



50th Anniversary

The University of Kansas Department of Special Education

Day-By-Day: Making Research-Based Practice Make Sense Through Collaboration

A Special Professional Development Day for Teachers and Administrators

Saturday, May 10, 2008 • Kansas Memorial Union • Lawrence, Kansas

The University of Kansas welcomes you to this culminating event celebrating the Department of Special Education's 50th anniversary and its preparation of educators who ensure a quality education for students with disabilities.

This special event is designed for school teams – general education and special education teachers, school psychologists, administrators, and others who work together to ensure students with disabilities and others who struggle academically receive the best education possible. We will present strategies based on effective classroom practices, home and school collaboration, and thoughtful and thorough monitoring of student progress.

Attendees can expect an energizing day filled with thought-provoking presentations, practical demonstrations, and informal round-table discussions led by KU faculty as well as administrators and teachers from effective Kansas schools involved in making research-based practices “make sense.”

CONFERENCE PROGRAM

8:30 a.m.

Registration Check-In and Continental Breakfast

4th Floor Lobby

Also register and pay \$6.50 for Continuing Ed credit (optional).

9:00-9:45 a.m.

Welcome/Blue Ribbon Panel

Alderson Auditorium, 4th Floor

Effective Learning for Students with Disabilities: HOW DO WE MAKE IT HAPPEN?

A panel of experts will set the stage for the day by discussing state and federal policies and practices that affect effective instruction, assessment, and professional accountability. What are the practices effective educators need to know? What is on the horizon?

Welcome: Rick Ginsberg, Dean of KU School of Education

Moderator: Sally Roberts, Associate Dean for KU Teacher Education

Panelist: Bruce Passman, Deputy Superintendent, Lawrence Public Schools

Panelist: Colleen Riley, KSDE

Director, Student Support Services

Panelist: Sean Smith, Parent, KS

State Special Education Advisory Committee member, and KU Assoc.

Professor of Special Education

Panelist: Chriss Walther-Thomas, Professor and Chair, KU Department of Special Education

BREAKOUT

10:00-10:40 a.m.

10:40-10:50 a.m. break

10:50-11:30 a.m.

Concurrent Breakout Sessions

5th & 6th Floors

Participants can attend *two* cutting-edge information sessions and demonstrations, followed by discussion and Q&A. (Session descriptions listed on following pages.)

11:45 a.m.-12:45 p.m.

Luncheon Keynote Address

Big 12 Room, 5th Floor

Making Research-Based Practices Make Sense: Staying on Track by Following the Right Road Signs!

Donald D. Deshler, Professor of Special Education and Director, Center for Research on Learning

1:00-2:15 p.m.

Kaleidoscope: Round Table Conversations

3rd Floor

Participants can attend three topical conversations; sessions repeat every 20 minutes. Take advantage of this opportunity to meet first-hand practitioners implementing research-based practices and learn what works! Topics will be of interest to elementary- and secondary-level general and special education teachers as well as administrators.

2:15-3:00 p.m.

Closing Session – Making It All Happen!

3rd Floor

A special closing activity of prizes, surprises, and thoughts for the future. Jim Knight, Research Associate, Center for Research on Learning

Concurrent Breakout Sessions: 10:00-10:40 a.m.

“Blending Assessment with Instruction Program”... in Mathematics with the Use of Technology

Ed Meyen, Professor, Department of Special Education, e-Learning Design Lab

Diana Greer, Research Associate, Center for Education Testing and Evaluation, e-Learning Design Lab

International Room, 5th Floor

The Blending Assessment with Instruction Program (BAIP) is designed to provide support to teachers in aligning their instruction with statewide standards and assessments in mathematics for grades 3, 4, 5, 6, 7, 8, and 10. The program includes a feedback system that provides individual student and classroom data to teachers in a timely manner to enhance instructional decisions. All BAIP resources are delivered online with extensions for all lessons that accommodate the instructional needs of students with exceptionalities. The session will demonstrate BAIP lessons and tutorials, introduce new resources for special education, show how districts are currently using BAIP, and illustrate how to access BAIP.

Early Childhood Education: Curriculum for Supporting Children At-Risk for School Failure

Eva Horn, Professor, Department of Special Education

Susan Palmer, Associate Research Professor, Department of Special Education

Parlors Room, 5th Floor

This session will focus on elements of effective curriculum for preschool children at risk for school failure. The Children School Success curriculum, which is being studied through a multi-university NIH research project, will serve as the exemplar. Participants will view daily activities and videos of Kansas preschool programs engaging in curriculum learning activities. The curriculum includes content domains (i.e., language/ literacy, science, math) as well as social competence that have been demonstrated to support children’s later success in school.

Effects of the Class-Wide Function-Based Intervention Team “CW-FIT” Group Contingency Program

Blake Hansen, Graduate Research Assistant, Juniper Gardens Children’s Project

Pine Room, 6th Floor

This presentation will discuss the Institute of Education Sciences-funded Class-Wide Function-Based Intervention Teams Program (CW-FIT) for elementary school students and students with/at risk for serious behavior disorders (SBD). CW-FIT includes four elements from empirical studies on the treatment of problem behavior: teaching socially appropriate communicative skills, eliminating potential reinforcement, strengthening alternative or replacement behaviors with shared group contingencies, and self-managing for program maintenance. The presentation will contain data that concludes the program’s ability to improve task behavior and teacher attention as well as reduce reprimands.

Emerging Practices, Programs, and Approaches Related to Teaching Struggling Adolescents

Keith Lenz, Associate Professor, Department of Special Education

Belinda Mitchell, Special Education doctoral fellow, former teacher at Central Academy Middle School, Fincastle, VA
Frances Ihle, Special Education doctoral fellow, former teacher at South High School, Minneapolis, MN

Kansas Room, 6th Floor

Over the past 30 years of monitoring the achievement gains of secondary students with disabilities and other students struggling with low levels of literacy, it is clear we have made little progress towards reaching national goals related to closing the achievement gap. Our efforts to provide intensive separate learning experiences to improve literacy have not proven sufficiently robust; school-wide literacy improvement initiatives may be required. This session will begin with an overview of school-wide literacy

improvement projects underway at the Center for Research on Learning. This overview will be followed by the presentation of the profiles of two secondary schools engaged in school-wide literacy-centered reform efforts and how student achievement was influenced.

Identifying and Using Effective Methods with Learners with Autism Spectrum Disorders: Issues, Challenges, and Recommendations

Rich Simpson, Professor, Department of Special Education

Centennial Room, 6th Floor

Learners with autism spectrum disorders are significantly challenging the skills and resources of schools and parents because of a lack of understanding of autism-related disabilities and strategies that are most effective in achieving desired outcomes. This session will focus on identifying, correctly implementing, and evaluating practices and strategies that are most effective in educating, managing, and supporting children and youth with autism spectrum disorders. Issues associated with identifying effective interventions will be addressed.

Principal Leadership in Inclusive and Effective Schools

Chriss Walther-Thomas, Chairperson, Professor, Department of Special Education

Jayhawk Room, 5th Floor

Principal leadership is a critical factor in the success—or failure—of inclusive learning environments. This interactive session will focus on four dimensions of effective administrative leadership in today’s schools: supporting novice teachers, defining co-teachers’ roles and responsibilities, facilitating ongoing collaboration, and designing effective classrooms. Participants will explore ways in which they can facilitate the development of programs that support the academic success of diverse learners.

Concurrent Breakout Sessions: 10:50-11:30 a.m.

Adapting Inclusive Instructional Environments to Promote Language and Literacy of Children with Autism Spectrum Disorders

Juliet Hart, Assistant Professor, Department of Special Education

Centennial Room, 6th Floor

Greater numbers of students with autism spectrum disorders (ASD) are being educated in inclusive settings. Students with ASD can be successful, provided their teachers use pedagogically sound, feasible techniques targeting communicative functioning and academic development. This session presents findings from a qualitative study that investigated the nature of academic interactions of children with ASD in the inclusive classroom setting. Instructional recommendations that facilitate meaningful participation of children with ASD in academic contexts will be described.

Family-Professional Partnerships in Ensuring Successful Transitions at the Early Childhood Level

Ann Turnbull, Professor, Department of Special Education

Parlors Room, 5th Floor

This session will demonstrate an online “Knowledge Bank” that integrates reader-friendly summaries of the best available research, experience-based knowledge, and policy related to making successful transitions at the early childhood level. We will start with your questions related to challenging situations; then locate within the Knowledge Bank multi-media resources (English and Spanish) identified through an intensive national search. We will emphasize how to use these resources to move beyond “evidence-based practice” to “wisdom-based action.”

Kansas Center for Autism Research and Training “K-CART”

Debra Kamps, Senior Scientist, and Linda Heitzman-Powell, Assistant Research Professor, Life Span Institute, Juniper Gardens Children’s Project

Pine Room, 6th Floor

This presentation will describe the vision and initial plans for one of the university’s newest research institutions, K-CART. Forty-five KU faculty and staff have partnered with the multi-disciplinary center, which promotes research and training on the causes, nature, and management of autism spectrum disorders (ASD). K-CART strives to generate new research discoveries to prevent and treat ASD and to ensure the dissemination of research-based best practices throughout the state and region by training individuals who serve children and adults with autism and their families.

Making Data-Based Decisions About Language Intervention for Infants and Toddlers

Jay Buzhardt, Assistant Research Professor, Juniper Gardens Children’s Project

International Room, 5th Floor

This session will demonstrate a web-based tool designed to guide data-based decision making for infants and toddlers with potential language delays. Based within a Response to Intervention framework, this tool helps early childhood service providers (a) quickly identify infants and toddlers with a potential language delay, (b) problem solve what may be the cause of the delay, (c) identify developmentally-appropriate, home-based language intervention strategies, (d) monitor the implementation of those strategies, and (e) determine whether or not the strategies are having an effect on the child’s language. The randomized trial of this tool’s effectiveness with Early Head Start providers will also be discussed, including potential limitations and future directions.

MTSS + Technology = Evidence-Based Solutions

Sean Smith, Associate Professor, Department of Special Education

Jayhawk Room, 5th Floor

This session will focus on strategies teacher can implement in conjunction with MTSS efforts at the Tier One, Two, and Three levels of intervention. Targeted towards technology-based solutions, participants will be engaged in a variety of activities to understand the tools and resources available to help school staff and parents to promote positive classroom behaviors and foster effective learning for all children and youth.

Online Resources for Transition and Secondary Special Education

Mary Morningstar, Associate Professor, Department of Special Education

Kansas Room, 6th Floor

This session will focus on a variety of online resources developed by the KU Transition Coalition for training special education teachers and transition stakeholders. In addition, online transition resources for practitioners that can be used in classrooms will be presented. Time will be allocated for participants to discuss critical areas of need and brainstorm online resources.

Kaleidoscope: Round Table Conversations - 1:00-2:15 p.m.

Participants can attend three topical conversations; sessions repeat every 20 minutes. Take advantage of this opportunity to meet first-hand practitioners implementing research-based practices and learn what works! Topics will be of interest to elementary- and secondary-level general and special education teachers as well as administrators. There is only a five-minute transition time between the stop and start of the next session, so move quickly! (See Kaleidoscope Map handout.)

Station	<i>(3rd Floor)</i>
1	Blending Assessment with Instruction Program (BAIP) <i>Diana Greer, Research Associate, Center for Educational Testing and Evaluation, and Jennifer Kolb, 6th-Grade Science & Literature, Lansing Middle School</i>
2	Early Childhood Family Support Using an Online Community of Practice <i>George Gotto, Research Associate/CoP Administrator, Beach Center on Disability, University of Kansas</i>
3	Community Transition Program: Helping Young Adults Transition from High School to Adult Life <i>Jenifer Rovel Jones, Community Transition Teacher, and Mistie Copas-Thomas, Transition Social Worker, Lawrence Public Schools (Presentation in Alcove B)</i>
4	Enhancing Efficiency of Paraeducators Through Professional Development of Certified Staff <i>Claudia Reinfelds, Career Teacher, Olathe District Schools, and doctoral student, University of Kansas</i>
5	Evidence-Based Interventions for Asperger Syndrome <i>Lisa Barrett Mann, M.S.Ed., Owner, Asperger's Interventions, Overland Park, Kansas</i>
6	Implementation of MTSS/RtI in the Shawnee Mission School District <i>Jodi Henderson, School Psychologist/MTSS Facilitator, Shawnee Mission School District</i>
7	Possible Selves: A Strategy for Nurturing Motivation and Future Planning <i>Nancy Miller, Independent Professional Staff Developer, KU Learning Strategies and Content Enhancement Routines</i>
8	Postsecondary Hidden Curriculum <i>Jenna Beahm, Master's student, and Terri Cooper Swanson, doctoral student, University of Kansas</i>
9	Self-Advocacy Strategies for the Elementary Student <i>Gerilyn Semro, M.S. Ed., Elementary Teacher, Horizon Academy, Roeland Park, Kansas</i>
10	Student-Initiated Efforts of Inclusion <i>Sue Ann Kline, Ph.D., and Karen Gladhart, M.S.Ed., Eisenhower School, Fort Leavenworth, Kansas</i>
11	Success with Social Stories <i>Rebecca Showalter, Life Skills Teacher, Arbor Creek Elementary, Olathe School District</i>
12	The Power of Mentoring for New Teachers <i>Barbara Weatherford, Student Services Consultant, Blue Valley School District</i>
13	The Principal's Role in Creating Classrooms for All Kids <i>Steve Bock, Middle School Teacher, Shawnee Mission School District (former building and district administrator)</i>
14	Transition Treasures Toolkit Overview <i>Debby Byrne, Life Skills Facilitator, and Jancy Comer, Access/Transition Teacher, Olathe School District</i>
15	Using Content Enhancement Routines to Improve Student Outcomes <i>Carmen Cantrell, Resource Teacher, Indian Woods Middle School, Shawnee Mission School District</i>
16	Whole L.I.V.E.S. – Resources for Creating a Life of Inclusion, Valued Relationships, Economic Control, and Self-Determination <i>Judith M. S. Gross, doctoral student, University of Kansas</i>