the strategy and allow teachers to evaluate its effectiveness.

### Useful Websites for Information on School-Wide Behavior Interventions

[www.pbis.org/school](http://www.pbis.org/school)

[www.swis.org](http://www.swis.org)

[www.iris.peabody.vanderbilt.edu](http://www.iris.peabody.vanderbilt.edu)

[www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior](http://www.rtinetwork.org/learn/behavior-supports/schoolwidebehavior)

[www.interventioncentral.org/behavioral-intervention-modification](http://www.interventioncentral.org/behavioral-intervention-modification)

[www.modelprogram.com/](http://www.modelprogram.com/)

### Useful Apps for Monitoring and Tracking Behavior

- Interval Minder
- Behavior Assessment Pro (BAP)
- Tallymander
- Behavior Tracker Pro (BTP)

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## **Call for Candidates For TCEC Executive Board**

**Due by: December 1, 2015**

The Texas Council for Exceptional Children is seeking qualified nominees to serve on the TCEC Executive Board for the positions of secretary and vice president. Interested candidates should be active members in the TCEC and National CEC organizations and have a desire to serve families and children with disabilities. We are seeking candidates for:

- Secretary
- Vice President

The office of the secretary involves attendance at executive board meetings, recording minutes of the meetings, and distributing minutes to appropriate board members. The secretary is elected for one year.

The office of the Vice President involves attendance at executive board meetings and organizing and facilitating an event such as a professional development or a social event at the International Council for Exceptional Children Conference. The office of the Vice President is a multi-year commitment involving transitions from Vice President to President Elect, President Elect to President, and President to Past President.

Interested candidates should submit the following:

1. A letter stating the interested position and why you are interested in serving in that office; and responses to the following:
  - 1) If elected, what will you bring to the Texas CEC Board that will support the goals, mission, and vision of the organization?
  - 2) What do you believe are the major issues facing special education and/or gifted education in the near future?
  - 3) What do you see as the greatest area of need by pre-service and in-service special education teachers in Texas and how can Texas CEC help to meet those needs in the future?
2. Curriculum vitae or resume
3. Short biography
4. Professional picture.



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## **Call for Candidates For TCEC Executive Board**

**Due by: December 1, 2015**

### **The TCEC Nominations Committee includes:**

Chair: Dr. Dennis Cavitt	<a href="mailto:dennis.cavitt@acu.edu">dennis.cavitt@acu.edu</a>
South Texas: Dr. Steve Chamberlain	<a href="mailto:Steve.Chamberlain@utb.edu">Steve.Chamberlain@utb.edu</a>
East Texas: Dr. Frank Dykes	<a href="mailto:FDykes@uttyler.edu">FDykes@uttyler.edu</a>
West Texas: Dr. DeAnn Lechtenberger	<a href="mailto:dean.lechtenberger@ttu.edu">dean.lechtenberger@ttu.edu</a>
North Texas: Dr. Jerry Whitworth	<a href="mailto:jwhitworth@twu.edu">jwhitworth@twu.edu</a>

### **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



## THE CEC SPECIAL EDUCATION CONVENTION & EXPO IS COMING TO ST. LOUIS, APRIL 13,16, 2016!



### REGISTRATION OPTIONS:

[HTTP://WWW.CECCONVENTION.ORG/  
REGISTER/](http://www.cecconvention.org/register/)  
[REGISTRATION FORM](#)

REGISTRATION OPTIONS INCLUDE FULL  
 CONVENTION REGISTRATION, SINGLE  
 DAY CONVENTION REGISTRATION, AND  
 FLEX PASS PACKAGES FOR GROUPS

REGISTER EARLY FOR THE BEST  
 RATES!

### FEATURED SESSIONS:

- MAKING CONNECTIONS AND EMERGING FRONTIERS IN THE DIGITAL AND BLENDED ENVIRONMENT
- EXCEPTIONAL LIVES, EXCEPTIONAL STORIES
- SUPPORTING SUCCESS FOR STUDENTS WHO ARE TWICE EXCEPTIONAL
- iBESTT: AN ONLINE MODEL FOR BUILDING TERTIARY SUPPORTS IN THE CLASSROOM
- IRIS FOR K12: OUR LATEST ONLINE RESOURCES AND MATERIALS
- ASSESSMENT TODAY: HOW WE GOT HERE AND WHERE WE ARE GOING
- ... AND MANY MORE!

### MEETINGS AND SOCIAL EVENTS:

- WELCOME RECEPTION
- ICE CREAM SOCIAL (AND REALLY, REALLY BIG PRIZE DRAWING)
- DESSERT WITH THE VENDORS

### PROFESSIONAL DEVELOPMENT HOURS:

YOU CAN EARN CEC PROFESSIONAL  
 DEVELOPMENT HOURS FOR ALL THE ED-  
 UCATION SESSIONS YOU ATTEND!

### HOTEL AND TRAVEL OPTIONS:

HOTEL INFORMATION IS COMING SOON.

CEC IS HAPPY TO PARTNER WITH  
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 MENTION CEC 2016 WHEN BOOKING TO  
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The voice and vision of special education

## Highlights from the Texas Council for Exceptional Children Annual Conference



### 2015 CEC Award Winners:

Texas Student Council for Exceptional Children Chapter of the Year: Texas A&M University-Commerce, Midwestern State University

Research Award: Nelly Shora, Texas A&M University-Commerce

Teacher Educator Award: Theresa Garfield-Dorel, Texas A&M University-San Antonio.

Thank you to Suzanne Thomas for her dedication to TCEC and congratulations on her retirement.



The voice and vision of special education

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