



15th Biennial 2017 Conference International Association of Special Education

Addressing the Exceptional Needs of the Whole Child
and Young Adult: Embracing the Future

Perth, Australia
June 25-29, 2017



In collaboration with



Curtin University





MELBOURNE
Specialist International School

Melbourne Specialist International School (MSIS) offers a unique and innovative model for teaching students with intellectual and multiple disabilities. The school uses the arts as a vehicle for highly meaningful engagement in curriculum delivery. MSIS combines education, therapy and wellbeing to plan and deliver learning on an individual student basis.



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CPE Registration No.: 201421721H Registration Period: 24 October 2016 to 23 October 2020

"What I love about White Lodge is being able to give all children the right to an education."
Jayne Nadarajoo, Founding Director



It's the simple things in life that count.

At White Lodge we encourage all children to grow and thrive in a supporting and nurturing environment that allows them to develop their personal and academic potential. We welcome all children aged 6 months to 6.5 years of age.

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- Upper Bukit Timah** 1 Jalan Siap, Tel: 6314 5481
- Upper East Coast** 36 Toh Drive, Tel: 6543 1802
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WELCOME MESSAGES



Grahame Hay, Honorary Local Conference Chair

Welcome to one and all for attending this International Association of Special Education Biennial Conference here in

Perth, Western Australia to celebrate 30 years of this organization. On behalf of the people of WA, welcome to one of the travel destinations which is very difficult to access, but worth your efforts to experience a memorable culturally diversified area of Australia. Your conference attendance will allow you to gain and share knowledge and thus become a better educator. With this in mind, I encourage you to take a part of Perth, your new friendships, collaborative opportunities, and new pedagogical practices back to your home countries. Enjoy our easy lifestyle and most of all enjoy yourself.



Sandra Trevethan, IASE Conference Liaison

We are excited to offer you the latest in research, best practices, and innovative approaches from around the world that encapsulate the theme "Addressing the Exceptional Needs of the Whole Child and Young

Adult: Embracing the Future." It is thrilling to see over 35 countries represented from North and South America, Europe, Africa, Asia and Australia. Our wish is that this program of presentations and visits will inform, inspire and encourage you to continue providing programs and services to children, youth and adults with disabilities that nurture growth and enable them to develop and reach their potential.



Dr. Iris Drower, IASE President

In June 2017 the International Association of Special Education (IASE) will be celebrating 30 years of collaboration, research and service. From an initial intake of just a small core of members in 1986, thousands of members have benefited from our organization. This conference is designed to provide a wide-range of learning opportunities for all those working within the field of special needs education. We have added roundtable and interactive poster sessions designed to allow for extended conversation and to promote a sense of community among the participants and attendees about a given topic. We will also be featuring several Invited Showcase Sessions highlighting programs throughout the local Perth area. Check out our special Invited Virtual Presentation, too!

Congratulations to our IASE founder Dr. Marg Csapo and our members for their continued support, collaboration, research, service and sustained growth around the world over the past 30 years. May you continue to champion change for years to come.



Dr. Marg Csapo, IASE Founder

The heartiest welcome to you all, to this scenic city of Perth, with the elegant long-necked black swans promenading on the river, to help us celebrate the International Association's 30th anniversary. Close your eyes for a second and try to recall the degree of dedication, emotional, intellectual involvement you felt on advocacy issues and how quickly your blood pressure rose when you spoke about the mission of your life, special education, and spent hours fighting for the same rights to education for All children. This youthful enthusiasm and strong beliefs that the system of education needed a rapid and profound self-examination and political action that the International Association of Special Education was born from a long buried old computer and the strong dreams that change was not just needed but possible to achieve world – wide. Now with eyes open, 30 years later consider what has been achieved with your volunteer work and membership fees which sustain projects in several developing countries.

What we have done together is far reaching; lots of changes have taken place. Just look in the mirror, take your blood pressure and think that you were instrumental in making a change, with your volunteer hours of work, and strong belief that all children need to succeed and become positive contributing members of society, given a chance. It will take many more years to achieve these goals in developing countries, but it can be done. Thanks for 30 years of a journey towards a dream. You may need a new pair of running shoes to continue the journey! Your presence here today is reassuring, celebratory and enabling. Thank you for being on board.



**Associate Prof. Lina Pelliccione
Head of School of Education
Curtin University**

Curtin University is Australia's third most international university, and one that is now recognized as being in the top two percent of universities in the world. The School of Education has served the community since 1975 and continues to graduate high quality teachers and researchers, developing courses that meet national standards, design research with impact, and develop staff. We are extremely proud to be associated with the 2017 International Association of Special Education (IASE) Conference as our mission is to transform lives and communities through education and research. This conference will enable you to reflect on how your contribution transforms lives and communities. I wish you all the best in this very important work.



15th Biennial IASE Conference
Board Members and Planning Committees

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Optional Tours Chair

Peng-Sim Eng, Australia



15th Biennial IASE Conference-Volunteers and Schedule-At-A-Glance
Perth Convention & Exhibition Centre
21 Mounts Bay Road, Perth WA 6000

Special Thanks to Elizabeth Krekora from Westminster Primary School (Year 3), Perth, Australia for the artwork design on our conference bags.



Conference Volunteer Chair

Gordon Berryman

Committee

- Caitlen Bianchi
- Jordan Bradley
- Meena Chatjaval
- Georgia Davidson
- Jodie Dunn
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- Krystal Kay
- Sharon Kegel
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- Ryan Rodrigues
- Vanessa Southey
- Nadine Stewart
- Jess Takla
- Yoginder Tokas
- Maaronet Wereta
- Joyce Yeung

Entertainment
 Ribbon Cutting 30 year Celebration
 Refreshments and Cash Bar



Conference Sessions

Key to reading sessions:
MP- Multiple Presentations (30 minutes each)

View silent auction items, art, exhibits level 2
 Plenary Session I 8:00 am (rooms 1-2) MC – Gary Carvolth, Perth, Australia

Welcome by Hon Sue M Ellery, MLC, Minister for Education and Training; Leader of the Legislative Council in the Parliament of Western Australia

Welcome by Associate Prof. Lina Pelliccione, Head of School School of Education, Curtin University, Perth, Australia

Keynote Address Gerard Neesham (8:15 am)
 Clontarf Foundation, Australia
Using Sports to Engage All

Keynote Address Dr. Kim Fong Poon-McBrayer (9:15 am)
 The Education University of Hong Kong
From Inclusive Education to Lifelong Inclusivity: Till death do us part

Morning Break	10:10 -10:25 am
Concurrent Session 1	10:30-11:30 am
Concurrent Session 2	11:35-12:20 pm
Lunch on your own	12:20 pm
Concurrent Session 3	1:30-2:30 pm
Concurrent Session 4	2:45-3:30 pm
IASE Think Tank	3:30-4:30 pm

Schedule-At-A-Glance

Sunday, June 25, 2017

- Registration Opens** 3:30 pm -5:00 pm
- Pick up conference materials
- Drop off auction items with Sharon Matthews
- Children and Young Adult Art
 with Hazel Chang & John O'Rourke
- Exhibitors set up

Welcoming Reception

5:00-7:00 pm Upper Level Rooms River View Room 5
 Opening Remarks by Master of Ceremonies –Gary Carvolth
 Welcome by Dignitaries

Welcome to Country-Walter McGuire



Walter McGuire is a well-respected Nyungar man around Perth. He is a descendent of several Aboriginal tribal clans of the South West of Western Australia. From childhood, Walter was schooled in the Nyungar culture, language and customs by his parents and recognized Elders, including those of related tribal groups. He will share his culture with deep reverence for his Ancestors, fellow Nyungar and First Peoples of Australia and the world over.

Tuesday, June 27, 2017

Registration Opens 7:00 am
 View silent auction items, art, exhibits level 2

IASE General Membership Meeting

8:00-8:45 am (rooms 1-2)
 Plenary Session II 8:45 am (rooms 1-2)

Keynote Address Dr. Morgan Chitiyo (9:00 am)
 Professor and Director of the Special Education Program at Duquesne University, Pittsburgh, Pennsylvania, USA
Establishing Sustainable Framework for the Development of Special Education in Africa.

Morning Break	9:45 am
Concurrent Session 5	10:00-11:00 am
Concurrent Session 6	11:15- 12:00 pm
Lunch on your own	12:00- 1:00 pm
Concurrent Session 7	1:00-2:00 pm
Concurrent Session 8	2:15-3:00 pm
Virtual Show Case Invited Session	3:10-4:10pm
IASE Board and Extended Board Meeting	4:15pm



Schedule-At-A-Glance

Wednesday, June 28, 2017

Concurrent Session 9 8:00-9:00 am
Concurrent Session 10 9:15-10:15am
Concurrent Session 11 10:30-11:30am
Lunch provided 11:40 am
Networking Time

Plenary Session III 1:00-3:00 pm (rooms 1-2)

Keynote Addresses 1:00-1:45pm
Michael Tait, CEO Rocky Bay, Perth, Australia
&

Mai Welsh, Manager of Rocky Bay Children's Program
Achieving Positive Outcomes Together

Keynote Addresses 2:00-3:00 pm
Brother Olly Pickett, Perth, Australia
Wheelchairs for Kids Workshop Manager
&
Bob Sheridan, Perth, Australia
Wheelchairs for Kids Workshop Coordinator
*We Listen, We Care, We Give
to Disabled Children Around the World*

Wheelchair Drawing

Gala Dinner 5:30-9:30 pm

5:30 pm Cash Bar, Viewing Live Auction Items
MC –Gary Carvolth

6:30 pm South Ballajura Education Support Centre,
Wyperfeld Gardens, Ballajura WA Performances will
include Drumming, Signing, and Jump Jam

7:00 pm Buffet Dinner

7:50 pm Entertainment: The Rock Troupe (performing
artists of The Rock Foundation) Featuring Meena, Joyce,
and Sunny with music from Johsua, Hong Kong

8:00 pm Marg Csapo Scholarship Introductions
8:15 pm Celebration Presentation
8:30 pm Live Auction

Thursday, June 29, 2017

Optional Tours from Convention Centre 9:30 or 10:00 am

Honorary Patronage from:
Curtin University



Grahame Hay with Instyle Tours



Jayne Nadarajoo, Founding Director



Meet Our Master of Ceremonies



Gary Carvolth's career in the media has spanned more than 50 years. After humble beginnings as one of the hosts of Channel 7's Club Seventeen while still in his early teens, Gary established himself as a prominent figure on WA television during the 1960s when he hosted popular evening variety show "In Perth Tonight" before taking on a production role with the network. Gary is a two-time winner of the Logie for most popular male personality on WA television in 1963 and 1964.

Perhaps one of Gary's best achievements was his role in establishing the first TVW Channel 7 Telethon in 1968, working alongside Australian TV legends Graham Kennedy, Johnny O'Keefe and Stuart Wagstaff. Gary was also responsible for securing a series of exclusive interviews for Channel 7 with boxing great Muhammad Ali ahead of his world championship fight in Kuala Lumpur in 1975.

Gary then made the switch to radio and became known as the voice of sport through his long-running sports program, Sports Connection, on Radio 6PR. His "Afternoons" program, which he co-hosted with Jenny Seaton, dominated the airwaves during the 1990s and to this day he remains one of the most popular and respected voices on the wireless. Gary is also an accomplished MC and has hosted a number of events, including the welcome home parades for Olympic and Paralympic athletes after the Barcelona 1992 and Atlanta 1996 Games.

However, there is another side to Gary that is not as well known. He is also a first-class and highly successful operator in sales marketing and public relations.

As a Business Development Specialist with the corporate finance and advisory firm MVP Capital, Gary brings both his vast experience and a deep network of relationships to the company and its services.





**Special Welcome:
Hon Sue Ellery, MLC**

Sue is currently the Leader in the Legislative Council in the Parliament of WA and is the Minister for Education and Training Member for South Metropolitan Region. She is the first woman to lead the Government in the Legislative Council. Sue was raised primarily in Perth and has been a member of the WA Parliament since 2001 (the state version of the Senate). Prior to Parliament Sue was in advocacy in the community sector for 12 years as an advocate for low paid workers in the union movement. Sue was a Minister in the last Labor government holding the portfolios of Child Protection, Communities, Seniors, Volunteering and Women.



**Keynote Speaker
Gerard Neesham, OAM**

Gerard is the founder of Clontarf Foundation and has been Chief Executive Director since the inception in 2000. He is a qualified teacher and has spent many years teaching in Western Australia and the Northern Territory. Gerard has a rich background in professional sport both as an Australian Rules Football Player and coach at AFL and WA state level as well as representing Australia in water polo. He has used football to build something that has profound, long term benefits for both individuals and the community. He developed a vision of using football to encourage young Indigenous students to re-engage with education. His passion has been instrumental to the success of the Clontarf Foundation for over 16 years. Gerard will be speaking on: *Using Sports to Engage All*.



**Plenary Welcome,
Associate Prof. Lina Pelliccione**

Associate Professor Lina Pelliccione is currently the Head of School, in the School of Education at Curtin University. She has been in a full time position at the University for over 10 years. During this time she has had a wide range of experience serving on a number of internal and external professional committees and boards. In 2008, she received an Outstanding Professional Service Award from the Professional Teaching Council of Western Australia.

Her background is in the field of Information and Communication Technology (ICT) and she has coordinated and lectured in a range of units that deal with the integration and effective use of ICT in teaching and learning. She has a primary teaching background and her teaching and research interests include: the adoption and implementation of ICT in teaching and learning; enhancing learning through the use of ICT with young children through to adults; electronic portfolios; innovation and change. In 2006 Lina was awarded a Carrick Australian Award for University Teaching: Citations for Outstanding Contributions to Student Learning for her work into ePortfolios as part of the development of critical and reflective teachers.



**Keynote Speaker
Dr. Kim Fong Poon-McBrayer**

Dr. Kim Poon-McBrayer is currently Associate Head of Department of Education Policy & Leadership and Director of the Center for Childhood Research & Innovation at the Education University of Hong Kong. She was on faculty at Monmouth University in the United States, University of Hong Kong, and Nanyang Technological University in Singapore. Plus, she has been a visiting professor at the University of Brunei and St. Joseph's University in Macao. Dr. Poon-McBrayer has been a teacher and teacher educator for over 35 years, plus she previously served as an IASE Board Officer and a Consulting Editor for The Journal of the International Association of Special Education. Dr. Poon McBrayer will be addressing: *From Inclusive Education to Lifelong Inclusivity: Till death do us part*.

Is Your Planning Inclusive? Universal Design a Learning Framework for an Australian Context

In June 1994 the Salamanca Statement called for inclusion to be the norm for students with disability. Unfortunately, this is not always the reality in Australian schools. Long standing schooling practices are ineffective for some students and continue to perpetuate the achievement gap. One solution that will be discussed is Universal Design (UD). Participants in this session will examine a scoring rubric that can be used to evaluate the inclusiveness of their lesson plans based on the principles underlying UDL.

Presenter: Matt Capp, Brisbane Catholic Education, Australia
Room 1

The Imagery-Language Connection: Improving Word Reading and Comprehension in a Multi-Country Analysis

The imagery-language connection is the integration of language with the mental representations of imagery. This presentation highlights recent neurological and behavioral research, including a multi-country analysis, validating the imagery-language connection to reading, comprehension, and specific areas of brain function in students with dyslexia or Autism Spectrum Disorders.

Presenter: Sinead McIvor, Centre Director, Sydney, Australia
Room 2

Societal Beliefs on Childhood Disability: Insights on Culture, Child Development, and Intervention in Botswana

A qualitative study was conducted to obtain the perceptions of parents, professionals in the field, as well as policy makers on cultural issues related to disability and early childhood interventions. Results will be discussed.

Presenter: Dorothy Kerileng Mpuang, University of Botswana, Botswana
Room 3/MP

An investigation of Transition for Individuals with Intellectual Disabilities-The Case of Botswana

Transition is a process of moving learners with disabilities from school to independent living. In Botswana, learners with intellectual disabilities remain in the primary school even after school-going age. A qualitative methodology was utilised to examine the stakeholder's perceptions to the current scenario and map the way forward.

Presenters: Nelly Malatsi, University of Botswana, Botswana; Dorothy Kerileng Mpuang, University of Botswana, Botswana
Room 3/MP

Then and Now: A Progressive Look at Behavior and Communication

The session highlights a progressive approach to behavior remediation (based on the principles of Applied Behavior Analysis) and communication, largely for individuals on the Autism Spectrum, incorporating a strengths-based model.

Presenter: Meghan Mulvenna, Founder, Special Travelers, USA
Room 6

Emergent Curriculum: Our Journey Started with a Wedding

This presentation will provide context for one preschool's journey with emergent curriculum. Presenters will explain how "The Wedding" started the journey as well as share the results of the year-long qualitative study. Specifically, they will address what they learned and the steps they took to develop an emergent curriculum.

Presenters: Jane Sileo, State University of New York at New Paltz, USA; Nancy Sileo, University of Northern Colorado, USA
Room 7

Teacher Perceptions of Twice Exceptional Students' Social Skills

While research shows that social skills may account for over half of children's academic success, little research has been done on teachers' perceptions regarding twice-exceptional student's social skills. We present survey results of over 100 teachers' perceptions of their students' social skills using Casel and National Research Council frameworks.

Presenter: Kay Hanson, University of South Carolina Aiken, USA; Arlene Puryear, University of South Carolina Aiken, USA
Room 9/MP

Teachers' Perspective about Including University Students with Disabilities in a Japanese Foreign Language Class

Educational institutions provide various levels of counselling, support and disability services for all students. University students have a variety of challenges based on the specific requirements of Japanese as a foreign language. The learners' ability in both, writing and recognising the Kanji (logogram) is an integral part of teaching in Japanese language education. This paper is a reflective study guided by a framework of three questions relating to the teacher's perspective of university student's challenges and problems in relation to writing and recognising Kanji script. The presentation will explore the adaptations for including students with disabilities in the programme.

Presenters: Hiroshi Hasegawa, Curtin University, Australia; Karen Nonis, Curtin University, Australia
Room 9/MP

Innovations in Education of Children with Disabilities in Mainstream Classrooms in Low-Resource Settings

This presentation will share innovations being used in Ethiopia, Kenya, Malawi, and Uganda regarding support for mainstream teachers. The presenter will further discuss the support and tools teachers received and how they engaged parents and communities in the education of children with disabilities.

Presenter: Habtamu Mekonnen, RTI International, USA
Room 10

An Ecological Intervention for At Risk Children: Focus on the Whole Child

There is evidence that shows ecological based intervention approaches enhance mental health and resilience as well as promote prosocial behavior, and academic engagement of students. When interventions focus on the whole child, the outcomes are positive for all participants. The family, teachers, and peers and technology are critical in the academic and social functioning of children with and without disabilities.

Presenter: Maureen Short, North Carolina Central University, USA
Room 11

Monday, June 26, 2017
Concurrent Sessions 1 10:30-11:30 am

Applying Response to Intervention with Culturally and Linguistically Diverse Students: A Case Study

This qualitative research case study examined teachers' knowledge and use of culturally sensitive instructional strategies and efforts at home/school collaboration to positively affect academic outcomes for culturally and linguistically diverse students through Response to Intervention (RTI) by following one student's progress with in one school predominately serving English Language Learners.

Presenter: Maya Kalyanpur, University of San Diego, USA
Room 12

Interactive Roundtable/Poster Sessions



Educating Special needs Children in Transition India

The poster presentation is based on the theme, "Transformation of the whole child into a young adult." Real life stories of Lebenshilfe children will be shared. We will share our learning practices - a pragmatic approach

Presenter: Saraswathi (Sarah) Devi, Lebenshilfe, India **Room 8**

Assessments Tools for Young Adults with Autism Spectrum Disorders in College

In a preliminary attempt to identify potential factors that contribute to improving social outcomes for individuals with Autism Spectrum Disorders (ASD) in college programs, 40 young adults with ASD were surveyed to investigate correlations between mindfulness, social problem solving, social anxiety and Quality of Life.

Presenter: Mary Barbara Giaquinto, Old Dominion University, USA
Room 8

Developing an Evaluation System of Special Education Teachers in Vietnam

Special education teachers need a separate evaluation system for their special professional growth. In Vietnam, there is only one evaluation system for all teachers. Therefore, it is necessary to develop the evaluation system of special education teachers in this country.

Presenter: Nga Hoang, HoChiMinh City University of Education, Vietnam **Room 8**

Stories and Highlights from Volunteer Service Project Sites in Tanzania

This session will examine issues and adventures experienced by Volunteer Service Project personnel, IASE members who have volunteered and IASE Coordinators who have developed the following sites in Tanzania: SEKOMU, Jaffery Academy for SEN, Diana Women Empowerment Group and Toa Nafasi.

Facilitators: Mary Gale Budzisz, USA and Marg Csapo, Canada

Presenters: Lynn Aylward, Canada, Iris Drower, USA; Lightness Mbila, Tanzania, Sarah Rosenbloom, USA. **Room 8**

Integrating Assistive Technology Curriculum into a Special Education Course of Study

This session will describe one university's approach to embedding assistive technology (AT) curriculum within its teacher education program and explicitly in the special education sequence. It will also demonstrate equity of acceptance to the AT curriculum to distance education populations.

Presenters: Laura King, Eastern Carolina University, USA; Debbie Metcalf, Eastern Carolina University, USA; Kathi Wilhite, Eastern Carolina University, USA **Room 8**

Monday, June 26, 2017
Concurrent Sessions 2 11:35-12:20 pm

Practical Strategies for Creating Inclusive Systems: Promoting Co-Teaching

This interactive session will offer school administrators and teacher leaders easy-to-implement strategies to maximize student success in the co-taught classroom. Presenters will provide guidelines on how to use the most recent research and evidence based practices. Ideas for coaching and supervising pairs will be explored

Presenters: Dona C. Bauman, University of Scranton, USA; Sonya Kunkel, Capitol Region Educational Council, USA
Room 1

Inclusive Settings: Ensuring Success of Students with Disabilities Through Cooperative Group Arrangements

This session will present several cooperative grouping arrangements in inclusive setting with known effectiveness on student achievement in content areas and in social skill development. Participants will role play Quiz-Quiz-Trade, Timed Pair Share, and Jot Thoughts. Applications to various content areas and age groups will be offered.

Presenter: Barbara Mallette, State University of New York at Fredonia, USA **Room 2**

Building Collaboration with Team Members from Diverse Populations and Contexts

Using a social justice lens as a framework, educators can develop highly effective collaborations on behalf of students with disabilities and their families. This presentation will examine the elements of the framework (e.g. diversity-related competencies; consideration of team members' identities such as LGBTQ, ethnicity). Case studies and a simulation will be included.

Presenter: Linda Thurston, Kansas State University, USA **Room 3**

Impact of Playing with Electronic Devices of Children with Autism in HCMC, Vietnam

Many children with autism in Vietnam like playing electronic devices such as iPad, iPhone, and other tablets. Their caregivers usually let them play alone. This could negatively affect interventions and their communication with others. This presentation will share the results of the research exploring family structures and the understanding of the impact of playing with electronic devices on the children's development.

Presenters: Giang Phan, Santa Maria Clinic, Vietnam; Dung Doan, Vietnam **Room 6**



Effective Support for High School and College Students who are Twice Exceptional

Disability and Counseling centers were interviewed across colleges and high schools on how they accommodate twice exceptional gifted students who also experience emotional/behavioral disorders. Session will share literature review information, interview results, and highlight effective accommodations and support solutions when working with high school and college twice exceptional students.

Presenters: Pamela.J.Harris, Arizona State University, USA; Abigail Graham, Arizona State University, USA. **Room 7**

Gaining from Training: Cultivating a Professional Persona in a Rural Setting

Toa Nafasi is an early childhood education intervention for Tanzanian schoolchildren. Women from the local community are teachers, providing them economic independence and a professional identity that in turn informs a shift in their sense of self and status. This presentation describes a grassroots initiative aimed at supporting students in public primary schools that blossomed into a larger network, connecting formerly non-communicating groups and mobilizing a previously inactive workforce in a rural village in Kilimanjaro.

Presenter: Sarah Rosenbloom, Founder and Director The Toa Nafasi Project, Tanzania **Room 9**

Inclusive Practices Among Speech & Language Therapists in Zambia: Promoting

This paper provides insight into experiences of speech language therapists (SLT) in Zambia and reviews empirical research on the involvement of speech language therapists in inclusive schooling. The manner in which SLTs individualise learners' instructional activities, main and extra-curricular educational plans have a bearing on their health and educational outcomes.

Presenter: Daniel L Mpolomoka, School of Education, Zambian Open University, Zambia **Room 10**

Accessible Learning Environment for Students, Educators and School Leaders: One Way Towards Inclusion

The purpose of this presentation is to elucidate how the supportive material Assessment Tool for Accessible Education of the Swedish National Agency of Special Needs Educations and Schools is being used by educational institutions in Sweden and how it contributes to the change in the learning environment among preschools and schools.

Presenter: Pia Persson, National Agency of Special Needs Education and Schools, Sweden **Room 11**

What Special and General Educators Wish the Other Would Say and Do

In order to meet the needs of the whole child, special and mainstream educators interact more frequently. Neither group is completely certain of the other's role. This study examines each group's desires for more effective interaction in and out of the classroom. Findings inform both pre- and in-service education

Presenters: David R Byrd, Weber State University, USA; Melina Alexander, Weber State University, USA
Room 12

Interactive Roundtable/Poster Sessions



The Impact of LEGO®-Based Therapy on Pupils with Autism

The central tenet of Seymour Papert's constructionist theory of learning is that people learn most effectively when they are actively engaged in constructing things. This paper will share data and findings that illustrate the impact and benefits of LEGO®-Based Therapy on those who find learning most difficult.

Presenter: Rebecca Conway, Ysgol Pen Coch, UK
Room 8

Stories and Highlights from IASE Volunteer Service Project Sites in Malawi

This session will present issues and adventures experienced by Volunteer Service Project personnel, IASE members who have volunteered and IASE Coordinators who have developed the Mwayi Trust site in Malawi.

Facilitators: Mary Gale Budzisz, USA and Marg Csapo, Canada
Presenters: Beatrice Adera USA; Lynn Aylward, Canada; Roni Chavez, Philippines; Iris Drower, USA; Karen Nave, USA; Sandra Trevethan, Malawi; Zandile Nkabinde, USA
Room 8

Monday, June 26, 2017
Concurrent Sessions 3 **1:30-2:30 pm**

Developing Faculty-Led Short Study Abroad Courses for Pre-Service Teachers

An important skill for 21st century special educators is the ability to work effectively with students from diverse cultural and linguistic backgrounds. This session will present a model for developing short faculty-led study-abroad courses for pre-service teachers based on a 2-week international field studies course in special education in Guatemala.

Presenter: Kara Faraclas, Southern Connecticut State University, USA, **Room 1**

A Collaborative Approach to Service Delivery: Evidence-based Considerations for Pre-service Special Educator Training

Today's classrooms are becoming increasingly diverse in culture, language, abilities, and other characteristics. To meet this challenge, all service providers must employ theoretically sound and culturally responsive pedagogy. Speech-language pathologists and special education teachers should provide services based on the best available research evidence, using expert clinical judgments, and considering students' individual needs.

Presenter: Maureen Short, North Carolina Central University, USA
Room 2



Indigenous Understanding of Inclusive Education: Case Studies from India and Cambodia

Applying a “capabilities approach” (Sen, 1989), or an assets/strengths-based lens to learn from local knowledge, the presentation explores understandings of disability and inclusive education that prevail among families of children and young adults with disabilities in the global South, with specific reference to India and Cambodia.

Presenter: Maya Kalyanpur, Department of Learning and Teaching, University of San Diego, USA,
Room 6MP

Inclusion in Higher Education

As more individuals with Intellectual and Developmental Disabilities (IDD) express an interest in post-secondary education, college and university faculty are challenged to accommodate learning differences. This session will describe one class that includes adults with IDD and traditional university students. Strategies and methods will be described.

Presenter: Georgia Kerns, University of New Hampshire, USA
Room 7/MP

School Culture and Its Impact on Special Education Practices in Bangalore, India

Personnel interviews illuminated special education practices across low, middle and high-income private schools in Bangalore, India. Results suggested that low-income schools were unaware of these practices; middle-income schools viewed them as beyond the purview of their classrooms; and high-income schools had the resources to follow inclusive special education models

Presenter: Sunaina Shenoy, University of California Berkeley, USA
Room 9/MP

Inclusive Preschool Education: Visual, Performing Arts, and Vocational Training in Singapore

This presentation will share with fellow educators the importance of extending our students by creating opportunities for them to learn and gain confidence. At MSIS, we not only teach them how to fish, but how to make good fish cakes...and sell them.

Presenter: Jayne Nadarajoo, Founding Director, Melbourne Special International School, Singapore
Room 9/MP

Social & Emotional Learning: New Freestanding Standards Required By States across America

Educators are becoming increasingly aware of research showing the crucial relationship between social skills and students' academic success. A growing number of states are responding by integrating freestanding social skills standards into their K-12 curriculums. This presentation will explain social and emotional learning (SEL) and compare current SEL state standards.

Presenter: Kay Hanson, University of South Carolina Aiken, USA
Room 10/MP

Invited Showcase Session 1



Improving Reading Skills of Children in Remote Community Schools in Western Australia

This presentation will report on research undertaken in Remote Community Schools in the Kimberley region of Western Australia. Principals, teachers and community-based Aboriginal educators were involved in professional learning focused on improving the reading skills of the children.

Presenters: Susan Main, Edith Cowan University, Australia;
Deslea Konza, Edith Cowan University, Australia

Room 11

Envisioning the Future of Youth with Intellectual Disabilities

The transitioning from school to adulthood has long been recognized as one of the most challenging periods for youths with disabilities. The focus of this presentation will be research findings on Singaporean teachers' perspectives of the best practices to prepare students with intellectual disabilities for adulthood.

Presenters: Carol Tan, National Institute of Education, Nanyang Technological University, Singapore; Alisa Goh, National Institute of Education, Nanyang Technological University, Singapore.

Room 7/MP



Challenges in Teaching Science in Inclusive Classrooms in India

In India, a developing and largely populated country, inclusive education is becoming the norm. With advancements in Science and Technology, the importance of teaching/learning of science by all is paramount, yet inadequate infrastructure and teacher preparation is challenging all stakeholders. There is need for teachers of science to be specially educated to teach diverse classes as well as for differentiated curriculum and well adapted infrastructure.

Presenter: Sudipta Ghose, S.P.M. College (Delhi University), India
Room 10/MP

Overcoming Diversities in Educators' Proficiencies and Students' Abilities for Inclusive Special Education

At Kianh Centre, inclusive pedagogy for special educational needs is successfully enacted with an education documentation system which addresses diversities in abilities and needs of both educators and students. This system addresses curricular needs and diversity in students' abilities to sustain outcomes with international pedagogical standards in Vietnam.

Presenters: Peng-Sim Eng, Kianh Foundation, Australia;
Hoang Pham, Kianh Foundation, Vietnam
Room 12

Interactive Roundtable/Poster Sessions



Marg Csapo Scholarship Awardees

Meet our IASE Scholarship recipients and learn about programs within their home countries.

Presenter: Megan Mulvanna, IASE Scholarship Chair, USA
Room 8

Impacts of Group Counseling of Romantic Relationships on Deaf Teenagers

A group process comprising of 3 leaders and 8 boys is analyzed to understand impacts of a group counseling of romantic relationships on deaf teenage boys. The results will be discussed.

Presenter: Zongti Jhai, University of Taiwan, Taiwan **Room 8**

The Engagement of College Students with ID Compared to Other 1st-Year Students

Students with intellectual disabilities (ID) are enrolling in full-time college programs at an unprecedented rate. Students with ID are compared with a national United States sample of 1st-year college students on factors such as academic challenge, collaborative learning, student-faculty interaction, extra-curricular activities, and more.

Presenter: Jo Hendrickson, University of Iowa, USA
Room 8

Research and Practice on Transformation Development of Special Schools Based on Inclusive Education

The inclusive education in China is mainly carried out in the form of "learning in regular classes". Inclusive education of this school is based on special education resources center. To achieve the transformation of the school, we combine learning in regular class with the inclusiveness of special-general education, special-vocational education and special-social education.

Presenter: Huizhu Yu, Dalian School for the Blind and Deaf, China
Room 8

Challenges Arising from the "Red" and the "White" Special Education Legacy

Soviet Russia and Apartheid South Africa implemented special education under conditions of strong state control. These regimes left a legacy of challenges to current governments in developing inclusive education. We explore these challenges by studying the "red" and "white" legacy to better understand contextual influences on special and inclusive education.

Presenters: Liya Kalinnikova, University of Gävle, Sweden;
Elizabeth Walton, University of Witwatersrand, South Africa
Room 8



Marg Csapo and Boys from Don Bosco in India





Secrets to Success in Integrating Young Adults with Disabilities

What does successful integration for young adults with disabilities mean? Here by using case studies, we shall uncover issues like WHO CARES? WHY CARE? and WHAT NOW? In the hope that, the future of our young adults will be evermore brighter

Presenter: Hazel Delfina Chang, Founder and Director
 The Rock Foundation, Hong Kong **Room 1**

Intervention for Students with Reading Difficulties in Inclusive Classrooms: Botswana Teachers' Practices

Learners at primary schools in Botswana face reading challenges and falling grades (SACMEQ, 2011; PIRLS, 2011). Reading performance in Botswana is a serious concern for all stakeholders. A qualitative research approach is employed to explore the teacher's interventions during reading for learners with reading difficulties inside inclusive classrooms.

Presenter: Serefete Molosiwa, University of Botswana, Botswana
Room 2

Assessing Sign Language Competency of Teachers of the Deaf in Ghana

This study assessed sign language competency of teachers of the deaf. Sample random and sampling techniques were used in sample selection. The reliability of the questionnaire used was 0.72. Analysis revealed that teacher preparation was inadequate. It was recommended that institutions review the curriculum of teachers of the deaf.

Presenter: Felix Kumedzro, College of Distance
 Education/University of Cape Coast, South Africa **Room 3**

Online Ethics: With and Without Disability

Ethics comes into question all around us; government, school, interpersonal relationships, at work and online. This session will discuss: (a) common ethical issues relating to online instruction, (b) guidelines promoting safe and protective learning environments, (c) ethical behaviors for both teachers and learners and (d) ethical concerns regarding accessibility and disability.

Presenter: Elizabeth Dalton, Dalton Education Services
 International (DESI), USA; Britt Tatman Ferguson,
 National University, USA **Room 6**

Resiliency Strategies: A Need for Teachers and Students

How do you rise above obstacles, adapt to adversity? With changing societal norms and life pressures, it has become extremely important to ensure today's teachers and youth have skills to not only survive, but to thrive. This session will examine practical wisdom from ancient and modern thinkers related to resiliency.

Presenters: Cynthia Watkins, Belmont University, USA; Georgia
 Kerns, University of New Hampshire, USA **Room 7**



Volunteer Service Project Open Forum

The Volunteer Service Project Committee will discuss the needs and activities at the VSP sites. Updates about the GIVING Fund distribution process, ideas on how to aid in site sustainability and methods we can use to encourage our IASE members to volunteer at the sites or support with donations will be discussed.

Faciliators: Mary Gale Budzisz, USA and Marg Csapo, Canada

Presenters: Lynn Aylward, Canada; Ildebrando Caday,
 Philippines; Roni Chavez, Philippines; Morgan Chitiyo, USA;
 Sarah Devi, India; Iris Drower, USA; Joan Jafthas, South Africa;
 Virginia MacEntee, USA; Greg Prater, USA; Malgorzata
 Sekulowicz, Poland; Sandra Trevetan, Malawi. **Room 8**

Virtual Gaming Environments: The New Inter-Face of Socialization for Individuals with Autism

Individuals with Autism experience persistent deficits in socialization. Virtual environments open opportunities to develop social and soft-skills. A massively multiplayer online role playing game/virtual environment (VE) is an innovative approach to community integration, friendships, and social-skill development. This session reports findings on how VE-gaming has supported soft-skills through socialization for individuals with ASD.

Presenter: Jennifer Gallup, Idaho State University, USA **Room 9**

The Intersection of the SIOP and UDL: Effective Teaching of All Students

Practice using the intersection of two effective teaching models: Sheltered Instruction of two effective teaching models: Sheltered Instruction Observation Protocol (SIOP) and Universal Design for Learning (UDL), with exploration of use for all students including ELLs, and those with SLD, is proposed. Outcomes of classroom use in teacher training through an interactive on-line Module, will be shared.

Presenters: Martha Michael, Capital University, USA; Olga Shonia,
 Capital University, USA; Jennifer Faison Hodge, Capital
 University, USA **Room 10**

How Do We Address the Mental Health Needs of All Students?

Research indicates that 20% of adolescents have a diagnosable mental health disorder. These students, however, are under identified and underserved. This presentation will offer specific recommendations for accurately identifying school age students with mental health needs. In addition, evidence-based interventions will be described to both prevent and reduce mental health problems.

Presenter: Lee Kern, Lehigh University, USA **Room 11**

Effectiveness of Yoga Therapy

The present study is aimed at evaluating the effectiveness of yoga therapy remediation for mild mentally challenged children. The sample comprised of 38 children. The ABC checklist was employed to identify behavioral problems. Yoga therapy as intervention technique was used with pre and post design. This session will highlight the results of this study and implications for the future.

Presenter: MVR Raju, Andhra University, India **Room 12**



Tuesday, June 27, 2017



General Membership Meeting

8:00-8:45 am

All members of the International Association of Special Education are invited to attend this General Membership Meeting. We will be reporting to the membership and sharing what has transpired during the last two years. The meeting agenda will be provided upon arrival at rooms 1-2.

We will be announcing the site and location for our 2019 conference. You won't want to miss this one!

IASE Vision

The vision of the International Association of Special Education (IASE) is to improve the quality of life and service delivery for all individuals with special needs.

IASE Mission

- promote awareness and understanding of issues and developments related to the education and welfare of individuals with special needs throughout the world;
- promote professional exchange between professionals in special education, family members and individuals in related disciplines internationally;
- encourage and promote research to advance the field of special education and share that information through official publications;
- promote continuing education in special education;
- work collaboratively with other special education organizations for worldwide promotion of the interests of individuals with special needs.



Keynote Speaker

Dr. Morgan Chitiyo

Dr. Morgan Chitiyo is Professor and Director of the Special Education Program at Duquesne University, Pittsburgh, Pennsylvania in the USA. He is currently co-editor of the African Journal of Special and

Inclusive Education and former editor of the Journal of the International Association of Special Education. He also serves on the editorial board of the Journal of Research in Special Educational Needs and has served as proceedings chair for the biennial conferences of the International Association for Special Education in Namibia, Canada, and Poland.

Dr. Chitiyo's research interests are in the development, implementation, and evaluation of behavioral interventions for children who display challenging behavior in both school and non-school settings. He is also interested and actively involved in the development of special education in developing countries, particularly in Africa. His current research projects include exploring autism and behavioral disorders and special education teacher preparation and professional development in Africa (i.e., Malawi, Namibia, and Zimbabwe). He has published 3 books, 3 book chapters, and over 40 peer-reviewed publications in internationally recognized peer-reviewed scholarly journals.

Dr. Chitiyo has been recognized for his work through awards such as the 2008 International Development Grant Award (Society for the Advancement of Behavior Analysis), a 2012 Outstanding McNair Scholars' Mentor (Southern Illinois University Carbondale), the 2014 School of Education Excellence in Scholarship Award (Duquesne University), and the 2017 School of Education Excellence in Service Award (Duquesne University). Dr. Chitiyo will be addressing: *Establishing Sustainable Framework for the Development of Special Education in Africa.*



Lost in Transition: Parent Perceptions of Children with Disabilities/ Self-Determination Skills

Pre and post focus groups were conducted with parents of children attending a disability college transition program to assess beliefs related to the Individual Education Plan (IEP) transition process. Results revealed transition process. Results revealed beliefs of unpreparedness due to the lack of help, knowledge, or resources provided by the IEP transition team.

Presenter: Warren Whitaker, University of San Diego, USA
Room 1/MP

Evaluation of Special Education Provisions in Inclusive Schools in Rural Zambia

This paper is anchored on findings of a study that established gaps in the education provided to learners with special education with special education needs in inclusive schools in rural schools in Zambia. It also brings out misgivings regarding schooling of children with special educational needs. Parents' and communities' perceptions of inclusive schooling are discussed.

Presenters: Febby Banda, Zambian Open University, Zambia;
Daniel Mpolomoka, Zambian Open University, Zambia;
Mutinta Mwanamwalye, University of Zambia, Zambia

Room 1/MP

Welcoming Mode of Students with Special Education Needs by Teachers of Universities

Welcoming approaches in universities accelerate enrollment and participation of students with special education needs. This study investigates how teachers view and welcome disability. Eighty-four teachers were selected on an available basis. The analyses disclose multifaceted barriers. In universities, support and changes are needed to create welcoming environments.

Presenter: Muhammad Uzair-ul-Hassan, University of Sargodha, Pakistan **Room 2/MP**

Difficulties in Sexuality Education for 6-12 Year-old Children with Intellectual Disabilities

Children with intellectual disabilities (ID), like typically-developing children, undergo stages of biological and psychological development of sexuality. However, young children with ID (6-12 years old), have more cognitive limitations in sexuality awareness. In this study, we investigate the difficulties in sexuality education for the group of children.

Presenter: Le Thi Minh Ha, Ho Chi Minh City University of Education, Vietnam **Room 2/MP**

Obstacles to Parental/Participation in the Education of a Child with Disabilities in Kenya

Parents/families of children/individuals with disabilities do not actively participate in the education of their children especially in the rural communities. This paper will discuss these obstacles and suggest possible steps towards empowering families of children with disabilities to take active roles in their education.

Presenter: George Odongo, Averett University, USA
Room 3

Evidence-based Transition Planning Practices for Secondary Students with Disabilities in Australia

For young people with disabilities in Australia, the provision of post-secondary transition plans are not mandatory, leading to poor/little planning. In this presentation we show that by signing international and national agreements and policies, federal and state education ministers have committed educators to provide transition plans that reflect evidence-based practices as per those advocated by the National Technical Assistance Center for Transition (e.g., person-centered planning). These practices are aligned with Kohler's Taxonomy for Transition Programming, the only research-based model for transition programming.

Presenter: Therese Cumming, University of New South Wales, Australia **Room 6/MP**

Transition from Primary to Post-Primary for Students with Special Educational Needs

The transition from primary to post-primary school has long been recognised as an important stage in young children's schooling development. This research explores primary to post-primary transitions for students with Special Educational Needs (SEN) within mainstream schooling in an Irish context.

Presenter: Tom Foley, School of Education, University College Cork, Ireland **Room 6/MP**

Re-envisioning the Role of Technology Integration in the 21st Century Classrooms

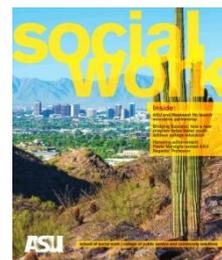
Our current K-12 educational landscape comprises of conventional teaching approaches that do not align with the needs of our technology savvy and obsessed students. This presentation will examine the benefits of technology integration and introduce participants to a selection of web 2.0 tools to meet the needs of diverse learners.

Presenter: Beatrice Adera, West Chester University of Pennsylvania, USA **Room 7**

Social Workers' Role in Integration of Students with Special Needs into a School System

The role of school social workers in consolidation of services for successful academic outcomes for students will be discussed. This presentation will provide a model for effective collaboration between teachers, school administrators, social workers, and parents to create an environment for positive integration of students with special needs into a school system.

Presenter: Barbara Klimek, Director of Office of Global Social Work, Arizona State University, USA **Room 10**





Should My Students Like Me? Does it Really Matter?

What does it mean if my students "like" me? How does it impact my teaching, or my students' learning? Or does it? Should I as a teacher do things to increase my likability with my students? What makes me more likable?? Find out what research says to this, and more!

Presenter: Kay Thomson, Qatar Foundation, Qatar, **Room 11**

Using Critical Thinking in the Profession to Address the Whole Child

How pre-service teachers use a critical thinking (CT) approach to work through questions and issues that arise in the field is explored. Elements of thought, universal standards, and intellectual traits, as described by Paul & Elder (2009), are considered as participants reflect upon their understanding of the issues at hand.

Presenter: Randy Seevers, University of Houston-Clear Lake, USA **Room 12**

Interactive Roundtable/Poster Sessions



Perceptual Transformation of Students in a Service Learning Experience at a Juvenile Detention Facility

Transformation of Capital Students pursuing an intervention specialist licensure during their experience tutoring incarcerated youth at the Franklin County Juvenile Detention Facility is reviewed. As service learning within a course, this experience increases students' confidence, competence, and views of the tutored youth; thus ultimately raising the youths' academic achievement levels.

Presenter: Martha Michael, Capital University in Columbus, USA **Room 8**

Stories and Highlights from IASE Volunteer Service Project Sites in India

This session will present issues and adventures experienced by Volunteer Service Project personnel, IASE members who have volunteered and IASE Coordinators who have developed the following sites in India: Sankalp Centre, Don Bosco, SPJ Sadhana, Vimukti and Lebenshilfe.

Facilitators: Mary Gale Budzisz, USA and Marg Csapo, USA

Presenters: Anupriya Chadha, India; Sarah Devi, India; Iris Drower, USA; Radhika Khanna, India; Pavan Kumar Bada, India; Tejal Kothari, India; Virginia MacEntee, USA; Karen Nave, USA **Room 8**

Inclusion/Collaboration, Practical Activities and Ideas for Special Learners

As inclusion in our schools increases, teachers have a greater challenge in meeting the individual needs of children. Collaboration among professionals is important. The round table poster session gives ideas and visuals through posters and examples of through posters and examples of activities.

Presenter: Madalen Sugrue, Lincoln Elementary School, USA **Room 8**

Inclusion, UD, & UDL in Higher Education: International Perspectives

Institutions of higher education are recognizing their responsibilities to achieve the full inclusion of individuals with differing needs and/or disabilities. The frameworks of Universal Design and Universal Design for Learning offer unique ways to build inclusiveness in our systems. Examples from around the world will be shared. Audience participation encouraged.

Presenters: Elizabeth Dalton, Dalton Education Services International (DESI), USA; Britt Tatman Ferguson, National University, USA; Judith McKenzie, University of Cape Town, South Africa; Marcia Lyner-Cleophas, Stellenbosch University, South Africa

Room 8

Revision of Developmental Test of Auditory Perception in Chinese Primary School Children

This presentation will examine the psychometric properties of the Developmental Test of Auditory Perception (DTAP) in a sample of Chinese elementary children. 1132 elementary school students were recruited in the present study. Item analysis, confirmatory factor analysis and reliability analysis were used to test the reliability and validity of DTAP. Our results show that DTAP is reliable and valid in measuring children's auditory perception abilities in China.

Presenter: Shudong Zhang, Beijing Normal University, China

Room 8

Impact of Social Media Virtual Support in Mental Health Industry - A Pilot Survey Study

This pilot survey study investigated the impact of social media virtual support to stress coping of Chinese-American parents raising children that have autism. Fifty-five voluntary participants agree that this modern virtual stress coping strategy is effective. Findings on the major stress source and major training needs for parents are discussed.

Presenters: Sharon Qi, San Jose State University, USA; Lisa Simpson, San Jose State University, USA

Room 1



Special Education (SPE) Science, Technology, Engineering and Math (STEM) Teacher Preparation

Thirty-five highly qualified teachers in SPE and STEM were trained for middle school teaching. This session will demonstrate the process for recruiting, training, and mentoring these teachers. Mentoring in classroom procedures, STEM Mentoring in classroom procedures, STEM curriculum, and school climate was provided during student teaching and induction support in the first year of contracted teaching.

Presenter: Pamela Harris, Arizona State University, USA
Room 3

**Examining Curriculum-Based Measurement for Early Numeracy Progress Monitoring for Elementary Students**

The purpose of this session is to present the findings of a study that examined the technical adequacy and progress of six early numeracy measures for 71 kindergartener's and 75 first graders. We will present results of the study and provide practice examples of these measures for the audience.

Presenter: David Hampton, Bowling Green University, USA;
Room 6

Universal Design for Learning (UDL) in a Blended University-level AAC Course

UDL provides unique opportunities and guidance to rethink how we engage students. This presentation tells how a standard lecture course in Augmentative & Alternative Communication was transformed, using blended learning & UDL, into an exciting and significantly productive learning experience for students. Qualitative data, outcomes, tools, and resources are shared.

Presenter: Elizabeth Dalton, Dalton Education Services International (DESI), USA **Room 7**

Ethical Practices That Build a Strong Teacher- Teacher Assistant Team

Teacher assistants or paraeducators support students with disabilities in a variety of settings all across the world. Teachers and teacher assistants must work well together to ensure quality instruction and successful inclusion for students with disabilities. This session shares research-based tools and strategies for role clarification, team-building and effective communication.

Presenter: Ritu Chopra, University of Colorado, USA
Room 9

Inclusive Learning Technologies: A Case of Tertiary Institutions in Zambia

This paper integrates recent research, literature and trends-in- practice on learning technologies and platforms differently bodied learner's access and use in tertiary institutions in Zambia. Findings of the study will feed into tertiary institutions' instructional design, policy direction and inform the Ministry of education policing on inclusive learning technologies.

Presenters: Daniel L Mpolomoka, Zambian Open University; Febby Banda, Zambian Open University, Zambia; Mutinta Mwanamwalye, University of Zambia, Zambia
Room 10

Keeping Girls in School with Dignity; Reusable Feminine Hygiene Supplies

Girls in developing communities, upon puberty, miss many days of school, or drop out because of the lack of appropriate sanitary supplies. A non-profit NGO, Days for Girls, offers instruction to make kits, easily sewn and assembled to provide washable protection that can be reused up to 2-3 years. Samples and instructions provided.

Presenter: Karen Nave, USA
Room 12

Interactive Roundtable/Poster Sessions**Closing the Gap Between Science Literacy and Special Education**

American schools have been advised to make science literacy a reality for all students. Current instructional practices do not tend to effectively support science comprehension by special needs students. Learning strategies and adapted environments aimed at closing the gap between science literacy and special education will be discussed.

Presenter: Zandile Nkabinde, New Jersey City University, USA
Room 8

U.S. Legal Requirements and Recommended Guidelines for Educating Children Who Are Homeless

Current legal implications and recommended guidelines for educating children who are homeless in rural special education settings and the need or personnel preparation will be presented. Research of best practices and a legislative based guide will be distributed to be used as the foundation for personnel training.

Presenter: Teresa Taylor, USA
Room 8



Using Multiple Means of Assessment to Drive Data Based Program Improvement

This session describes how one undergraduate special education program integrates multiple means of assessments into general and adapted curriculum coursework to drive data based program evaluation and improvement. Both processes drive data based program evaluation and improvement. Both processes and tools for gathering and evaluating multiple forms of assessments will be shared, as well as lessons learned.

Presenters: Kathi Wilhite, East Carolina University, USA; Debbie Metcaf, East Carolina University, USA; Laura King, East Carolina University, USA
Room 8

District Intervention Teams: Resolving Overrepresentation of Low Socioeconomic Students in Special Education

In reviewing demographics, a district team identified over-representation of low socioeconomic students referred to/receiving special education services. Administrators unpack correlation between economic status and special education eligibility to implement actions around health, stress, emotional, and cognitive development. Participants will learn about action planning, stakeholder collaboration, and research methods leading to student achievement in inclusive settings.

Presenter: Samuel Zimmerman, Public Schools of Brookline, USA
Room 1

Graduation: Life for Adults with Intellectual and Developmental Disabilities after Attending University

Since 2004, the University of Manitoba has supported students with intellectual and developmental disabilities as auditing students. Students take classes in areas of interest and are encouraged to participate in social and cultural opportunities on campus. We will discuss the perspectives of graduates - current activities, future plans and reflections on attending university.

Presenters: Zana Lutfiyya, University of Manitoba, Canada; Rick Freeze, University of Manitoba, Canada; Trevi Freeze, University of Manitoba, Canada
Room 2/MP

Factors Influencing Elementary School Children’s Social Closeness to Peers with Disabilities

The study examined factors influencing attitudes regarding maintaining social closeness with people with disabilities. A total of 916 elementary school children were administered measures of social distance and knowledge of disabilities. The results found that children’s attitudes were related to their age, gender, and knowledge about disabilities. Implications are drawn.

Presenter: Lily Dyson, University of Victoria, Canada
Room 2/MP

Teletherapy in Action: Improving Student Outcomes Through Innovation

Therapy services, when made most accessible to students and staff, can drastically improve educational outcomes. Teletherapy through secure videoconferencing is connecting students with specialized therapists regardless of location. This presentation will demonstrate how innovative solutions have drastically and efficiently improved student opportunities for success in the educational environment.

Presenter: Emily Purdom, DotCom Therapy, USA
Room 3

When I Grow Up, I Want to Be ?

Listening to the voices of youth with intellectual disabilities is important as they can provide information that will enable various stakeholders to meaningfully support their transition to adulthood. We will share the findings from a qualitative research study exploring the hopes and dreams of youth with intellectual disabilities in Singapore.

Presenters: Ailsa Goh, National Institute of Education, Nanyang Technological University, Singapore; Meng Ee Wong, National Institute of Education, Nanyang Technological University, Singapore; Carol Tan, National Institute of Education, Nanyang Technological University, Singapore
Room 6/MP

Congratulations IASE
Marg Csapo Scholarship Awardees

Mr. Pavan Kumar Bada, India
 Dr. Anupriya Chadha, India
 Dr. Tolu Eni-Oloruda, Nigeria
 Sherwin Fraser, Guyana
 Mr. Kariisa Isaac Uganda
 Lightness Mbila, Tanzania
 Mrs. Serefete Molosiwa, Botswana
 Dean Nga Thi Hoang, Vietnam
 Ms. Jerusa Onger, Kenya
 Mr. Hoang Pham, Vietnam
 Dr. Young Park, Korea
 Prof. Malgorzata Sekulowicz, Poland



School Activities with Multimedia-Enabled Handmade Contents

One of the authors, Shigeru Ikuta, has been involved in organizing a worldwide collaborative research group to develop research group to develop original handmade teaching materials using advanced ICT tools, and has conducted school activities both at special needs and general schools in partnership with schoolteachers and the venture business companies.

Presenters Shigeru Ikuta, Otsuma Womens University, Japan;
Room 6/MP

Metamorphosis - Evolution of a Teacher into a New Dynamic One

Capacity building evolves a teacher into a new dynamic one, thus helping them overcome the issues they face during training and also look at a child differently. It is possible only when a teacher has the willingness to see another perspective. It creates new professionals and enables them to transform themselves and their students resulting in Metamorphosis.

Presenter: Radhika Khanna, SPJ Sadhana School, India
Room 7

Inclusion Training in the Context of Young Chinese Autism Student(s) Transitioning from a Preschool Intervention Center to Elementary School(s): A Pilot Inclusion Training Case Study

Demand for inclusion of young students with autism in China is getting attention. However, the research evidence show that readiness from regular school environment is far from being ready due to lack of systematic awareness training. A pilot inclusion training case study is conducted in China. The findings are reported.

Presenter: Sharon Qi, San Jose State University, USA
Room 9/MP

Cultivating Future Educators Starting in Middle and High School

Recent studies show only 5% of U.S. college-bound 12th graders showed an interest in education careers (Brown, 2016). Successful high school teacher clubs designed to promote an interest in teaching as a career will be examined. Such programs include Educators Rising, Today Students - Tomorrow Teachers, and Youth Teach 2 Learn.

Presenters: Lori Navarrete, Nevada State College, USA;
Linda Thurston, Kansas State University, USA **Room 9/MP**

The Experiences of Parents of Children with Autism in Zimbabwe

Autism is a developmental disorder affecting 1 in 68 children and currently affects 1% of the world's population. While there is growing research on autism in developed countries little is known about autism in Africa. This presentation focuses on the experience of parents of children with autism in Zimbabwe.

Presenter: Morgan Chitiyo, Duquesne University, USA,
Room 10

The Intersection of Professional Ethics and Personal Dispositions: First, Do No Harm

A primary consideration when working with children with disabilities is to acknowledge and practice the ethical principle of first, do no harm. Presenters will discuss the intersection of professional ethics and practices with personal dispositions and values when preparing teacher candidates to work with children with disabilities and their families.

Presenters: Nancy M Sileo, University of Northern Colorado, USA; Jane Sileo, State University of New York New Paltz, USA
Room 11

Interactive Roundtable/Poster Sessions



A Conversation with IASE National Chairs

This roundtable discussion will focus on sharing experiences of special education with three of our National Chairs. They act as IASE Liaisons with neighboring nations and regional partners. Their role is to communicate and share information about their National Special Education events. This session will highlight what our National Chairs have accomplished in their respective countries.

Facilitator: Zandile Nkabinde, USA

Presenters: Anupriya Chadha, India; Yousif Masih, Pakistan and Ann-Louise-Ljungblad.,Sweden

Room 8



Students from the Mwayi Trust After School Mentorship Program Blantyre, Malawi

Providing Access to the General Curriculum for Students with Intellectual Disability

This presentation offers evidence-based instructional strategies for educators to create access to the Australian Curriculum for students with intellectual disability; by addressing instructional alignment, student-directed learning, assistive technology, peer supports, and translation of research to practice. Participants will gain skills to develop relevant and meaningful age-appropriate curriculum at various levels.

Presenters: Bree Jimenez, University of North Carolina, USA
Room 8



Interactive Roundtable/Poster Sessions



Tuesday, June 27, 2017
Concurrent Sessions 8 2:15-3:00 pm

Adaptation and Standardization of ASQ-3™ Children Aged 6-36 months in Vietnam

The Ages and Stages Questionnaires, Third Edition (ASQ-3™) is a system of questions for parents or caregivers to screen for disabilities and monitor all developmental areas of a child from 1 month to 60 months old. This data helps to identify risk factors for developmental delays. This session will show how ASQ-3™ helps to screen and monitor five key areas: Communication, Gross Motor, Fine Motor, Problem Solving and Personal-Social.

Presenter: Le Thi Minh Ha, Ho Chi Minh City University of Education, Vietnam **Room 8**

The Effect of Color Coding on Students' Writing Composition Skills

Nearly half of students with learning disabilities have written composition skill deficits. Those deficits reflect inadequate conceptual understandings, poor organizational skills and ineffective grammar skills. This session presents the positive results of an intervention study that embedded color coding in an evidence-based writing strategy with adolescent students with mild-moderate disabilities

Presenter: Christine Ormsbee, Oklahoma State University, USA; Claudia Otto, Oklahoma State University, USA
Room 6

Tuesday, June 27, 2017
Concurrent Sessions 8 2:15-3:00 pm

Empowering the Marginalized: Work of the Sankalp Society - India

Many young girls in India are denied the opportunity to receive equitable education, mainly due to work and available toileting facilities resulting in either them never being enrolled or dropping out of school. Hence, Sankalp Society, a non-profit Organization, has constructed girls toilets in 2 schools in Ghaziabad district of India and provided sewing machines to girls of 2 schools in Delhi to increase enrollment and retention of the girl child.

Presenter: Anupriya Chadha, SANKALP Society, India **Room 1**

Pedagogical Tactfulness – In Inclusive Education

The findings from a microethnographic study are presented. Four math teachers and one hundred students from compulsory, upper secondary and special schools participated in the study. The teachers were selected by former students as good teachers. Microanalyses of teacher-student interactions show how the teachers' pedagogical tactfulness can meet unique children.

Presenter: Ann-Louise Ljungblad, Gothenburg University, Sweden **Room 2**

The Zen Educator: Modeling and Teaching Mindfulness-Based

“Mindfulness” as an evidence-based practice is gaining increasing acceptance amongst educators. This session will teach participants how to apply mindfulness, utilizing the practices of meditation and kinesthetic awareness. These techniques have the potential to transform lives, and give teachers & students skills to thrive in the classrooms of the 21st century.

Presenter: Raquel Schmidt, SUNY College, USA
Room 3

Universal Design for Learning: A Protocol for Online Courses to Support Equitable Access

More students with disabilities are enrolling in post-secondary education. Universal Design for Learning (UDL) becomes necessary for curriculum development in order to increase the outcomes. The purpose of this research was to develop a protocol for UDL implementation for online courses and increase engagement, participation, and acquisition. Results will be presented.

Presenter: Jennifer Gallup, Idaho State University, USA
Room 7

School Connectedness for Students with Disabilities: Evidence Based Practice

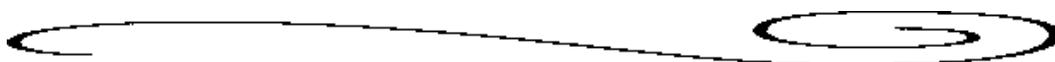
This presentation explores evidence based practices in the area of school connectedness of students with emotional and behavioural disabilities. The presenter will discuss programs and interventions that increase the level of school connectedness for the vulnerable population.

Presenter: Therese Cumming, University of New South Wales, Sydney, Australia
Room 9

Modeling Cognitive and Instructional Strategies for Pre-Service Special Educators through Content Instruction

Modeling is an important part of the teaching and learning process. When instructing pre-service teachers, it is imperative that content be taught using a variety of both cognitive and instructional strategies, as not all students learn the same way. In this presentation, types of strategies will be described and modeled.

Presenter: Sharon Matthews, The College of Saint Rose, USA; Martha Michael, Capital University, USA.
Room 11



Tuesday, June 27, 2017
Concurrent Sessions 8 2:15-3:00 pm



Invited Showcase Session 2

Improving Health and Well-Being of all Children

This presentation will discuss the Telethon Speech & Hearing (TSH) centre. Over the years this centre has assisted children and adults with hearing, speech and language impairments. We provide services to families in a professional and effective way which makes us the providers of choice in this field.

Presenter: Mark Fitzpatrick, CEO **Room 12**

Interactive Roundtable/Poster Sessions



Publishing or Editing in the Journal of the International Association of Special Education (JIASE)

JIASE is the primary journal for IASE. It is a peer-reviewed journal focusing on special education research and practice issues from around the world. The purpose of this presentation is to provide participants with information about how to publish with the journal, and how to become a consulting editor.

Presenters: Elizabeth Dalton, Dalton Education Services International (DESI); Britt Tatman Ferguson, National University, USA **Room 8**

Young Adults with Autism: Their First-Year College Experience

We know little about the experiences of young adults on the autism spectrum attend who attend college. The college transition and level of academic and community engagement of 35 such students is presented. Best practices in higher education are discussed.

Presenter: Jo Hendrickson, University of Iowa, USA **Room 8**



Virtual Invited Showcase Session 3:10-4:10 pm **Sexual Abuse on Children with Special Needs**

At the University of Cologne, a German pioneer research project focused on a wide range of the prevention of sexual abuse of children and adolescents with special needs. Within this contribution the background, content and realization of evidence-based and evaluated sexual abuse prevention training for children and adolescents with special needs will be discussed.

Presenters: Katharina Urbann, University of Cologne, Germany;Karia Verlinden, University of Cologne, Germany
Room 1

Wednesday, June 28, 2017
Concurrent Sessions 9 8:00-9:00 am

Profiles of Resilience: Students with Disabilities in Higher Education

For many university students with disabilities, demonstrating resilience is a critical factor for achieving academic success. This presentation discusses the profiles of resilience among SWD and the factors that predict certain resilience profiles. The results highlight the relationship between resilience and academic success that requires further consideration in university settings.

Presenters: Rahul Ganguly, University of Southern Queensland, Australia **Room 1**

Multi-Sensory Approaches in Improving Dyslexia and Dyscalculia Problems in Brunei

Dyslexic children have faced problems throughout the history of humanity, and have generally been disregarded, which usually destroys their confidence. This session reports on how the multisensory teaching method can improve the condition of pupils with dyslexia and dyscalculia. Case studies will be reviewed and results will be shared

Presenter: Sabrina Rahman, Timbang Noraini Bruni, **Room 2**

Enhancing Staff Capacity to Provide Access for All Students: Applying Principles of UDL

This paper reports on a collaboration project between schools and universities from Indonesia and Australia. The project supported teachers in a coastal area of Indonesia to plan and deliver education programs utilising the principles of universal design for learning. Project outcomes will be heard through the voice of teachers and students.

Presenters: David Evans, University of Sydney, Australia ; Amitya Kumara, University of Sydney, Australia; Elga Andriana, University of Sydney, Australia **Room 3**

AL Muntazir Special Education Needs (AMSEN)

AMSENs vision is to provide holistic care for all children with special needs. This session will provide how AMSEN uses inclusive curriculum thus enabling children to succeed in their pursuits with their diversity and uniqueness

Presenter: Zahida Chagani, AMSEN coordinator, Tanzania; Mahmood Hasnain Pyarali Juma Ladak, Tanzania
Room 6/MP





Wednesday, June 28, 2017
Concurrent Sessions 9 8:00-9:00 a.m.

Interactive Roundtable/Poster Sessions

Expanding Opportunities for Young Adults with Developmental Disabilities in Mumbai: Arpan at YASH Charitable Trust

Our presentation highlights work of Arpan YASH Charitable Trust. At Arpan YASH Charitable Trust we run a supported employment initiative, which features a tiffin service as well as educational, recreational, and service opportunities for the participants. We work individuals with developmental disabilities who are integral members in the business operations.

Presenter: David Hampton, Bowling Green University, USA
Room 7

Measuring Preferences for Visual-Spatial Learning

This session is a report on the validation of an instrument, Visual-Spatial Learning Questionnaire (VSLQ), developed to measure preferences for visual-spatial learning in secondary school students. The implications of a short and reliable instrument will also be discussed.

Presenter: Matt Capp, Brisbane Catholic Education, Australia
Room 9

Building Toward Student Success: Frostig Center's Success Attributes for Students with Learning Challenges

Frostig's 20-year longitudinal study focused on successful individuals with learning challenges. The study identified six Success Attributes (SA) identified to be predictive of success. Examples of implementing the Success Attributes in school settings and information about application of the SA in preparing students to transition into adulthood will be provided.

Presenters: Roberta Goldberg, Frostig Center, USA; Jose Annicchiarico, Frostig Center, USA; Dean Conklin, Frostig Center, USA; Jenny Janetzke, Frostig Center, USA; **Room 10**

Strengths Based Instructions: A Pathway to Success for All

Strength Based Instruction (SBI) is a systematic approach of an instructional training model with a primary focus on identification of a child's strengths (Chakraborti-Ghosh 2013). The presentation will include a demonstration of the instructional approach for children and youth with exceptional needs through that is applicable to teachers, researchers and parents.

Presenter: Sumita Chakraborti-Ghosh, Tennessee State University, USA **Room 11**

Interactive Roundtable/Poster Sessions



Using Literacy, through Bibliotherapy, As a Strategy to Address Mental Health Issues in Children and Youth

Teachers can support literacy, while focusing on the mental health needs of students through the use of bibliotherapy. Bibliotherapy is the process of using books to help students think about, understand, and work through social and emotional concerns.

Presenter: Rachael Gonzales, California State University Sacramento, USA **Room 8**

Residential Treatment for the Emotionally and Behaviorally Challenged Youngsters in Korea

National Youth Healing Centre of Korea is a unique residential treatment facility for the emotionally and behaviorally disabled children and youth in Korea. It is only 3 years old as an organization; however, it has produced relatively considerable outcomes since its establishment in 2012. NYHC offers quite unique and comprehensive programs, e.g., counseling, activity, education, treatment, psychometric consultation, medication, etc.

Presenter: Young Kyoon Park, National Youth Healing Centre, Korea **Room 8**

Become Happy and Smart Parents of Special Children

Becoming educated and happy are endless processes for parents of children with special needs, especially those marginalized and living in poverty. Our program at YPKABK (Caring Foundation for Children with Special Needs) focuses on productive activities without leaving spirituality and relaxing programs. To sustain its growth, Yayasan Peduli Kasih Anak Berkebutuhan Kasih (Indonesia), establishes collaborations and performs social business. These activities will be shared in the presentation.

Presenter: Luqman Hakim, Yayasan Peduli Kasih Anak Berkebutuhan Khusus, Indonesia **Room 8**

Embracing the Future: Pre-service Teachers Implement INCLUDE Strategy to Celebrate All Learners

In preparation for an all-day inclusive event for area school children, student leaders on campus worked collaboratively using Friend & Bursucks (2015). A seven step review process (INCLUDE) was used to help guide their planning and implementation of the event. Success was noted when there were clear goals and objectives, specific to inclusion.

Presenter: Randy Seevers, University of Houston-Clear Lake, USA **Room 8**

Wednesday, June 28, 2017
Concurrent Sessions 10 9:15-10:15 am

Developing an Effective Special Education Teacher Preparation Program Evaluation System

Comprehensive systematic evaluation is crucial for efficient and successful program operations and accreditation purposes. This presentation describes how to develop an effective program evaluation system including: aligning university, program and course goals/objectives, standards, and student outcomes; identifying assessment measures, criteria, and timelines; and building accountability for program review and improvement.

Presenters: Carrie Ann Blackaller, California State University USA; Shirley Lal, National University, California, USA **Room 1**



Brunei Teachers' Attitudes and Perceptions of the Individualized Education Program

This study examined the attitudes and perceptions of regular and Special Educational Needs Assistance (SENA) teachers towards the Individualized Educational Plan (IEP). The research instrument utilized in this study was the Attitudes towards the Individualized this study was the Attitudes towards the Individualized Education Program Scale (ATIEPS). Forty three SENAs and 191 regular teachers returned completed and usable survey questionnaires.

Presenters: Teng Leong Koay, Sultan Hassanali Bolkiah Institute of Education, University Brunei Darussalam; Noraini Timbang, Haji Mohd Jaafar Manu Kiulap Primary School, Brunei Darussalam
Room 2/MP

Two Decades Later: Surveys and Interviews of School/University Partnership Alumni

This presentation will focus on the impact that a Special Education teacher training program had on siblings and children of Native American and Mexican American participants. Possible implications for this type of partnership program being replicated in other countries will be discussed.

Presenters: Greg Prater, Northern Arizona University, USA; Emilie Rodger, Northern Arizona University, USA **Room 2/MP**

Attitudes Towards Disability

Attitudes towards disability can impact how a person engages with persons with disability. This paper will examine the attitudes of Year 7 and 8 students from two countries towards disability. Implications for future research and education are posed from the results gleaned.

Presenters: David Evans, University of Sydney, Australia; Elga Andriana, University of Sydney, Australia **Room 3/MP**

Inclusion Day is not for Regular: Troubling and Reflecting on (dis)abling Language

This paper examines the use of disability language in school practices and policy contexts in Indonesia through analysing teacher and student voice. It will present inter-disciplinary discussions and alternatives to the ongoing use of deficit language that lead to exclusionary pressures towards images, status, and participation of students with disability.

Presenters: David Evans, University of Sydney, Australia; Elga Andriana, University of Sydney **Room 3/MP**



Implementing Evidence-Based Practices in Home Settings: Recommendations and Strategies

The presenters will share how the DEC Recommended Practices improve the early intervention services in home-based settings. We will focus on appropriate assessment practices, collaborative partnerships with families, and the use of intentional and systematic evidence-based strategies and positive interactions in supporting children's learning in everyday activities.

Presenter: Rashida Banerjee, University of Northern Colorado, USA; Nancy Sileo, University of Northern Colorado, USA
Room 7

Using Children's Literature to Facilitate Inclusion in Education around the World

Inclusion of children with disabilities in education, a goal of many countries, is facilitated through use of children's literature that includes characters with disabilities. Lessons and discussions of how we view ourselves and others are easily incorporated by teachers. Participants will receive reviews of inclusive literature, ideas, and annotated bibliography.

Presenters: Britt Tatman Ferguson, National University, USA; Nilisa Thorsos, National University, USA; Susan Porter, National University, USA **Room 9**

Presuming Competence: Retooling Instructional Delivery to Include Students with Complex Educational Needs

The presenter will share the outcomes of a year-long participation in Project MAX. The project is built on the premise that when students with complex educational needs are provided appropriate instruction and supports, they can learn standards aligned academic content and also effectively communicate in ways that are commensurate with their typically developing peers. In addition, effective strategies for integration of assistive technology tools (low-tech, mid-tech and high-tech) to address communication and language development will be addressed.

Presenter: Beatrice Adera, West Chester University of Pennsylvania, USA **Room 10**

Interactive Roundtable/Poster Sessions



Stories and Highlights from IASE Volunteer Service Project Sites in Vietnam

IASE Coordinators have developed the following sites in Vietnam: Dien Ban Day Centre, Santa Maria Clinic, Ho Chi Minh City University and OGDC. This session will present issues and adventures experienced by Volunteer Service Project personnel (IASE members) who have volunteered.

Facilitators: Mary Gale Budzisz, USA and Marg Csapo, Canada

Presenters: Roni Chavez, Philippines; Dung Doan, Vietnam; Iris Drower, USA; Peng-Sim Eng, Australia; Giang Phan, Vietnam; Racheal Gonzales, USA; Le Thi Minh Ha, Vietnam; Nga Hoang, Vietnam; Hoang Pham, Vietnam; Brenda Lazarus, USA, Virginia McEntee, USA. **Room 8**

Standard-Based Preparation Programs for Special Education Teachers and Teacher Assistants

In recent years, there have been numerous calls for quality preparation of special educators and teacher assistants. The presenters share their work with the use of national and state standards in the USA for developing and improving preparation programs for personnel who serve individuals with disabilities from birth through 21.

Presenters: Ritu Chopra, University of Colorado, USA; Rashida Banerjee, University of Colorado, USA

Room 1

Selected Determinants of Burnout in Parents of Children with Disability in a Theory of Resilience Context

Parents of children with disability experience many problems in life. They are confronted with an actual drama, which generates stress, fear of the future and doubts about the family's capability of overcoming the difficulties. Some parents feel bad and experience burnout, step by step. This presentation will examine the personality and social conditions of this phenomenon in the context of the theory of resilience. The factors for protection against burnout will be presented and a tool developed by the researcher to assess parental burnout will be shared.

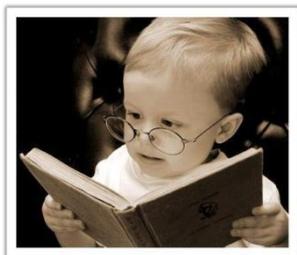
Presenter: Malgorzata Sekulowicz, The Maria Grzegorzewska University, Warsaw, Poland

Room 2/MP

Collaborating for Learning: Developing Inclusive Education for Students with Disabilities in Indonesia

The Indonesian government is focused on making inclusive education a priority. This presentation reports on the Collaboration for Learning Project which involved key education and health sector stakeholders articulating a shared vision for inclusive education. A participatory action research process for scaling up inclusive education practices across Indonesia was developed.

Presenters: Michelle Bonati, University of Sydney, Australia; David Evans, University of Sydney, Australia; Cathy Little, University of Sydney, Australia **Room 3**



Impact of International Field Experiences on Student's Professional Development

Faculty-led, short-courses abroad expose university students to global experiences. We will share findings from a preliminary study that examined the impact of various international field study activities on student learning, cultural understanding and receptivity, professional development, and confidence to work across cultures using information collected from students in study-abroad courses.

Presenters Kara Faraclas, Southern Connecticut State University, USA; William Faracias, Southern Connecticut State University, USA

Room 6

“Uncomfortable Empowerment”: Adulthood of People with Profound Intellectual Disabilities

This presentation, based on case studies of 20 persons with profound intellectual disabilities, will offer the perceptions of the person's own adulthood, their parents and their educators. This sample of people took part in workshops supporting their social competence. After 6 months of supporting activities, it is predicted that there will be a positive change in social competence of the participants. Will the perception of adulthood by them, their parents, the representatives of their local communities and their professional environments also change?

Presenter: Joanna Kruk-Lasocka, University of Lower Silesia, Poland **Room 7**

Delivery Modes of Literacy Based Behavior Interventions: Bridging the Resource Gap

Literacy Based Behavior Interventions (LBBIs) are evidence based practice shown to be effective in teaching a variety of skills to students with varying disabilities. The proposed study compares the use of a traditional book, an electronic book, or video book on skill acquisition and provides implications for practice.

Presenters: Kalynn Hall, Florida Atlantic University, USA **Room 9**

Inclusion and Inclusive Practices: Time for a Reset?

Perhaps one of the greatest school reform efforts within the last half-century is the institution of inclusive practices for students with disabilities. While beneficial for students with disabilities, their non-disabled peers, and society in general, inclusion continues to stir emotional responses. Is it time to call on major stakeholders to reframe inclusive practices?

Presenter: Karen Sealander, Northern Arizona University, USA **Room 10**



From Special Education to Inclusive Education on University Campuses

This session will examine how the continuation of Special Education services within post-secondary settings in Canada and in many other countries can create more barriers than it removes for students with disabilities. This session will share recent data from studies that have examined the experiences of faculty and students working to make post-secondary education more accessible.

Presenter: Lynn Aylward, Acadia University, Canada
Room 12

Invited Showcase Session 3
Gifted Students Have Special Needs, Too



This session is presented by educators practising in the field of Gifted Education. This session will focus on the characteristics of gifted learners and shattering myths about giftedness. Discussion regarding what it looks like in practice to teach gifted learners and cater to their needs will be included.

Presenters:
 Jane Caswell, Primary Extension and Challenge Coordinator (PEAC) North Metropolitan Region
 Kristeen McCrory, Primary Extension and Challenge Coordinator (PEAC) North Metropolitan Region
 Tara Hannent, Primary Extension and Challenge Coordinator (PEAC) North Metropolitan Region
Room 11

Interactive Roundtable/Poster Sessions

Stories and Highlights from New VSP Sites in Guatemala and Colombia

This session will present issues and information about the two newest IASE Volunteer Service Project sites. Prosefam is located in Barranquilla, Colombia, and Centro Maya is located in San Juan La Laguna in Guatemala.

Presenters: Mary Gale Budzisz, USA and Iris Drower, USA
Room 8

Zambian Parental Attitudes as Hidden Barriers for Accessing Education



This expert knowledge practice seeks to explore parental attitudes as the main barrier to the access to education for learners with disabilities. The paper demonstrates that parents and not anything else are a hindrance to the education of disabled children.

Presenter: Mutinta Mwanamwalye, University of Zambia, Zambia
Room 8

Closing Plenary Session III

1:00-3:00 pm



Keynote Presenters

Michael Tait, CEO of Rocky Bay &
 Mai Welsh, Manager of Rocky Bay Children's Program

Michael is Chief Executive Officer of Rocky Bay, an organisation that has been providing community services in Western Australia for over 75 years. Michael is the current

deputy chair of the Western Australian peak body National Disability Services. Rocky Bay is a founding member of Ability First Australia, an association of Australia's leading disability services organisations and as a member CEO, Michael sits on the Board and is therefore involved and exposed in many national disability issues. Mr. Tait and Ms. Welsh will be addressing: *Achieving Positive Outcomes Together.*

Mai Welsh will talk about the range of therapy available for school



aged children, including how a humanoid robot has helped children living with autism. The outcomes of this pilot program, Milo, a talking robot, will be discussed.



Keynote Presenters

Brother Olly Pickett, Wheelchairs for Kids, Workshop Manager &
 Bob Sheridan, Wheelchairs for Kids, Workshop Coordinator

The presenters will share information about the Wheelchairs for Kids Project which started in 1998. It is totally volunteered based and converts public donations into all-terrain wheelchairs which are given free to disabled children in under-resourced and developing countries. Brother Olly Pickett and Bob Sheridan will be addressing: *We listen, we care, and we give to disabled children around the world.*

Get a chance to make a difference in the lives of so many by donating for the purchase of a \$200.00 wheelchair that will be sent to a special child in a developing nation.



Thanks Perth for a Grand Experience



**See you at Sebastian Kolowa Memorial University
Lushoto, Tanzania, July 2019**



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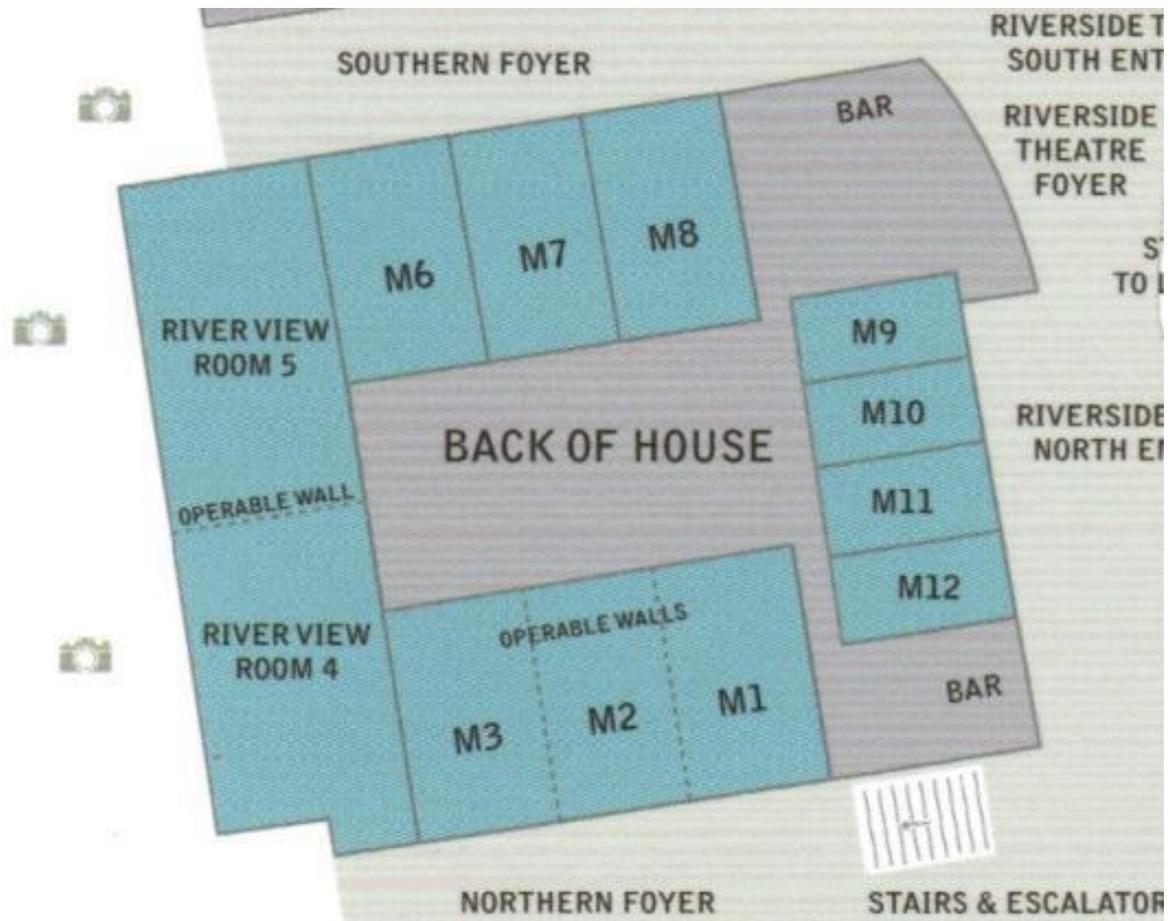
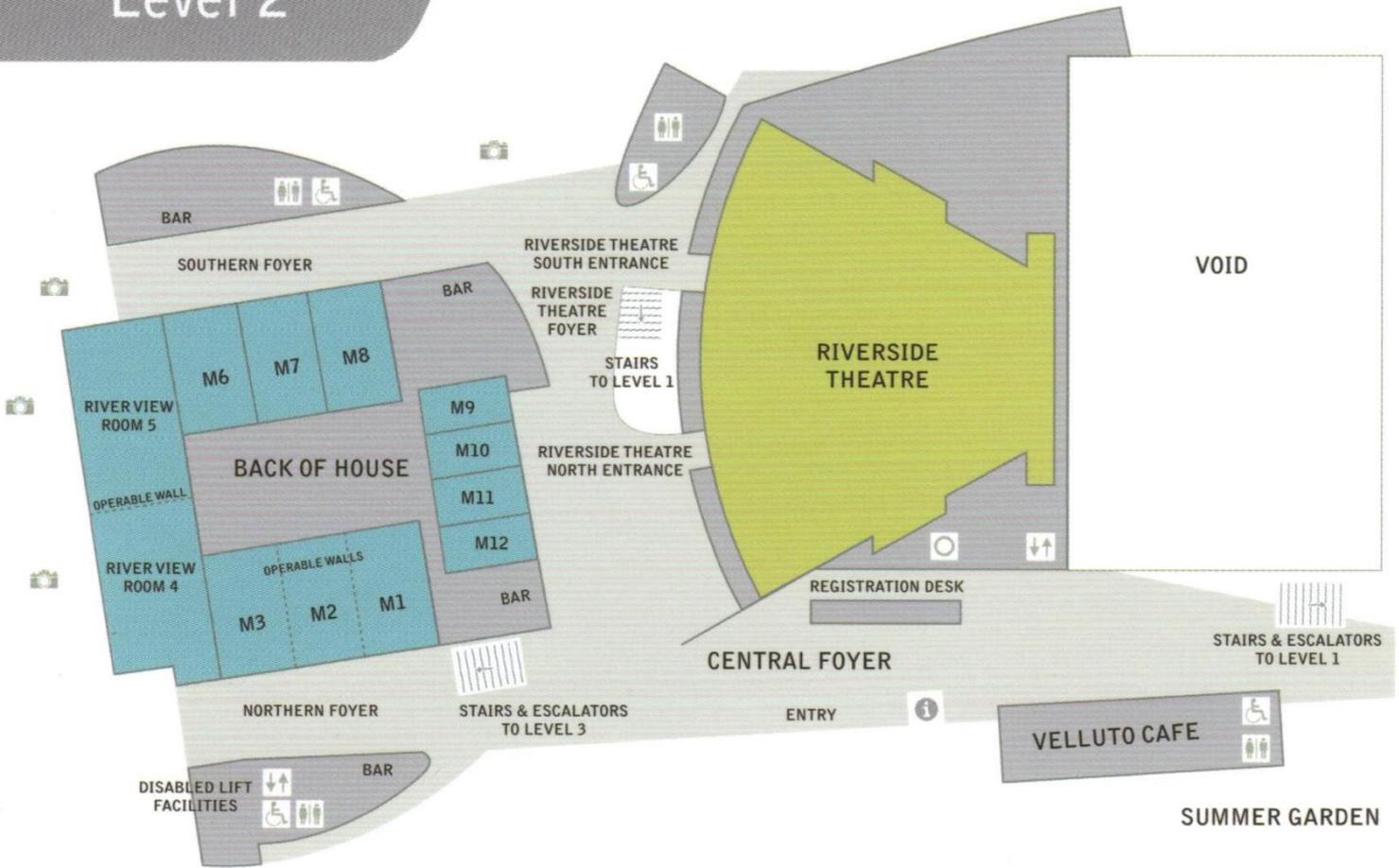
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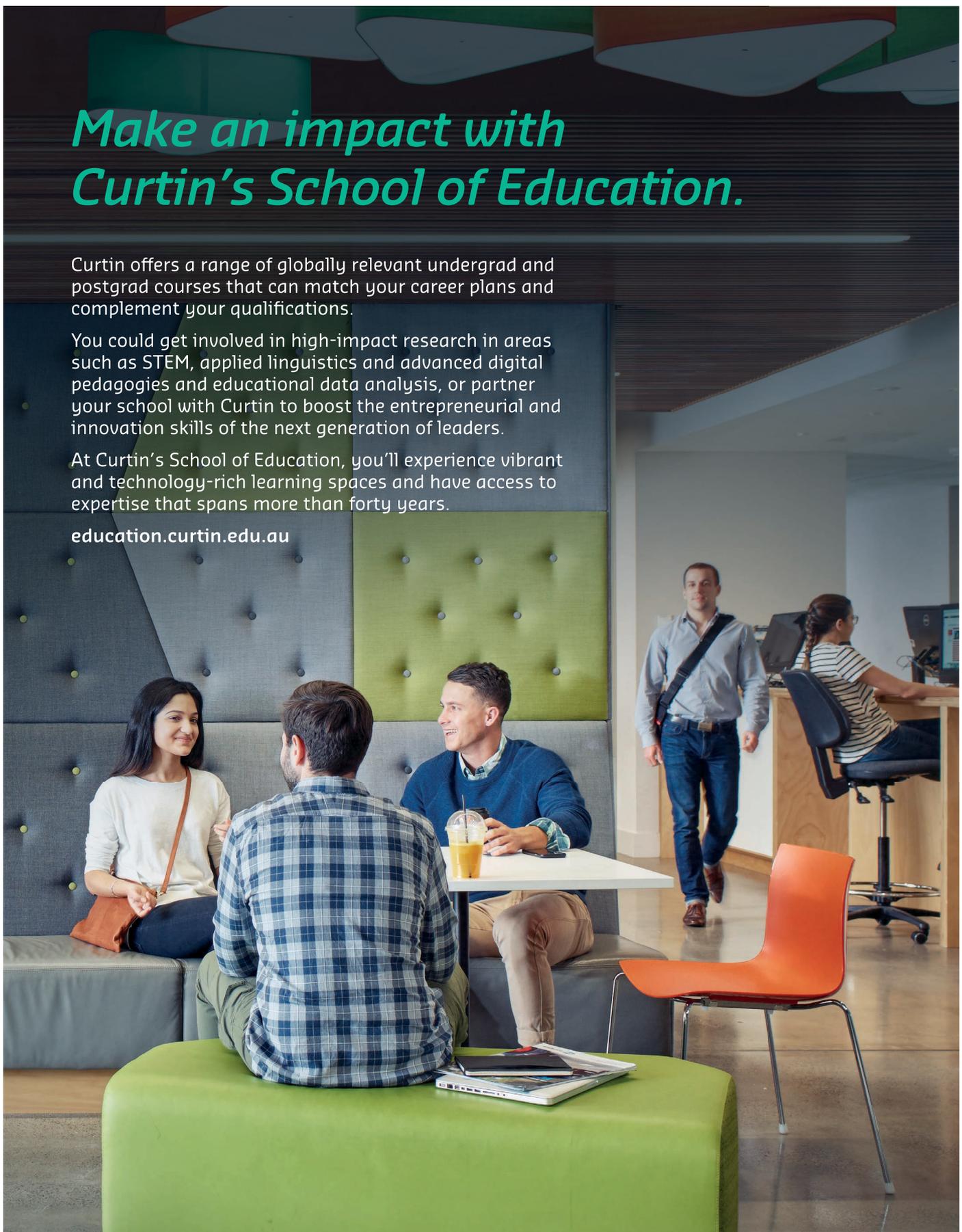
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