• Concurrent Session 1 Breakout Presentations •

11:10 a.m. – 12:00 p.m.

Room 1303-1304   *Technology Strand*

Utilizing Technology to Improve Student Outcomes

Annemarie Horn & Selena Layden, Old Dominion University

This presentation will focus on utilizing handheld assistive technology (AT) devices when teaching students with disabilities in inclusive settings. The presentation will include AT demonstrations and recommendations for practical application in elementary and secondary classrooms.

Room 1305-1306   *Technology Strand*

Designing Accessible (Online) Materials for Diverse Learners

Spring Brennan & Tracie Ortiz, Old Dominion University

Many educators struggle to adopt the Accessibility standards that make instruction easy to read, understand, and access. This workshop outlines the best practices and technology standards for designing ADA-compliant content that addresses issues of legibility on computer screens, visual organization, writing for comprehension, and formatting for assistive technology.

Room 2005   *Co-Teaching or Inclusion Strand*

A Self-Reflection Tool to Facilitate Growth as a Co-Teaching Team

Mary Murray Stowe & Daria Lorio-Barsten, College of William & Mary

Self-reflection and continual-growth are critical to success in the field of education. This session provides an introduction to a self-reflection tool to guide co-teachers through professional improvement. Participants will identify next steps for their use of the tool with their own co-teaching practice. Participants will receive electronic and paper copies of the Self-Reflection Tool.

Room 2002   *Co-Teaching or Inclusion Strand*

Using Research-Based Practices During One-Teach One-Support Co-Teaching

Peggy King-Sears, George Mason University & Melissa Jenkins, Prince William County Schools

Research-based practices add value for students' learning and behavior when used by co-teachers who are in the support role (i.e., drifting, observing, or assisting) while other co-teachers lead instruction. This session describes how to incorporate these practices, such as specific praise and opportunities to respond, during one-teach one-support co-teaching.

Shape-Coding: The Evidence Base for a Grammar Instruction Strategy

Alisha Springle, Old Dominion University

Shape Coding uses colors, shapes, and lines to represent grammatical patterns. This session will show how and why to use this research-supported visual support strategy to support oral and written grammar development.

Helping Our Most Vulnerable Students Beat the Odds

Ronnie Sidney II, Easterseals

The interactive session takes participants on an emotional ride through three critically acclaimed graphic novels that help teachers and students explore disabilities, trauma, race and policing in a sensitive, easy-to-understand format. The session will equip educators with tools they can use to help their most vulnerable youth beat the odds. (Middle and High School)

Building Understanding: Using Tables of Specification to Support Complex Cognition

Lindsay Watkins & Rick Brigham, George Mason University

The presenters demonstrate "tables of specification" (TOS) to guide instructional decision-making. TOS provide content standards along with frequently assessed skill levels (e.g., remember, apply, analyze). Assessments are created for each level leading to the standards-based outcome. TOS support clear communication of student performance. Examples of completed TOS are provided as a take-away.

Understanding Advocacy in Special Education

Linda Miller-Dunleavy, Old Dominion University

This session will highlight how teachers can advocate for their students and students' parents as they navigate the special education process. Accommodations, modifications and services to provide the best educational environment for students will be addressed.

The Interactive Poster Presentations Session will be scheduled as a 50 minute break out session. Each presenter will have five minutes to briefly explain their poster to a seated audience. The audience will have the opportunity to walk around and ask individual presenters questions for the last 10 minutes of the session.

- **Using Repeated Reading Intervention for Struggling Readers in Elementary Schools**

  Khalid Alotaibi, Old Dominion University

  Students with learning disabilities (LD) encounter challenges while reading. Finding effective strategies to improve their reading fluency and comprehension is essential for their success. Though there are numerous approaches for improving the reading skills of students with LD, the use of repeated reading interventions is one of the most effective.

- **High School GEMs (Girls Empowerment Movement)**

  Janeen Dofflemyer, Rockingham County Public Schools-East Rockingham High School

  The GEMs Club (Girls' Empowerment Movement) is for 9th grade girls only. Girls with IEP's, 504 Plans, Student Study plans, and those who are considered at-risk, are personally invited to join the Club. In the past 2 years, this population has made up approximately 60% of the Club's monthly attendance. The goal of the program is to assist this specially selected group of girls to make positive changes in their lives by building self-esteem, no matter what their circumstances.

- **Use of Avatars and eCoaching to Teach Early Childhood Educators to Use Affirmations**

  Peggy Hester, Sabra Gear, Lisa Morin, Jennifer Wolff, Old Dominion University

  Researchers have found that affirmations of children and positive teacher-child relationships are consistently linked to increased academic achievement. Affirmations can help teachers build and establish relationships that cross racial, ethnic, cultural, linguistic, and socio-economic divides that may exist in their classrooms. Yet, there continues to be a gap between what research has documented as effective, and what is being executed in practice.

- **Interactive Read-alouds, Informational Texts, Inclusive Practices: Benefits Across Contexts**

  Leigh Ann Kurz, George Mason University

  Read-alouds of informational texts can support literacy and content area learning in inclusive classrooms. This presentation will describe effective, evidence-based strategies for supporting comprehension of informational texts, vocabulary, and oral language development though interactive reading-alouds. All students, including those with or at-risk for learning disabilities, can benefit from these practices.

- **Students with Learning Disabilities and English Learners with LD: Inclusive Vocabulary Instruction**

  Kelly Liu, George Mason University

  This presentation provides a description and application of vocabulary strategies for students with learning disabilities (LD) and English learners (EL) with LD in an inclusive setting. The focus will include effective and evidence based practices for vocabulary instruction, opportunities for practice, and other resources to support content-area learning.

- **Co-Teaching in the Secondary Classroom**

  Patricia Lodi, Marymount University

  A large percentage of students with disabilities are placed in the general education environment where co-teaching has become a widely used model. Many schools struggle with effective co-teaching methods despite the evidence of its success in our schools. Tools, resources, and strategies will be shared to support and empower teachers and administrators to implement a successful co-teaching environment.

- **Enhancing Evidence-Based Practices through Animal Assisted Interventions**

  Gabrielle McWhorter, Old Dominion University

  The presenters will discuss how an evidence-based practice can be enriched through the addition of a therapy certified animal. Current pilot study data will be presented to support the presenters' position, specifically for the evidence-based practice-functional communication training. Spectators will leave with an understanding of the current paucities in animal research as well as the importance and value of exploring interventions for autism spectrum disorder that do not require medication nor costly technology.

- **EFs, Pragmatics, & Social Skills in Students with LLD**

  Jane Roitsch, Old Dominion University

  Students with language-based learning disability (LLD) often demonstrate deficits in social skills that negatively affect their academic abilities. Not surprisingly, many students with learning disabilities have shortfalls in executive functions (EFs) that contribute to their academic challenges. This review of the literature examined the relationship between EFs and the social skills of students with LLD.

• Concurrent Session 2 Breakout Presentations •

1:10 a.m. – 2:00 p.m.

Room 1303-1304   *Technology Strand*

Leveraging Mursion VR to Support Training, Enrichment, and Reflection

Michael Ruffin, Old Dominion University

Mursion is the virtual environment where professionals practice and master essential skills needed to be effective in high-stakes careers. Mursion utilizes virtual reality, artificial intelligence, and human interaction to create safe experiences that support learning and reflection. This session highlights scenarios involving children with ASD, LD, and English Learners.

Room 1305-1306   *Technology Strand*

It's not about the WHAT, it's about the HOW!

Barbara Lincoln & Lisa Morin, Old Dominion University

Universal Design for Learning is a requirement that all students in teacher preparation programs must know. What does it mean and how can we improve reading scores for students with learning disabilities using both research and practice for all students, including students with disabilities.

Room 2005   *Co-Teaching or Inclusion Strand*

Using Reflective Journaling to Improve Co-teaching

Mindy Gumpert, Old Dominion University & **Bill McConnell,** Virginia Wesleyan University

This session will focus on the relationship between two co-teachers and offer specific examples of how they provided an appropriate balance between support and challenge to one another. Teachers will discuss how they used journaling as part of their reflective practice and how the outcomes of their reflections led to pedagogical risk-taking and innovative ideas.

Room 2002   *Co-Teaching or Inclusion Strand*

Adapting Lessons for Students with Disabilities in Inclusive Classrooms

Karen Douglas, Liz Altieri, & Mary Evans, Radford University

Specific inclusive practices and strategies to promote active and meaningful engagement of students with disabilities in general education classes will be presented in this session. In addition, examples of how to adapt curricula in all content areas at the elementary and secondary levels will be shared.

Vocabulary Development for English Learners with Learning Disabilities: Intersections and Supports

Brenda-Jean Tyler, Radford University

English learners (ELs) face the double task of learning new concepts related to content along with the English terminology for those concepts; for ELs with learning disabilities (a language-based disorder), there are additional hurdles to vocabulary development, making planning instruction more complex. Learn practices to facilitate learning for ELs with LD.

Self-Regulation of Reading Comprehension Strategies for Students with Learning Disabilities

Sheri Berkeley & Sharon Ray, George Mason University

Proficient readers actively engage with text through questioning and comprehension monitoring. Teachers need to explicitly teach struggling readers, including students with language-based learning disabilities, to approach text in the purposeful and strategic ways used by good readers. This session will demonstrate evidence-based instructional practices for improving reading comprehension.

Top Ten Strategies Teachers Need to Enhance Child Learning and Positive Behavior

Peggy Hester & Larry Hester, Old Dominion University

Once children enter classrooms, relationships with their teachers become increasingly important to their learning and success in school. Research suggests that quality teacher-child interactions is a robust predictor of children's academic success. This presentation will discuss specific support strategies designed to enhance quality teacher-child interactions and positive child outcomes.

I'm Determined Project: Teaching Alternative Processes to Social Problem Solving

Kendal Swartzentruber, I'm Determined Project

The Virginia Department of Education's I'm Determined Project has invested interest in the social implications of conflict transformation and restorative justice in education for students with learning disabilities. With social-ecological perspectives of self-determination the project has designed supportive processes that assist students in navigating across ecological and interpersonal systems. Participants will leave with access to visual media activities that can be

used as to guide discussion towards restorative discipline and promote pro-social skill development in context of tension or conflict.

Room 1302

How All Teachers Can Support English Learners with IEPs

Martha-Alice Rademacher, Arlington Public Schools

In this session, participants will consider the influence of language differences and disability on learning behaviors and when developing a culturally and linguistically appropriate IEP for English learners. This presentation will also focus on evidence-based strategies for providing meaningful access to content area instruction for English learners with learning disabilities.

Room 2231

Implementing Social Emotional Learning into the Curriculum

Heidi Nelson, Almond Tree Education

Recently there has been a resurgence in providing social emotional learning (SEL) in schools. Understanding what this includes is essential. Commonly used practices in the classroom are already aligned with aspects of SEL. This session will provide ways to implement these practices in all age groups.

• Concurrent Session 3 Breakout Presentations •

2:10 a.m. – 3:00 p.m.

Room 1303-1304   *Technology Strand*

Leveraging Mursion VR to Support Training, Enrichment, and Reflection

Michael Ruffin, Old Dominion University

Mursion is the virtual environment where professionals practice and master essential skills needed to be effective in high-stakes careers. Mursion utilizes virtual reality, artificial intelligence, and human interaction to create safe experiences that support learning and reflection. This session highlights scenarios involving children with ASD, LD, and English Learners.

Room 1305-1306   *Technology Strand*

The Power of Virtual Math Manipulatives for Secondary Students with Learning Disabilities

Jugnu Agrawal, George Mason University & **Lisa Morin,** Old Dominion University

There are many singular advantages of virtual manipulatives (VMs) as compared to concrete manipulatives for math instruction. Research involving VM, best practices for using VM, and reliable VM websites will be highlighted. Participants will learn about using VM to teach math concepts to secondary students with learning disabilities. Participants are encouraged to bring laptops or tablets to this presentation.

Room 2005   *Panelist and Co-Teaching or Inclusion Strand*

A New Model for Instruction in Secondary Co-Taught Classrooms

Margaret Weiss, George Mason University

Co-teaching is a widely-used service delivery model at the secondary level. However, there is often confusion as to the special educator's role. In this presentation, a three-element model of co-teaching will be presented that clearly defines roles and inclusion of specially designed instruction. Results of a pilot study will be described.

Room 2002   *Co-Teaching or Inclusion Strand*

Inclusive Practices in a Global Classroom

Sunita Sharma, Virginia Union University

This presentation will highlight how to teach culturally and linguistically diverse students and students with learning disabilities in a general education classroom. At the end of the session, participants understand and appreciate cultural, linguistic, religious, ethnic diversity and

exceptionalities, and will be able to apply easy to use strategies for improved behavior management.

Room 2001   *Vocabulary Strand*

LET'S DO LUNCH: Extending Student Engagement to Build Vocabulary

Debbie Price & Kristin Garman, Chesapeake Public Schools

This session will highlight successful techniques for vocabulary expansion and improved reading comprehension for students with disabilities, English learners, and typical students. The program presented will demonstrate how to identify and select vocabulary targeting specific groups of students and how to add vocabulary instructional routines into seemingly impenetrable schedules using Word Up. (Elementary)

Room 2006-2007   *Panelist and Reading Strand*

Facts and Challenges of Dyslexia: The Elephant that Left the Room

Judith Fontana, George Mason University

This session is designed as a first stop in your journey into dyslexia. Participants will leave with a basic understanding of the definition, characteristics, incidence, and academic challenges by age and grade. They will experience a multi-sensory technique they can use in class next week. A page of resources will be available.

Room 1307   *Panelist and Early Childhood Strand*

The Ins and Outs of Self-Regulation in Early Childhood

Mira Cole Williams, James Madison University

This session will examine specific ways to guide early learners from the inside out as they develop self-regulation skills. Participants will also take part in a reflection exercise to assist them in re-framing their perceptions of behavior during difficult moments.

Room 1416   *Transition Strand*

Secondary Transition Tools to Aid in Effective Planning

Chiquita Seaborne, York County School Division

Successful transition planning is essential in assisting students with disabilities to achieve their goals. This presentation provides strategies and tools that can be used with current curriculum in the inclusive setting to foster students' self-determination skills as they navigate the transition process. Examples of student-led IEP documents will also be shared with attendees.

Proactive Support Strategies for Students with Autism Spectrum Disorder

Leslie Daniel, Radford University

When students with autism are bored, their senses are overloaded, or they're faced with transitions for which they are unprepared, they can exhibit puzzling behaviors. The presenter will share a variety of strategies that can help keep "problem" behaviors from occurring, or lessen their impact when they do occur.

Room 2231

Strategies to Maximize Learning

Susan Autry, Erin Morgan, Jeanine Cyrwus, & Deborah Cohen, Oakwood School

Effective learners understand who they are as learners and develop various strategies to help themselves. Direct instruction in how brains work and strategies for learning help all students become efficient learners. We share teaching methods focused on strategy development to help our students learn who they are as learners. (Elementary and Middle)