BRAGA 2014: EMBRACING INCLUSIVE APPROACHES FOR CHILDREN AND YOUTH WITH SPECIAL NEEDS

CONFERENCE PROGRAM

Braga, Portugal, 14-17 July, 2014

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WELCOME BY THE CITY HALL PRESIDENT

The City Council of Braga is proud to welcome and congratulate the University of Minho for organizing this world congress on children and youth with special educational needs.

Hosting this event in our city is a reflection of the excellence of our professionals and of the University of Minho as an institution which is a vital stakeholder in the international arena of research on these children and youth, who are included in an educational system which aims to make our schools increasingly inclusive.

It is a purpose and duty of the City Council which I chair, to be a stimulating factor in all institutions of our municipality, to include all the partners in our network, and to motivate a productive sharing of knowledge and multiple interventions. Without this sharing, we can never move towards a collective effort to make our society an inclusive one.

In this sense, the City Council is looking forward to the outcomes of this congress, and aware of the inherent responsibilities derived from it.

It is time to deconstruct myths and prejudices, by helping to build a county where tolerance and respect for difference can indeed become an effective intervention in the access and success of all the people as citizens with full rights.

I would like to address one last welcoming word to all the participants and speakers. I am certain that our city will salute you the way you deserve it.

Ricardo Rio
Presidente of the City Council of Braga

WELCOME BY THE RECTOR OF THE UNIVERSITY OF MINHO

The University of Minho (UMinho) is pleased to welcome the participants in the Braga 2014: Embracing Inclusive Approaches Conference to be held in our campus of Gualtar between 14th and 17th July, in collaboration with the *Division of International Special Education and Services* (DISES), Council of Exceptional Children (USA). Research, education, multi-disciplinarity and networking are keywords for UMinho and for its internationalization strategy which also match very well the objectives of the Conference and the reasons to gather in Braga such important group of scientists in special education and related areas.

Braga is an ideal place to cross perspectives once it merges a millenary history, the youth of its population and the modernity of a University open to world with internationally recognized activity in this scientific domain. Furthermore, the local organizing committee is fully committed to assure the conditions to a very effective Conference.
I do hope you to make the most of your visit to Braga and to UMinho, having vibrant scientific activities and enjoying our culture and hospitality.

António M. Cunha
Rector

WELCOME BY THE ORGANIZING PARTNERS

Inclusive Approaches for Children and Youth with Special Education Needs in Portugal from 14–17 July, 2014.
The event is co–hosted by The Division of International Special Education and Services (DISES) & the University of Minho with cooperation with the Council for Exceptional Children (CEC).
As more and more countries around the world strive towards the goals of the Education for All initiative, education systems are turning to increasingly inclusive approaches in order to meet the needs of children and youth who have traditionally been excluded from mainstream education. To explore the latest research, best practices, and innovations in making the world a better place for each child, regardless of their abilities and needs, almost 500 educational practitioners, researchers, policy makers, and NGO activists from more than 40 countries from around the world will convene at this remarkable international event. Research and practice have shown abundant benefits, both academic and social, to all children and youth involved in inclusive education programs. However, simply placing children with special educational needs in mainstream classrooms without appropriate planning, commitment, and support does not guarantee positive outcomes. In this exciting and prestigious international event, participants will share and learn about evidenced–based

practices with an emphasis on access, quality, and equity; creative, comprehensive inclusive education approaches; innovations in creating inclusive schools; and integrating research into practice to create stronger links with stakeholders.

A special strand focusing on the Arts in Special Education provides a rich forum for special education professionals to build upon innovative practices that encourage creative thinking, draw upon diverse abilities expressed through the arts and develops the individual in ways that traditional academic instruction fails to do so.

We are grateful that many educational professionals joined this event from all around the world and we are convinced that these three days will be an enriching professional experience for all participants.

We welcome all participants and wish all of you unforgettable days in Braga!

| Susan O'Rourke | Ana Paula Loução Martins | Thomas P. Gumpel | Anabela Cruz dos Santos | Ana Paula Pereira | Ana Serrano | Humberto Javier Rodríguez Hernández |

ORGANIZING PARTNERS

DISES is a division of the Council for Exceptional Children, that promotes international communication, cooperation, and progress in education and services for children and youth who have disabilities and/or are gifted and talented -- across all age groups, from infancy through adulthood. The Division refers to these children and youth as individuals with exceptional education needs. To achieve this purpose, the Division´s objectives are to:

• Improve understanding of the conditions facing individuals with exceptional education needs and the professionals, parents, and others who provide education and services for them throughout the world;

• Serve as a catalyst for the international exchange of information on practice, research, technology, and issues related to education and services for individuals with exceptional education needs;

• Promote international research and cross-cultural studies that advance education and services for individuals with exceptional education needs;

• Sponsor forums for professional development and discussion among those who are involved in providing education and services for individuals with exceptional education needs;

• Engage in international projects and partnerships that join people from various societies and cultures in working toward common goals;

• Establish networks that foster collegiality and international association, recognize achievement and leadership, and foster broad understandings of the international experience in education and services for individuals with exceptional needs;

• Disseminate information in support of the Division's purposes.
http://www.dises-cec.org

The Institute of Education (IE) mission is to develop projects on education, research and interaction with society in the broad area of Education, thus contributing to the development and well-being of individuals, groups, education organizations and society alike. The teaching activity of IE is divided by undergraduate, graduate, and doctoral degrees specific to IE or shared with other Schools of the University Minho. IE also covers advanced scientific internships, doctorates in partnership with foreign universities and post-doctorates. In conjunction with the teaching activities, research developed in IE is focused on the educational processes, agents and contexts, on teaching, learning, training and socio-educational development. The activities concerned with the interaction with society, involving in-service training courses, studies and opinions, for example, are a way of making the knowledge and skills of the Institute's professors and researchers available to the community. The various projects of IE extend beyond the national context, and internationally the cooperation with nearby countries in terms of culture and language, as is the case of the Portuguese Speaking Countries, is worth being highlighted. To achieve its Mission, IE establishes partnerships with national and international institutions aimed at mutual enrichment and at attaining common objectives.

www.ie.uminho.pt

The Council for Exceptional Children (CEC) is the international nonprofit organization dedicated to improving the educational success of individuals with disabilities and/or gifts and talents. CEC supports children and youth with exceptionalities by advocating for appropriate governmental policies, setting professional standards, providing professional development, and supporting the professionals who work on behalf of children and youth with exceptionalities. The Council for Exceptional Children is the voice and vision of special and gifted education. CEC's mission is to improve, through excellence and advocacy, the education and quality of life for children and youth with exceptionalities and to enhance engagement of their families.

www.cec.sped.org

SUPPORTING ORGANIZATIONS

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Organizing committee

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Thomas P. Gumpel	The Hebrew University of Jerusalem, Israel
Humberto Javier Rodríguez Hernández	Escuela Normal de Especialización Humberto Ramos Lozano, Mexico

Institute of Education, University of Minho, Portugal

Ana Maria Serrano
Ana Paula Loução Martins
Ana Paula Pereira
Anabela Cruz dos Santos

Paper Submissions Co-leaders & Reviewers

Program Chair   Susan O'Rourke, School of Education, Carlow University, Division of International Special Education and Services (DISES), USA

Research

Co-leaders	Anabela Cruz dos Santos, University of Minho, Portugal
	Mian Wang, University of California- Santa Barbara, USA
Reviewers	Ana Cristina Espadinha, University of Lisboa, Portugal
	Andew Fedders, University of California- Santa Barbara, USA
	Celeste Simões, University of Lisboa, Portugal
	Hasheem Mannan, University of Melbourne, Australia
	Kimberly Hu, Beijing Normal University, China
	Selene Vicente, University of Porto, Portugal
	Sofia Santos, University of Lisboa, Portugal
	Song Ju, University of Cincinnati, USA
	Vítor Cruz, University of Lisboa, Portugal
	Whitney Detar, University of California, USA

Practice

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	Vicki McGinley, Westchester Univeristy, USA
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	Calli Lewis, Shippensburg University, USA
	Cecília Aguiar, University Institute of Lisboa, Portugal
	Francis G. Smith, Virginia Commonwealth University, USA
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	José Lopes, University of Trás-os-Montes-e-Alto-Douro, Portugal
	Kim Doan, West Chester University, USA
	Rui Martins, University of Lisboa, Portugal
	Susana Marinho, University of Fernando Pessoa, Portugal
	Teresa Brandão, University of Lisboa, Portugal

Policy and Advocacy

Co-leaders Ana Maria Serrano, University of Minho, Portugal
Mary Kealy, Loudon County Schools, USA
Reviewers Ana Isabel Pinto, University of Porto, Portugal
Connie Smith, Loudoun County Public Schools, USA
Emily Collins, Chattahoochee- Flint R.E.S.A., USA
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Gary Myrah, Wisconsin Council of Administrators of Special Services, USA
Gina Scala, Council of Administrators of Special Education, USA
Isabel Chaves de Almeida, ANIP – National Association of Early Intervention, Portugal
Paula Ângela Santos, University of Aveiro, Portugal
Rita de Cássia Morem Cóssio Rodriguez, University of Federal de Pelotas, Brazil

The Arts in Special Education

Co-leaders Ana Paula Pereira, University of Minho, Portugal
Kevin Spencer, Hocus Focus, Lynchburg, USA
Reviewers Bill Matney, USA
Graça Santos, University of Évora, Portugal
Lanell R. Finneran, USA
Marilyn Kaff, Kansas State University, USA
Paula Pina, Institute of Piaget (Lisboa), Portugal
Luzia Lima-Rodrigues, Institute of Piaget (Almada), Portugal
Sally Bailey, Kansas State University, USA
Teri Holmberg, USA

Local organizing committee, Portugal

António Osório, University of Minho;
Fernando Gonçalves Ferreira Alves, University of Minho
Fernando Guimarães, University of Minho
Luís Fanzeres, School Cluster Gonçalo Sampaio
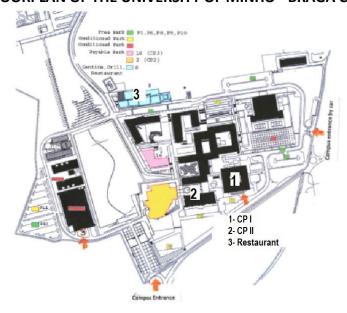
Graphic Artist Kristen Ritchie

CONFERENCE PROGRAM OVERVIEW

July 14	Teatro Circo, Avenida da Liberdade, 697, Downtown Braga

11:00 -13:00
14:30 - 18:00 **Registration** and information Desk (Teatro Circo)

14:30 - 16:00 **Opening Ceremony**
  Performance by the Zé Pereiras, Institute Novais e Sousa Drums Group
  Performance by the APPACDM, Folklore and *Cavaquinhos* Music Group

  Welcome Remarks
   Conference Organizers, Susan O'Rourke
   Braga City Hall President, Ricardo Rio
   Rector of the University of Minho, António M. Cunha
   President of the Institute of Education, José Pacheco
   DISES President, Humberto J. Rodríguez H.
   CEC President of the Board of Director, Robin Brewer

16: 00 - 17:00 **Keynote Speaker** Arlene S. Kanter, Syracuse University College of Law, USA
  The Right to Inclusive Education

17:15 - 18:15 **Reception,** Medieval Room of the University of Minho, Largo do Paço

July 15	University of Minho, *Campus de Gualtar* (CP I, and CP II)

8:00 -18:00 **Registration** and information Desk (CP I Hall)

9:00 - 10:30 **Plenary Sessions**
David Rodrigues, University of Lisbon, Portugal
Quality in Education = Excellence + Equity (Room A1, CPI)

John Wills Lloyd, University of Virginia, USA
Embracing Science: Including Evidence in Special Education Practice (Room B1, CPII)

10:30 - 11:30 **Poster Session 1** (CP I Hallway)
10:30 - 11:00 **Coffee Break**
11:00 - 12:30 **Concurrent Sessions 1** (Floor 2, CPI)
12:30 - 14:00 **Lunch Break**
14:00 - 15:00 **Concurrent Sessions 2** (Floor 2, CPI)
14:30 - 15:30 **Poster Session 2** (CP I Hallway)
15:00 - 15:30 **Coffee Break**
15:30 - 17:00 **Concurrent Sessions 3** (Floor 2, CPI)

July 16	University of Minho, *Campus de Gualtar* (CP I, and CPII)

8:00-18:00 **Registration** and information Desk (CP I Hall)
9:00- 10:30 **Plenary Sessions**
Nicole Dezelon, Andy Warhol Museum, USA
A Virtual Fieldtrip to The Andy Warhol Museum: Using Portraiture for Identifying Emotions in Autism Spectrum Disorder (Room A1, CP I)

Maria Antonia Casanova, Ministry of Education, Spain
Universal Curriculum and Individualized Learning (Room B1, CP II)

10:30 – 11:30 **Poster Session 3** (CP I Hallway)

10:30 – 11:00	**Coffee break**
11:00 – 12:30	**Concurrent Sessions 4** (Floor 2, CP I)
12:30 – 14:00	**Lunch Break**
14:00 – 15:00	**Concurrent Sessions 5** (Floor 2, CP I)
14:30 – 15:30	**Poster Session 4** (CP I Hallway)
15:00 – 15:30	**Coffee Break**
15:30 – 17:00	**Concurrent Sessions 6** (Floor 2, CP I)

July 17	**University of Minho,** *Campus de Gualtar* **(CP I, and CPII)**
8:30 – 12:00	**Registration and information Desk** (CP I Hallway)
9:00 - 10:30	**Concurrent Sessions 7** (Floor 2, CP I)
10:30 – 11:30	**Poster Session 5** (CP I Hallway)
10:30 – 11:00	**Coffee Break**
11:00 - 11:30	*Documentary POWERFUL MEDICINE: SIMPLY MAGIC is a short documentary about self-discovery and resilience told through the voices, faces, and hands of incredible individuals who struggle with some of life's difficult challenges. The reality is these individuals don't want our sympathy; but, in order to flourish, they do need our understanding and support. This film shares the real stories of real people from around the world and their efforts to overcome what others might consider "impossible" odds. Most importantly, it's about hope – the hope and confidence they gain by achieving the "impossible." Their stories are inspirational, motivating and life changing! (Hocus Focus, Inc. and Mwendo Productions) (A1, CP I).*
11:30– 12:15	**Closing Speaker** Luís de Miranda Correia, University of Minho, Portugal (A1, CP I) *Rethinking Special Education in Portugal*
12:15-12:30	**Closing Ceremony** Conference Organizing Committee
12:45	**Transportation** to Bom – Jesus do Monte
13:15 - 14:15	**Reception**, Colunata, Bom Jesus do Monte Performance by the Cultural Association of the Bells Cathedral

Permanent exhibitions	**University of Minho,** *Campus de Gualtar* **(CP I, and CP II)**
Anti- bullying by Lara Caldas, David Esteves, Gonçalo Veloso, João Vilaça, Bruna Marques, Diogo Peixoto & Paulo Costa.	This exhibition recreated how Bullying is viewed in the school context, and stems from a collaboration between one researcher and teacher and a group of children and adolescents.
Photographic exhibition "Conquering ..."	This Photographic exhibition recreats the Adapted Sports Section of the Sporting Clube de Braga and aims at promotion of sports and competition for people with disabilities, preferably athletes from the Minho region. www.scbraga.pt - http://bragaboccia.wordpress.com/

FLOORPLAN OF THE UNIVERSITY OF MINHO - BRAGA CAMPUS

1- CP I
2- CP II
3- Restaurant

FLOORPLAN OF THE CONFERENCE ROOMS

Complexo pedagógico I (CP I) Floor one   *Complexo pedagógico* I (CP I) Floor two

Complexo Pedagógico II (CP II) Floor one

OPENING CEREMONY SPEAKER

Arlene S. Kanter, Syracuse University College of Law, USA

Arlene S. Kanter is the Bond, Schoeneck & King Distinguished Professor of Law at Syracuse University College of Law. She was also named the Laura J. and L. Douglas Meredith Professor for Teaching Excellence in 2005, Syracuse University's highest faculty award. In 2004, Professor Kanter founded the College of Law's Disability Law and Policy Program, which she directs. She also co-directs the Syracuse University Center on Human Policy, Law, and Disability Studies, which is an expansion of the Center on Human Policy, the first university-based, multi-disciplinary academic center for research, advocacy, and public education on disability. At SU, she has served as the Academic Dean and Director of Clinical Legal Education. Her courses include Disability Law, International Human Rights and Comparative Disability Law, Special Education and Education Law. Professor Kanter writes and lectures extensively on domestic and international disability law, mental health law, and special/ education law. In 2001-06, she was invited to work with a committee of the United Nations on drafting of the Convention on the Rights of People with Disabilities. Since its adoption, she has worked with organizations and governments on developing disability laws and policies in such countries as Egypt, Ghana, India, Israel, Italy, Jordan, Mexico, Palestine, Turkey, and Vietnam. She also has served as a consultant to the World Health Organization and other organizations. Professor Kanter has published over 100 articles and book chapters, as well as the first law casebook on international and comparative mental disability law. Her co-edited book, RIGHTING EDUCATIONAL WRONGS: DISABILITY STUDIES IN LAW AND EDUCATION, is now available from Syracuse University Press' new Critical Disability Series, and her upcoming book, FROM CHARITY TO HUMAN RIGHTS: THE DEVELOPMENT OF DISABILITY RIGHTS UNDER INTERNATIONAL LAW, will soon be available from Routledge Press. Professor Kanter is the founder and editor of the international electronic SSRN Journal on Disability Law, co- founder of the Disability Law Section of the American Association of Law Schools, and co- founder of the Disability Studies Research Network of the Law and Society Association. She is a former Commissioner of the American Bar Association Commission on Disability. In 2009-10, Professor Kanter was selected as a Fulbright Scholar and in 2010-11, she was named the Distinguished Switzer Fellow by the US Department of Education's National Institute of Disability Rehabilitation Research. She has been a visiting professor of law at Hebrew University and Tel Aviv University in Israel, NASAR University in India, and Charles University in the Czech Republic.

CLOSING CEREMONY SPEAKER

Luís de Miranda Correia, University of Minho, Portugal

Luis de Miranda Correia is the president of the Portuguese Institute of Dyslexia and other Special Needs and executive director of Portuguese Association for Special Needs. He is a Professor Emeritus at the University of Minho, served for several years as the director of the Departments of Children Educational Sciences and of Educational Psychology and Special Education, and has more than thirty five years of experience in the field of Special Education He was an adjunct to the Portuguese Minister of Education and a consultant to various school districts and special education agencies in Portugal and abroad. He has provided numerous workshops, seminars, and conferences for teachers, parents, and other school personal on a variety of special education and psychological topics, nationally and internationally. Dr. Miranda Correia is also the author of several articles in his field of interest and of numerous books published by *Porto Editora*, including *Students with special educational needs in regular classes*, *Inclusion and special educational needs,* and *Specific learning disabilities: Contribution for a Portuguese Definition*.

PLENARY SESSIONS INVITED SPEAKERS

David Rodrigues, University of Lisbon, Portugal

David Rodrigues is a Professor at the University of Lisbon (retired). At present he is President of the ONG Pro – Inclusion – National Association of Teachers of Special Education. He has worked on international projects in Cabo Verde, Brazil, and different eastern and western European countries for the EU, UNESCO and Handicap International. He was a visiting professor of Portuguese universities and in the USA and Brazil. He has a large experience as speaker in international conferences. He belongs to the editorial board of 8 specialized journals and edited 26 books in Portugal, Brazil, Spain and Germany. At present he belongs to the group of experts of the Council of Europe on rights of persons with disabilities. David develops projects about Inclusive and Equity in Education on a national and international level. He received the International Prize "Latin Union" in 2007.

John Wills Lloyd, University of Virginia, USA

John Wills Lloyd who received a Ph.D. from the University of Oregon in 1976, is professor of education at the University of Virginia's Curry School of Education. At U.Va., he teaches courses for prospective teachers, teacher educators, and researchers. Lloyd's studies of the characteristics students with learning and behavior problems and of procedures for addressing those problems have appeared in special education and behavioral psychology journals since the 1970s. In addition, he has written chapters for edited volumes and books for use by teachers as well as scholars. Lloyd has served as president of the Division for Research and the Division for Learning Disabilities of the Council for Exceptional Children and is currently Executive Director for the Division for Learning Disabilities. In addition, he was twice appointed as a member of the national Expert Advisory Panel for Reading First, received the lifetime Research Award from the Association for Direct Instruction, has been a Fulbright Senior Scholar.

Nicole Dezelon, Andy Warhol Museum, USA

Nicole Dezelon is the Associate Curator of Education at the Andy Warhol Museum, and an Adjunct professor at Carlow University and St. Joseph's College. She received a Fulbright-Hays award in 2009 to take 13 teachers to Brazil to study the intersections of Art and Society. She currently holds a BS and an M.Ed in Art Education. Following her undergraduate studies, she worked at Leo Grilli Studios in Gubbio, Italy and High Gate Pottery in London, UK before returning to the states to take on a teaching position. She taught ceramics at The Manchester Craftsmen's Guild in Pittsburgh, Pa and images of her clay work appear in the Lark Books publications: *500 Prints On Clay*, *Alternative Kilns and Firing Techniques* by James C. Watkins and Paul Wandless as well as *Image Transfer on Clay* by Paul Wandless.

Maria Antonia Casanova, Ministry of Education, Spain
Inspector in central Ministry of Education in Spain since 1987. She has held the post of Deputy Director General of Special Education and Attention to diversity, as well as General Educational Development Director in the Ministry of Education in Madrid. She has represented Spain in the European Agency for the development of special education in Denmark and Director of the Spanish educational project in Mexico Integration of 1996-2002. She has also participated in other projects and activities in different states of the Mexican Republic. Collaborates with Spanish and foreign universities teaching and conducting courses on topics related to assessment, curriculum design and attention to diversity. She has many publications about educational assessment, curriculum design, attention to diversity, educational quality and high capacities, teacher education, among others.

DETAILED CONFERENCE PROGRAM

CONCURRENT SESSION 1

Tuesday, 15 July 11:00 - 12:30

Room 208

Shaping inclusion within a community of international schools in Asia
Alan Howells & Pam Ryan, *English Schools Foundation, USA*

The English Schools Foundation (ESF) holds an important place in the educational landscape of Hong Kong, offering K-13 International Education in 21 schools (including a special needs school) and catering for 18000 students, around 12-14% of whom have identified needs. The session will explore the opportunities and challenges faced in developing a system wide commitment to inclusion which translates into the best possible learning experience for each student in every school. A reflection on the services and practices that have enabled ESF to evolve as an inclusive organisation will be addressed. There will be a focus on some of the essential elements, such as pedagogical approaches, professional learning, curriculum and policy development. Implicit in the session will be the current and future challenges for inclusive education in an international schools context.

Neoliberalism and the specialized educational service in Goiás
Maria Marta Lopes Flores & Dulceria Tartuci, *UFG-Campus Catalão, Brazil*

The intention of this paper is to discuss the neoliberal policies and their consequences for specialized educational services. For this purpose, we intend to analyze the relationship between globalization and internationalization of the national capital process, and the centrality that the specialized education service in multifunctional resource rooms assumed as Special Education service in Goiás.

Inclusion in Brazilian public schools: The contribution of collaborative teaching
Maria Amelia Almeida, *Federal University of São Carlos, Brazil*

The objective of this study was to describe the establishment and evaluation of teaching and collaborative consultation programs in public school in Brazil. Instruments were interviews, observation, field notes. Collaborative teaching happened three times a week and Consultation meetings were weekly; Results indicated that collaborative teaching improved students learning and collaborative consultation contributed to teacher training. Both, collaborative teaching and collaborative consultation can be an important solution for the inclusion process in Brazil.

Cross-cultural perspectives about inclusive education in China
Mary Kelly, Mary Brady, Cynthia Sutton & Molly Heyman, *Hobart & William Smith College, University of Massachusetts, Boston, USA*

The commitment to include students with disabilities into neighborhood schools in China has been clearly made, though experience from other countries reminds us that moving from politically-stated mandates to actually seeing children with disabilities studying and playing among typically-developing classmates can be a slow process. The presenters will share insights gained from their experiences working with teachers in China about developing inclusive teaching practices and lessons learned about the ways cross-cultural perspectives and practices shape conversations about inclusion.

Room 209

Intervention for children with high intellectual abilities

Alejandra Mendoza Garza & Rebeca Rodríguez Garza, *Escuela Normal de Especialización Humberto Ramos Lozano, Mexico*

Children with high intellectual abilities are frequently misunderstood for having a low school performance, been tagged as students with behavior problems or development disorder. Understanding the desynchronized development that students present in different areas of growth allows the appropriate identification and educational intervention. To identify, understand and target the needs of the students with high intellectual abilities a proper assessment process is required. This session will overview the experience and results of an evidence-based practice.

Including students with disabilities in dual language immersion

Melina Alexander & Alicia Giralt, *Weber State University, USA*

Dual language immersion programs are increasing throughout the United States (Maxwell, 2012). In dual language programs K-12 students receive academic instruction in two languages; it is assumed that students will become proficient in both their primary language and a second language (Potowski, 2009). In addition these programs provide students with increased self-esteem, and cultural sensitivity with typically performing students (Christian, 1996, Fortune & Menke, 2010). However, there is little evidence to support outcomes for students with special needs. This may be due to low numbers of students with special needs participation. In addition, schools may not be encouraging participation for students with special needs, and teachers in dual language programs may feel ill equipped to instruct struggling learners.

Educators formation for gifted students: Brazilian policies in discussion

Rosemeire de Araújo Rangni & Maria da Piedade Resenda da Costa, *Universidade Federal de São Carlos, Brazil*

This proposal is justified because it wants to present the discussion about the public polices for gifted students educational services in Brazil. The Brazilian legislation includes orientation for gifted students in the special educational services in school and outside. However, the gifted student's enrollments are scarce. There are about 11,000 students in all the school system in the country. It´s important to mention that the Brazilian school system has over 50 million students.

Students with giftedness and disability: The Brazilian educational policies

Rosemeire de Araújo Rangni & Maria da Piedade Resende da Costa*, Universidade Federal de São Carlos, Brazil*

This study aims to show the Brazilian educational policies about the services for the students with twice special educational needs (TSEN) - giftedness and disability. In recent years, specifically after 2001, the legislation has been emphatic to provide special educational services, however, among others barriers, the formation of the teachers to work with TSEN is scarce. This way this study suggests the legal orientations must go into the students to guarantee their special education needs.

Room 210

Early intervention? Yes, from the moment of conception!

Ana Simões, *Agrupamento de Escolas Dr. Alberto Iria, Portugal*

Early Intervention has been consolidating as a practice, in terms of its importance to the child´s development in families at biological and/or environmental risk. Why intervene early? How? Where? When?. The early years of life are the period of the most rapid development in human life. It is essentially in this period that we must intervene (Why?) The child is in the context of the family. The intervention must

be focused on the potentialities, capabilities and needs of the family, intervening directly or indirectly on the child (How?) In this period of a child´s life, the quality and diversity of experiences and contexts are fundamental. The child´s needs (and those of his family) are manifested in various contexts. It is also on these contexts that we must act as early as possible (Where?) Early intervention must be made as timely as possible, ie, from the moment the risk is detected. As timely as possible must be from the moment the family (the mother) has knowledge of pregnancy (environmental risk) or from the moment biological risk is detected in the child (When?) The intervention of professionals from different areas (social, health and education) is required at all times and contexts before and after the birth of a child at risk.

Navigating disability and related services through a multicultural lens
Belinda J. Hardin & Katrina P. Cummings, *University of North Carolina at Greensboro, USA*

Cultural beliefs, values, language differences, and unfamiliar education infrastructures and practices can impact the success of children with disabilities in their new country. This session presents findings based on interviews with immigrant parents of children with disabilities from four countries about their successes, barriers, and recommendations. Understandings gained from them can assist professionals in rethinking how to shape policies and practices in their own countries that better meet the needs of immigrant children with disabilities.

Quality and equity in the early education of bilingual children
Dina C. Castro, *Arizona State University, USA*

Reasons for the overrepresentation of bilingual children in special education include the limited preparation of teachers and instructional practices that do not consider the characteristics of diverse learners. This session will discuss the need to define elements of high quality early education to address the needs of bilingual children, describe a research-based professional development program targeting this population, share initial findings from an experimental study to assess its efficacy, and discuss policy and practice implications.

Linking home and school to build Latino preschoolers' oral language
Doris Luft Santos Baker, *Southern Methodist University, USA*

This presentation describes the development of an integrated intervention (LINK) delivered by teachers and parents to enhance the language skills and vocabulary in Spanish and English of Dual Language Learners (DLLs) at risk for language disabilities. Participants were 4 teachers, 6 parents and 80 children attending a Head Start in the Pacific Northwest. Findings indicate that LINK is usable and feasible in authentic delivery settings. Results of quantitative and qualitative data analyses will be discussed.

Room 211

The Floyd I. Marchus School: A K-12 counseling and education program
Daniel McCarthy, *Contra Costa County Office of Education, USA*

The workshop and power point presentation will discuss a highly successful K-12 public school program for students with emotional, behavioral and neurodevelopemental disorders. The Floyd I. Marchus School and the Counseling and Education Program were established in 1979 to serve students from throughout the 14 (SELPA) public school districts in Contra Costa County, California. The Floyd I. Marchus School is a public school campus that serves elementary, middle and high school aged students with additional satellite classes on district general education campuses. The presentation will share the essential elements of this unique public school program including the overall school structure, the classroom instructional and behavioral program, the integrated social and emotional support components as well as the various school wide routines that have produced a high degree of student success and family involvement.

Graduation at risk: Dropout prevention through student engagement

Dia Jackson, *The George Washington University Graduate School of Education, USA*

This presentation will identify the risk factors associated with dropping out of high school for students with disabilities. Students with disabilities drop out of school at a much higher rate than their nondisabled peers. Current research on dropout prevention highlights student engagement as the most critical factor in deterring dropout. This presentation will discuss school-based mentoring as a strategy to increase student engagement (feelings of belongingness and value) for students with disabilities.

Juvenile delinquents–Frame analysis is not the point but social aspect

Carmen Feldhaus & Manfred Wittrock, *Carl von Ossietzky University Oldenburg, Germany Department of Special Needs Education and Rehabilitation, Germany*

With regards to the "Reaction Pattern Research" 98 juvenile delinquents, age 15-21, were asked to complete a questionnaire with six critical incidences. The aim was to find out whether they are aware of specific social frames in interactions or not. The results indicate that juvenile delinquents know about social rules. But they rather act by considering social- or friendship relevant risks or profits, than by legal consequences. Further studies are due to come in 2014.

A combined art-based and inclusive counseling intervention program promo

Elias Kourkoutas, Michal Bat-Or, Elena Vitalaki, Kostas Christides & Andriani Papadaki, *University of Crete & University of Haifa, Greece*

In this paper the philosophy, rationale, components, methods of implementation, instruments of evaluation, and preliminary results of a two-year psychoeducational program in the SEN area will be described and analysed. The program combined art-based and counseling methods in a resilient inclusive perspective. It aimed at helping children with SEN/at risk of serious social-emotional-learning problems to better develop their social, emotional, and academic skills and be fruitfully included in their school social/academic life. A prior- post intervention research design was adopted and standardized psychometric scales were used to asses students psychosocial/academic functioning and evaluate the intervention program efficiency. The target sample was 22 primary school students with SEN. Evaluation interviews with parents, teachers, and children have also been conducted by external raters to draw conclusions on the strengths and limitations of the program. Measures used to assess the intervention were SCEB, PPT, Pianta TC/PC, CBC, and in-depth interviews. Based on the analysis of data collected by the psychosocial scales and interviews, results of this study seem very promising in helping children with various difficulties to develop their own capacities/skills and be better included in the social/academic school environment. Mediating factors related to positive outcomes and limitations of the study are presented and discussed.

Room 213   **UNCRPD in Ukraine: Reforming policy/practice for inclusive education**

Deborah A. Ziegler, Natalia Sofiy & James J. Lesko, *The Council for Exceptional Children, USA*

The presentation will share the components of a national systems change project that reformed policy and practice in Ukraine to provide education for children with disabilities in inclusive schools and communities to meet the requirements of the UNCRPD. Topics to be discussed will include: developing and implementing an environmental scan and needs assessment; building coalitions with collaborators; developing a comprehensive system of personal development; planning and implementing reform using a whole school approach; and analyzing and recommending reforms to policy at the local, oblast, and national level.

Inclusive education for persons with disabilities: A human right?

Donna Marie Campbell, *Webster University, USA*

We review the past twenty years of advocacy behind the Convention on the Rights of the Child, the UN Millennium Development Goals, Education for All, and the Convention on the Rights of People with Disabilities. Data from WHO surveys and UNESCO on the education of children with disabilities worldwide are examined, focusing on a comparison of inclusion practices from Costa Rica, the Netherlands, Namibia and the United States as examples.

Partnering with the United Nations to examine inclusive education

Jacqueline Rodriguez, *College of William and Mary, USA*

Using three case studies of inclusive elementary school classrooms in the Jordan field operated by UNRWA, the presenter will discuss what current perceptions exist regarding the inclusion of students with disabilities in UNRWA classrooms, and what type of inclusive strategies are currently implemented to educate students with disabilities.

The UN Convention on the rights of the children for children with IDD

Sofia Santos & Fernando Gomes, *University of Lisboa, Portugal*

Portugal has participated in the European project "Children's right for all: Monitoring the implementation of UN Convention on the Rights for Children with IDD". The report goal was, based on a qualitative-quantitative methodology, to give an overview picture on health, education, abuse, family/de-institutionalization, and promotion/participation areas'. It included a critical analysis of contents and resources available from 2001 till nowadays National Report to the Committee (on Child's Rights), as well as shadow reports (NGOs).

Room 214

Including students with severe problem behaviors: A meta-analysis

Fredda Brown & Christopher Oliva, *Queens College City University of New York, USA*

This session presents a meta-analysis of the research literature on individuals with severe behavior problems. A meta-analysis was conducted focusing on variables such as: setting of the study, strategies used, and the behavioral and demographic characteristics of participants. Results are analyzed with a particular focus on what we know about including students with severe problem behaviors in community environments, what are the gaps in the literature, and what are the implications for future research.

Behaviors of concern to Croatian primary school teachers

Kathleen Beaudoin & Sanja Skočić-Mihić & Darko Lončarić, *University of Washington Tacoma, USA*

Researchers surveyed 706 teachers in the Republic of Croatia to determine level of concern for four dimensions of misbehavior and need for support to address these behaviors. Teachers reported higher levels of concern for hyperactivity and disobedience compared to aggressive and delinquent behaviors for both boys and girls with significantly higher levels of concern for boys across behaviors. Higher levels of concern were associated with greater need for support. Options for future practice are recommended.

School-based interventions for students with mental health needs

Lyndal M. Bullock, Staci Zolkoski & Mary Bailey Estes, *University of North Texas, USA*

A large segment of the school-age population around the world is in need of specialized mental health services. Universally, school attendance is a common activity for children and adolescents; therefore, schools are the logical place for the delivery of school-based mental health (SBMH) services. In this session, we will provide an overview of the prevalence estimates regarding mental health needs in selected

countries, discuss frameworks for developing SBMH services, and provide recommended resources to facilitate services.

Reducing risk and restraint
Nick Burnett, *Nick Burnett CCP, Australia*

The issue of restraint on students who have high and complex needs has been a significant one over a number of years. There are few audit documents which can be readily used by settings to assess the level of risk and restraint. The presentation will explore how settings can reduce the level of risk in their setting including best practice in reducing the incidents of restraint. Participants will be able to understand how to use the audit document and be given access to a copy following the presentation for their use. Participants will be able to see how other settings have used the audit document to assess their current position in relation to reducing risk and restraint, and to use this to develop an action plan for their own settings.

Room 215

Not an illusion: The magical benefits of a technology-mediated arts curriculum
Susan O´Rourke, Kevin Spencer & Marie Martin, *Carlow University, Hocus Focus & C2K, USA, Northern Ireland & United Kingdom*

According to the US National Education Association, students exposed to an arts curriculum demonstrate higher levels of achievement. This presentation describes a unique technology-mediated Arts curriculum designed for students with disabilities in the US and Northern Ireland. The goals were to improve communication, technology, executive function and fine motor skills, while increasing their global awareness. The technology - Arts synergy created a collaborative environment that fostered a global learning community allowing students to excel beyond initial expectations.

The effect of video modeling on the interactions between typically developing and their peers with autism
Kim Floyd, Christan Grygas-Coogle & Naomi L. Rahn, *West Virginia University, USA*

The Centers for Disease Control and Prevention has documented that one in every 88 children is identified with an autism spectrum disorder (CDC, 2012). With the increased reliability of identification by 24 months, preschoolers with autism are placed in inclusive settings at a very early age (Cox et al., 1999). One challenge for preschoolers with autism is often social interactions because this population frequently needs support in communication and language (Murdock, & Hobbs, 2011); further, their typically developing peers often have limited engagement with children having autism due to the challenges these children present. Video modeling is a visual learning strategy which has led to positive outcomes for children with autism in behavior, self-help, communication, and socialization (Ozen, Batu, & Birtkan, 2012). Currently, there is no published research investigating the effects of video modeling on the typically developing child's interactions with preschoolers with autism. The purpose of this research is to examine the outcomes of video modeling on a) peer partner interactions with classmates having autism within the context of play; and b) preschoolers with autism interactions within the context of play. A single subject ABAB design will be used to determine the influence of video modeling on interactions between preschoolers with autism and their typically developing peers within the context of play.

Robotics autism spectrum disorders: How to promote the link?
Sandra Costa, Filomena Soares, Ana Paula Pereira & Cristina Santos, *University of Minho, CIEd, Portugal*

This project uses social robotics as a promoter of social emotional development in children with autism spectrum disorders (ASD). Several studies have demonstrated that robots improve the response level of involvement and interest in children with ASD and promote new social behaviors. Pilot studies and

preliminary results using a humanoid robot to promote social interactions, communication and emotion recognition in ASD children are presented.

Technology for students with visual impairments and other disabilities
Jennifer Wheeler, *University of Northern Colorado, USA*

This presentation will be conducted in three parts. The first part will examine research that currently exists to examine technology needs of and preparatory training for students with visual impairments and additional disabilities. The second part will synthesize the results from this research to determine how they are applicable to generalized student education. The third part will discuss additional strategies for use in training this population of students, including assistive technology equipment and resources that are necessary to aid the process. Participants will be encouraged to contribute their own ideas and strategies that they have found to be effective, and create for the entire group in attendance a list of resources that can be used for teaching students and develop educational programs.

Room 216

How do I encourage student engagement? Identifying reinforcers
M. Alexandra Da Fonte, Miriam C. Boesch & Gwendolyn P. Diamond, *Vanderbilt University, USA*

A three-step process for assessing preferences was designed to ensure the use of best-practices within and across settings with students with exceptionalities (Part 2). The assessment tool was designed based on over 30-years of evidence (Part 1). The goal was to assist practitioners in effectively using preference assessments with students with exceptionalities. This three-step assessment tool will be shared, and key components of the process will be outlined for practitioners.

Evaluating reinforcer assessments: A systematic literature review
Miriam C. Boesch, M. Alexandra Da Fonte & Gwendolyn P. Diamond, *University of North Texas & Vanderbilt University, USA*

A systematic review of the literature was conducted on reinforcer assessment research involving individuals with exceptionalities. The goal was to evaluate the evidence from the last 30-years and identify the gaps in the literature (Part 1). Additionally, we identified the need for a structure assessment tool that outlines the process (Part 2). Findings of the review suggest the need for a three-step process in the evaluation of reinforcers for individuals with special needs.

Classroom management to facilitate community for learners with SEN
Yelena Patish, Elizabeth West, Charles Peck & Jacob Hackett, *University of Washington, USA*

Classroom management is more than controlling student behavior. There is a paucity of practical tools that address both the need for novice teachers to establish control and their needs to build a strong community. The classroom management framework we present balances and integrates establishing control with creating culturally responsive classroom communities that support the participation and empowerment of students with special education needs who are members of diverse cultural, linguistic and racial communities.

Social interactions of students with autism and typical peers
Lisa Simpson, *Notre Dame de Namur University, USA*

Social impairments of students with autism present challenges with acquiring friendships and establishing relationships (Owen-Deschryver, Carr, Cale, & Blakeley-Smith, 2008). Peer-mediated interventions improve social deficits, yet effectiveness for students with low-functioning autism and impact on relationship quality is unclear (Rogers, 2000). This study employed a class-wide peer-mediated intervention to address the

research questions of the effect of intervention on social interactions of students with low functioning autism and typical peers, perceptions of students toward peers with autism, and quality of the peer relationship.

Room 217

The effects of a training program on preschool teacher outcomes
N. Bülbin Sucuoğlu, Hatice Bakkaloğlu, Fadime İşcan, Seyda Demir & Selma Akalın, *Ankara University, Turkey*

The purpose of this study is to evaluate the effects of a teacher training program focusing on inclusive practices on teacher knowledge, attitudes regarding inclusion, relationship with children with and without disabilities and their classroom management strategies. The findings showed that the teachers gained notable benefits from the training, however; only small changes emerged in their classroom behaviors.

Alternative routes for teacher certification: An international perspective
Robbie Ludy, Stephen Viola & Helen Beneke, *Buena Vista University & Morningside College, USA*

To fill teacher shortages many countries recruit individuals trained in content areas but not education. Expertise in content does not automatically translate into delivering quality instruction. This has led to the development of a variety of alternative routes to licensure. Little is known about what really works in terms alternative licensure or how these may work in the international arena. This session explores best practices in alternative routes to teacher preparation and their application in different countries.

International students pursuing a doctoral degree: Reflections from faculty and students
Robin Brewer & Silvia Correa-Torres, *University of Northern Colorado, USA*

An increasing number of international students are seeking doctoral degrees in Special Education at the University of Northern Colorado. Students from various countries, including Thailand, Saudi Arabia, and Nigeria, intend to return to their home countries to improve special education services. However, the challenges of completing a program are magnified for these students due to cultural and linguistic differences and varied background experiences. Faculty and international students' reflect on their experiences during this unique journey.

Infusing learning without limits into a teacher education programme in Barbados
Stacey Blackman, *University of the West Indies Cave Hill Campus, Barbados*

Research on inclusive education suggests that teachers' knowledge of, attitudes towards and expectations play a pivotal role in determining the success of inclusion in schools. Teacher training programmes are an important vehicle for achieving that success by building teachers' efficacy and practice. This research presents Barbadian practitioner based evidence utilizing principles and practices associated with the University of Cambridge's 'learning without limits' project to foster inclusion through critical praxis.

Room 218

Reflections around inclusion
Teresa Gonçalves, Maria Leonor Borges & Maria Helena Martins, *University of Algarve, Portugal*

The philosophy of inclusion aims to motivate all educational agents on the need for societal change, respecting the principle that we are all different. With such aim, effort must be developed providing opportunities to students with SEN allowing them to continue their academic path in higher education, promoting inclusion, personal development and participation in social and economic life. However, our universities continue be guided, mostly, by not inclusive practices and by scarcity of sources, being that translated into high rates of school failure and dropout amongst these set of students. One of the purposes

of this study is to understand the trajectories and experiences of students with SEN in our universities concerning access, and global conditions for staying in Higher Education with success.

Inclusion: Cultural capital of diversity or deficit of disability?
Timoti Harris & Lesleigh Henderson, *Metro West Learning Center, New Zealand*

If we do not change our language to match changes in thinking, we perpetuate what always was. If we keep talking about "special education, disability, dysfunction, disorder", we focus on the deficit. We have changed theory, we have changed practice, but we haven't changed the language. In one small rural secondary school in New Zealand (Year 9-13) of 400 students, we have created an environment truly inclusive of ability, ethnicity, culture, gender and language.

The hallway less traveled: Educating students with disabilities in inclusive classrooms
Nicole M. DeClouette, *Georgia College & State University, USA*

This study investigates one whole-school inclusive reform project that resulted in the closure of special classrooms and the integration of all students with disabilities into inclusive classrooms. Students no longer were expected to leave the classroom in order to learn. Nondisabled students began supporting students with disabilities in seamless, authentic ways. Math and English Language Arts scores increased for all students as a result of co-teaching and professional development that focused on differentiated instruction.

POSTER SESSION 1
Tuesday, 15 July 10:30 - 11:30

P1-1   **Assessment of implementation of inclusive educational practice in Nigeria**
AdeniyiS.O. & Adeyemi & Akinkunmi O.*, Federal College of Education & Glorious Hope Resources Int´l Akoka, Lagos, Nigeria*

P1-2   **Family: School and social development of visually impaired adolescents**
Ana Claudia Fernandes, Zelia Zilda Lourenço de Camargo Bittencourt, Maria Elisabete Rodrigues, Freire Gasparetto, Giuliana Jorge Crepaldi & Rita de Cassia Letto Montilha, *University of Campinas, Brazil*

P1-3   **Preparation and insertion of the disabled person in the labor market**
Allyne Cristina dos Santos & Maria da Piedade Resende da Costa, *Federal University of São Carlos, Brazil*

P1-4   **Secondary schools´ collaborative strategies towards inclusion**
Annet De Vroey, Katrien Roelandts & Katja Petry, *University College Leuven, Department of Teacher Education & Leuven University, Faculty of Psychology and Pedagogical Sciences, Belgium*

P1-5   **Retaining special education teachers: Voices from the field**
Cathie Koss & Aaron R Deris, *Northcentral University, USA*

P1-6   **Inclusion of students with autism in the early school in Brazil**
Cristiane Kubaski, Fabiana Medianeira Pozzobon, Carlo Schmidt & Cleonice Alves Bosa, *Universidade Federal de Santa Maria, Brazil*

P1-7   **Experience in painting and drawing in special education**
Edilania Vivian Silva dos Santos, Cicera Edvânia Silva dos Santos, Raquel de Santana Santos & Ana Claudia Lopes de Assunçao, *Universidade Regional do Cariri, Brazil*

P1-8   **Teaching practices, diversity and inclusion**

Fatima Elisabeth Denari, *Universidade Federal de São Carlos, Brazil*

P1-9   **Evidences of therapeutic horseback riding in autism spectrum disorder**
Jéssica Jaíne Marques de Oliveira, Fernando Copetti, Carlo Schmidt & Mylena Alcantara Medeiros, *Universidade Federal de Santa Maria & University of Manitoba, Brazil*

P1-10   **Journey to the syllabus' world: Intervention in phonological awareness**
Sonia Costa, Susana Gomes, Cátia Sacadura, Ricardo Cardoso, Anabela Santos-Cruz & Maria João Gomes, *University of Minho,CIEd, Portugal*

P1-11   **Works of art created by a community**
Kyle Holbrook, Edward Rawson & Cidália Araújo, *Moving Lives of Kids Art Center, USA*

P1-12   **The use of assistive technology resources by visually impaired teens**
Maria Elisabete Rodrigues Freire Gasparetto, Zelia Zilda Lourenço de Camargo Bittencourt, Fatima Mendes, Fernanda O. Narita, Ariane P. Bois & Rita de Cassia Letto Montilha, *University of Campinas, Brazil*

P1-13   **Using tier I and II positive behavior support strategies to meet K12 behavioral needs**
Nancy Tuckey, *Eastern Michigan University, USA*

P1-14   **Assessment of social skills in students nonspeaking using alternative**
Patricia Lorena Quiterio & Leila Regina d´Oliveira de Paula Nunes, *Universidade do Estado do Rio de Janeiro, Brazil*

P1-15   **The use of ICT in AAC - Literature review in Portugal**
Patrícia Alexandra Loureiro Pinheiro, Maria João Gomes & Anabela Cruz-Santos, *University of Minho, CIEd, Portugal*

P1-16   **iPads and autism: Examining iPad-based AAC on the ability to 'mand´**
Robert L. Williamson, William Hunter, Laura Casey & Kay Reeves*, The University of Memphis, USA*

P1-17   **The importance of phonological interventions for older students**
Silvana Watson, Lisa Morin & Anastacia Raymer, *Old Dominion University, USA*

P1-19   **World academy for the future of women: Promoting educational equality**
Suzanne M. Martin, *University of Central Florida, USA*

P1-20   **Strategies for the preparation video modeling for teaching picture exchange communication system**
Viviane Rodrigues, Juliane Aparecida de Paula Perez Campos, Juliane Aparecida de Paula Perez Campos & Maria Amelia Almeida, *Universidade Federal de São Carlos, Brazil*

P1-21   **Family influencing factors of Chinese children´s problem behaviors**
Xinxue Liu & Mian Wang, *Nanjing Technical College of Special Education & University of California, Santa Barbara, China & USA*

P1-22   **Reflections in relation to the inclusion of college students**
Izabel Soares de Lima Huning & Edivaldo José Bortoleto, *Universidade da Regiao do Oeste de Santa Catarina – Unochapeco Chapeco – SC, Brazil*

P1-23   **General educator's perceptions of professional development quality**
Tamar F. Riley, Annamaria Jerome-Raja & Sylvia L. Dietrich, *Florida Memorial University, USA*

P1-24   **How pre service teachers in special education experience their professional identity**
Bella Gavish & Sari Bar-on, *Levinsky College of Education, Israel*

P1-25   **Using typical hearing peers as communication models to teach grammatical form to preschoolers with hearing loss**
Sharon Raver-Lampman, *Old Dominion University, USA*

P1-26   **Organization of multifunctional resource classes in São Paulo**
Josiane Beltrame Milanesi & Enicéia Gonçalves Mendes, *Universidade Federal de São Carlos, Brazil*

P1- 27   **Using curriculum-based measurement as a way to identify students at risk for the development of specific learning disabilities in Mathematics**
Ângela Cristina Marques Anfilóquio, Ana Maria Roque Boavida & Ana Paula Loução Martins, *University of Minho, CIEd & Instituto Politécnico de Setúbal, Portugal*

CONCURRENT SESSION 2

Tuesday, 15 July 2:00 (14:00) – 3:00 (15:00)

Room 208   **Learning from families' narratives: A transformational professional development for educators** Margo Collier & Karla Kingsley, *University of New Mexico, USA*

Studies have shown that effective communication between parents and educators promotes parent involvement and contributes to student success (Farrell & Collier, 2010). However, communication is sometimes difficult to achieve. Opportunities to learn from parents' narratives can assist educators to develop the art of active listening, empathy, and effective communication skills.

Validation of the parent report language use inventory to Portuguese
Cristiana Guimarães, Anabela Cruz-Santos & Leandro Almeida, *University of Minho, CIEd, Portugal*

Language acquisition and development takes in account the child´s interaction with the surrounding environment. Daily social interactions with people and communication with others allow the child to acquire language being pragmatics considered a system of rules that support the communicative use of language, identification and assessment of children at risk for language disorders are crucial in order to carry out an effective early intervention. This study was carried out taking into account first, the relevance of pragmatics as a component of language, and second, the lack of assessment tools in Portugal to assess these abilities. Therefore, the aim of this study consists on the translation, adaptation and validation of the inventory "Language Use Inventory" (LUI), to European Portuguese. The LUI is a standardized parent report measure designed to assess pragmatic language development in children within 18- to 47-month-old.

Children families EI professionals and VHT/VIG: Benefits on children
Maria de Fátima Feliciano, Paula Ângela Coelho Henriques dos Santos, Carlos Fernandes da Silva & Sandra Cristina Mendes Agrara, *Instituto Piaget Viseu & Universidade de Aveiro, Portugal*

Based on the assumption that children need to be involved with their primary caregivers in meaningful relationships, contingent to their emotional and cognitive needs (Siegel, 1999; Nugent, 2005; McWilliam, 2010), we designed a field experimental research, applied to 0-6Y children with special needs (SN) and/or at risk of developmental delay. Our goal is to support the process of relational competences in early

intervention (EI) professionals and the families of children they´re working with, in the context of National System for EI in Childhood (SNIPI). VHT/VIG, whose main object of intervention is the set of relational competences occurring within the dyads family-child, family-professionals, and supervisors-home visitors and between home visitors, has been identified as a method of excellence for the analysis and promotion of ongoing functional transactions (International Initiative, 1992; Feliciano, 2002).

Room 209

Psychoanalysis special education and teacher training

Carla Karnoppi Vasques, Simone Zanon Moschen & Claudia Bechara Frohlich, *Universidade Federal do Rio Grande do Sul, Brazil*

Out of the State's political agenda, special education is traditionally organized as a specialized educational service instead of providing regular teaching in special classrooms and schools. In recent decades, Brazil, consonant with international movements, established a number of laws, policies and programs in order to combat inequalities and school exclusion. Within teaching principles, equalities and differences must be recognized, but it does not occur in schools where differences are seen as unequal or abnormal. In the sense of building another perspective, research elements which use psychoanalysis case-study format as a mechanism of school inclusion. Fourteen teachers from the education network of Porto Alegre city, State of Rio Grande do Sul, Brazil participated in this study. The teacher is invited to tell and inscribe his/her own experience. Important changes are perceived in the ways of reading, interpreting and giving meaning to the (im)possibilities of special education students.

Preparing new teachers for working in inclusive classrooms

Eileen B. Raymond, *Nelson Mandela Metropolitan University, USA*

South African teacher educators today are responsible for preparing new teachers to work effectively in inclusive settings. Preparation and professional development for these new roles is central to effective implementation of inclusive education. This paper will describe one university's reconceptualization of its inclusive education module. Analysis of student reflections and lecturers' experiences revealed critical philosophical and pedagogical aspects of inclusive teacher preparation that appear to support pre-service teachers making the paradigm shift to inclusive practice.

Factors influence the choice of special education major

Ghaleb Hamad Alnahdi, *Salman bin Abdulaziz University, Saudi Arabia*

This session will discuss the factors that influence pre-service special education teachers (PSET) to choose this major in Saudi Arabia. Results will be shared regarding PSET attitudes towards teaching, personal interest in special education, and job characteristics. Differences by variables such as college enrolment year, whether special education was the first desired major when applying to the university and gender are explored. Recommendations for future applications and research will be discussed.

Room 210

Deaf children with cochlear implants: Development and learning

Celeste Azulay Kelman, *Faculdade de Educação da Universidade Federal do Rio de Janeiro, Brazil*

This study was conducted in a Brazilian capital and investigated who and where are studying Deaf children with cochlear implants (CI). Two different interviews were made with parents and teachers in order to investigate modes of communication, age CI was done, among other questions. Results showed that there is a discrepancy between medical orientation, which point to a subtractive language approach, and educator's view which stresses an addictive language perspective, including both spoken Portuguese and sign language in order to guarantee better social inclusion for Deaf students with CI. There is a need

to clarify health professionals about benefits of language interdependence and teachers need better information about pedagogical implications of dealing with Deaf students´ different communicative needs in a same inclusive class.

Technological resources on student learning deaf education for young adults
Elenira Aparecida Paschuini & Nuria Pons Vilardell Camas, *Universidade Federal do Paraná, Brazil*

This article aims to discuss the students´ learning deaf in the form of education for young people and adults, using visuals of the new technologies that can help the inclusion these students in State Center for Basic Education and Young Adults city Sarandi. In justifying the need for practical appropriate pedagogical this challenge , rescues the history of deaf , as well as the previous and current approaches in the education of linguistic minority , followed by the questioning of the role of modality and suggesting pedagogical practices that meet the educational development of deaf students adult. The present work suggests a proposal of pedagogical intervention that uses resources technological, seeking better understanding of curriculum content studied in the discipline of Portuguese. In inclusive perspective and, based on the theoretical approach cultural-historical proposed by Vygotsky (2001), it creates possibilities for deaf pupils access to knowledge historically constructed focusing on fundamental perception visual.

Vocational guidance in the context of hearing
Elianes Terezinha Klein & Salete Maria Marmentini de Bortoli, *EPHETA AEFS, Brazil*

Vocational guidance in the context of hearing finalizes the process of remaining in EPHETA and enters the world of productive work as the quota law. Favors the career choice process of adolescents with hearing loss, their self-knowledge, the information professional´s choice area of professional interest and legislation for PCDs. Contextualize the information professional experiences ´´in loco´´ allowing the choice of areas of interests, skills and competencies.

Room 211

Strategies used in natural environments to promote communication development
Christan Grygas Coogle, Kim Floyd & Naomi Rahn, *West Virginia University, USA*

The development of effective communication skills is critical for young children with an autism spectrum disorder. The purpose of this presentation is to provide an overview of research-based communication intervention strategies that can be used by family members and early childhood educators within routines and activities of natural environments. Descriptions and examples of how the strategies can be implemented in the context of the child's home, as well as in early childhood education programs, will be included. Web-based resources to understand and support communication development of young children at risk or identified with ASD will also be included.

SES and early language development (12-36 months old)
Vânia Peixoto, Paula Martins & Inês Sousa, *Universidade Fernando Pessoa, Portugal*

With the present research we aimed to analyze the relationship between Family Income, parental education and occupation and early language development. The recent investigation in field tell us that the early identification and intervention of children with language disorders is an urgent situation because of the related consequences of this kind of developmental disorder (reading disorders, emotional disorders, academic achievement). In his regard, the identification of risk populations is very important, so we can develop and implement preverbal communication programs and foster language development. Researchers have been concerned with family characteristics and theirs relation to toddlers language development, such as family income, parental education and parental occupation. We designed an epidemiological study, with 435 children between 12 and 36 months old. The children were evaluated with our screening instrument, and their parents completed a questionnaire with information's about

pregnancy, birth, ESE, development, temperament and occupation. Six months later 100 of these children were evaluated with a gold standard language test. Every participant was informed of the aims and procedures of the study, and everyone agreed to participate. As a result of this study we believe that we will be able to recognize risk factors for developmental language disorders and then propose the best practice to foster parental interaction styles to promote better language outcomes.

Early Intervention in contexts of risk
Natalina Branco, *Universidade Portucalense, Portugal*

This study aimed to identify the main Facilitators and Barriers in the practice of Social Workers, a practice developed in families with young children (0 to 6 years old) in the subsystems – micro, meso, exo and macro – according to the Ecological Model. The result of this study recognizes the importance of the Ecological Model as the basis of their practices, and identifies the main Facilitators and Barriers in the context of their intervention.

Room 213

Flipped classroom instruction for inclusive learning
Cynthia Lindquist & Lisa Altemueller, *Metropolitan State University of Denver, USA*

The flipped classroom inverts traditional teaching methods, delivering lecture-based instruction outside of class, and class time is devoted to problem solving with the teacher´s role becoming that of a learning coach and facilitator. The flipped classroom provides an avenue for more hands-on and student-driven learning during class time. Class time is spent doing interactive activities to support and reinforce concepts. This type of instruction benefits students with disabilities allowing them increased access to teacher instruction. The presentation will provide participants with an opportunity to gain knowledge of the history of flipping a classroom, how to flip a classroom both at the K-12 setting and the university setting, and the benefits to learners with special needs. The participants will evaluate several methods of flipping a classroom and adapt the concepts of a flipped classroom to their particular setting. They will gain a working knowledge of this strategy to individualize and self-pace instruction for learners with disabilities. Participants will be able to determine if this strategy would be useful in their instruction. This methodology can increase family engagement in the life of a child. A growing body of evidence is being published on the benefits and pitfalls of flipped classroom instruction. The presenters will give relevant personal examples as well as present current research on the topic.

Effects of dialogic reading with technology on children with autism
Naomi L. Rahn, Kim Floyd & Christan Grygas Coogle, *West Virginia University, USA*

Dialogic Reading is an evidence-based early literacy intervention commonly used in inclusive preschool classrooms. Technology is being increasingly used in preschool classrooms to facilitate learning. Presenters will describe a single-subject study comparing vocabulary acquisition, oral language, and engagement of preschoolers with autism during traditional and computer-implemented Dialogic Reading. Session participants will understand the components of Dialogic Reading, how to adapt Dialogic Reading to include technology, study purpose and results, and implications for research and practice.

Using mobile media devices and apps to promote young children´s learning
Sharon Judge, *Old Dominion University, USA*

This session will describe how mobile technologies, with a focus on smart phones, iPod touches, and iPads or other tablet devices and applications, are transforming learning for young children with disabilities. Key opportunities to seize mobile media devices' unique attributes to improve learning will be described. Strategies for integrating mobile media devices will be demonstrated. Mobile application

resources will be provided to assist professionals and parents in selecting high-quality apps for young children with disabilities.

Room 214

Integrated Adaptive Skills Program (IASP)
Zoee Bartholomew, *ZMB Consulting & Behavior Management, Inc., USA*

Integrated Adaptive Skills Program Model (IASP) is designed to offer supportive services to disabled students seeking to integrate into a local after-school program. IASP Model focuses on teaching adaptive skills to disabled students that would prepare them to be fully included into an after-school program with their same age peers. The program offers support, training, and consultation to the students and staff involved in the program. A variety of research-methods and assessment screening tools are used to determine eligibility and program implementation. The IASP Model was piloted from 2011-2012 school year, but due to limited local and state funds the program could not continue. Students with disabilities deserve to be involved in the community and should not be excluded based on funds. Teaching and educating others on how to integrate students with disabilities into programs will minimize and/or eliminate exclusion of participating in recreation programs within residing communities.

The use of Hawaiian puppetry to promote compassion in the classroom
Jamie Simpson Steele, *University of Hawaii at Manoa, USA*

Storytelling through puppetry invites children with a range of abilities to engage with language, literacy, social skills and emotional development. In Hawai'i, an old form of puppetry called ki'i incorporates hula protocol, Hawaiian language, and ancient folklore to address the issues children face in their daily lives. As a result of this session, participants will understand how storytelling through ki'i develops empathy and apply standards for culturally responsive teaching to a ki'i learning experience.

Friends with autism: Building social skills
Kathleen Puckett, *Arizona State University, USA*

A comprehensive approach of peer mentoring, interactive social stories and video modeling improved the behaviors of two elementary students, one with Autism and a peer with behavioral concerns. Students supported each other by reacting to social story prompts and reviewing a video capture (via IPAD) of their behaviors in the general education classroom. Results indicate increased levels of engagement and improvements in social skills. Implications provide insight into motivation for behavioral choices and emerging friendships.

Room 215

Teaching complex behaviour to individuals with intellectual disability
Laura Zamot Rabelo, Juliana Faccioli Sarantopoulos & Julio Cesar Coelho de Rose, *Universidade Federal de São Carlos, Brazil*

Relational Frame Theory is a relatively new approach to cognition and complex behaviour which enables their description in terms of relations among stimuli. This presentation aims at introducing the Relational Frame Theory and the procedures based on that theory as useful tools to intervene with persons with intellectual disabilities. First, a general description of the theory will be provided. Secondly, some complex behaviour/behavioural properties such as perspective-taking, empathy, analogical reasoning and intelligence will be interpreted in light of relational terms and procedures to develop each one of them will be briefly outlined. That theory has recently grounded various studies that were successful in teaching even cognitive skills such as analogical reasoning for children as young as 5 years of age. Additionally, studies have shown a correlation between performance in relational

tasks and intelligence. Typically developing 12 year-olds had an increase of 2SD in their IQ and children with learning disabilities displayed an increase of 1SD, following a relational training. Considering that performance in intelligence tests and large scale educational assessments are highly correlated, it may be inferred that an enhanced performance in IQ tests may also reflect in an improvement in academic achievement. The main outcome intended is familiarizing the learners with this new perspective and indicate material and procedures that may assist them in their practice.

Cross-cutting issues and students with intellectual disabilities
Maria Rita Figueiredo Toledo Volpe & Stella Maris Cortez Bacha, *Educational Institution, Brazil*

Students with intellectual disabilities attending Elementary School need pedagogical proposal with traditional contents and others linked to the daily life such as those relating to ethics, environment, health and sexual orientation, proposed as ´´Cross-cutting issues´´. These issues were presented in thematic groups to sixteen students of a special school, in 2011/2012 with teaching planned by speech-language therapists and teachers that characterized a transforming proposal for new social, personal and collective attitudes.

Improving mathematics symbol and vocabulary knowledge
Sarah R. Powell, *University of Texas at Austin, USA*

Students with mathematics difficulty (MD) may struggle with proper interpretation of symbols and the vocabulary used to describe symbols. In two randomized-control trials, we provided tutoring on addition with a focus on explicit symbol instruction (in study 1) and explicit vocabulary instruction (in study 2). Students who participated in tutoring demonstrated improved mathematics performance. This research indicates students with MD gained better access to the general mathematics curriculum.

Room 216

The cost of special education-lessons learned from the United States
Mark Francis, *FYI-CSI, USA*

This presentation will focus on the cost of special education. As countries around the world develop inclusive practices in education, the cost of these programs present new issues for systems to work through. There are many learning points for all to learn based on the work done by the author over the last four years as a Senior Consultant and now as the CEO of FYI-CSI.We will examine the areas that many systems over spend and some of the reason why this happens. In this presentation we will also look at methods how to reduce these costs while still meeting the learning needs of all students.

Inclusive practices: Building leadership capacity through high quality
Mary V. Kealy & Cindy Sutton, *Loudoun County Public Schools, Ashburn,VA, USA*

Effective leaders understand the importance and benefits of providing an inclusive education for all students. Through systematic professional development and specialized training in inclusive practices, school leaders help teachers develop stronger instructional competence and increased capacity for working with special education students in inclusive environments, rather than separate schools or centers.   Learn about a professional development model that can effectively raise awareness and build capacity for the successful inclusion of students with disabilities in general education schools/classrooms.

Restorative practices and students with special educational needs
Nick Burnett, *Nick Burnett CCP, Australia*

Restorative Practice approaches are successfully being implemented in a wide range of settings with individuals who do not have a disability. What has proved to be much more of a challenge is the 'can' and 'how' a Restorative Practice approach be used with individuals who do have a disability. The presentation will explore Restorative Practice in relation to supporting those with ASD, ADHD, Intellectual Impairment and/or communication difficulties. It will explore the particular issues individuals with these disabilities may experience with the common approach to Restorative Practice. Through the use of a number of case studies, a number of recurrent themes will be identified to help settings more successfully identify the 'can' and how' to implement Restorative Practice for Students with Special Educational Needs.

Room 217

Developing and implementing school review maps fostering improvement
Samuel (Sal) Zimmerman & Barry Bullis, *New York City Department of Education/Pace University, USA*

District level support personnel review school based operational and instructional cohesion with school leadership to address pedagogue needs in building school capacity and measure the success of current practices in meeting the needs of students with disabilities. Collaboration between district level administration and school leadership around school strands measure school community growth and develop accountability practices to insure success meeting the academic and social needs of students with disabilities. District and school based administrators identify internal and external factors both supporting and hindering school improvement through a quarterly assessment process and draft solutions/strategies in addressing the impact to student and school achievement. Students with disability performance is reviewed through the filters of: 1. student learning and teaching practices, 2. pedagogical collaboration, 3. IEP service and program recommendations within the context of the citywide Path for Success reform, and 4. school walkthrough and principal peer reviews.

Structured teaching units: Their relevance in the inclusion of pupils
Sandra Daniela Ferreira Barbosa & Ana Paula Silva Pereira, *University of Minho, CIEd, Portugal*

With this study we intend to perceive the influence of Structured Teaching Units (ASTU) in the inclusion of students with autism spectrum disabilities (ASD), through the perception of different participants, parents of students with ASD and professionals who work at ASTU, as well as other professionals who integrate not only the board of the group of schools and of the ASTU, but also an element from the Department of Science and Education.

Proposal for evaluation of school difficulties
Stella Maris Cortez Bacha & Maria Rita Figueiredo Toledo Volpe, *Speech-language office, Brazil*

We introduce the PROADE- Proposal of Evaluation for School Difficulties - as one more clinical resource for evaluation, qualitative, individual, covering aspects of reading, writing and mathematics. It is addressed to students of the first years of Elementary School complaining about learning difficulties; it provides the knowledge of the process of learning and development of the student, which can help us to choose the more adequate intervention in clinic or in school.

Room 218

Promoting social engagement for students with autism: Introduction
Toni Fuller Merfeld, *Metro West Learning Center, USA*

Students with Autism Spectrum Disorder often have difficulty socializing and communicating with peers and adults. This deficit can negatively impact their ability to maintain independence on a daily basis. This session will provide a brief diagnostic overview along with strategies and discussion to assist

parents and school personnel in supporting students with high functioning autism. The following topics will be addressed in the presentation: perspective taking, interpreting non-verbal communication, conversation skills and understanding antecedent events.

Promoting social engagement for students with autism: Main
Toni Fuller Merfeld, *Metro West Learning Center, USA*

Continued from previous

Promoting social engagement for students with autism: Conclusion
Toni Fuller Merfeld, *Metro West Learning Center, USA*

Continued from previous

POSTER SESSION 2
Tuesday, 15 July 2:30 (14:30) - 3:30 (15:30)

P2-1 **Application of model of tutoring in reading and writing tasks for children**
Andrea Carla Machado & Simone Aparecida Capellini, *Federal University of Sao Carlos & State University Paulista, Brazil*

P2-3 **Secondary general education teacher efficacy beliefs about students with special education needs**
Brad Walkenhorst , *Saint Louis University, USA*

P2-4 **Assessment of the MOVE curriculum approach in the city of Paulinia SP**
Carolina Trombeta Reis & Maria Inês Rubo de Souza Novre, *UNICAMP, Brazil*

P2-5 **Examining the conceptual foundation underlying Check In/Check Out**
Courtney A. Dexter, Kathy L. Ruhl & Douglas D. Dexter, *The Pennsylvania State University, USA*

P2-6 **Urban accessibility and inclusion factor for students with disabilities**
Elaine Maria Bessa Rebello Guerreiro, Ana Kalina Moura de Paula, Inalda Tereza Sales de Lima, José Ribamar de Abreu Cardoso & Liliane Brito de Melo, *Instituto Federal de Educação, Ciência e Tecnologia Amazonas & University of Minho, Brazil & Portugal*

P2-7 **Differentiated instructional strategies and assistive technology**
Gerusa Ferreira Lourenço, Adriana Garcia Gonçalves & Nassim Chamel Elias, *Federal University of São Carlos,Brazil*

P2-8 **Effective practices for teaching children from diverse ethnic & linguistic backgrounds**
Jannis V. Floyd & Jesus R. Lucero, *Mansfield University, USA*

P2-9 **Increasing critical thinking and engagement among diverse students**
Karin Strohmyer, *Buena Vista University, USA*

P2-10 **Needing to communicate: In search of best practices in education students**
Leila Regina d´ Oliveira de Paula Nunes, Patricia Lorena Quiterio & Catia Crivelenti de Figueiredo Walter, *Universidade do Estado do Rio de Janeiro, Brazil*

P2-11 **Inclusion: Teacher attitudes in Portugal and the United States**
Margaret Inman Linn & Jorge Coelho da Silva, *Swarthmore College, USA*

P2-12 **Verbal language in down syndrome and the school inclusion process**
Maria Grazia Guillen Mayer, Sônia Maria Rodrigues Simioni & Maria Amelia Almeida, *Universidade Federal de São Carlos, Brazil*

P2-13 **Efficacy in programs when dynamics change**
Nancy Tuckey, *Eastern Michigan University, USA*

P2-14 **Early intervention: Interpretation of professional practices**
Patrícia Raquel Silva Fernandes & Ana Maria Silva Pereira Henriques Serrano, *University of Minho, CIEd, Portugal*

P2-15 **A comparison of children´s perspectives: An international project**
Melinda R. Pierson, Janice Myck-Wayne & Klaudia Schultheis, *California State University, Fullerton, USA*

P2-16 **Promoting inclusion through positive behavior supports in preschool**
Sandra Hess Robbins & Jessica Bucholz, *University of West Georgia, USA*

P2-17 **Supporting students with language disorders in Portugal**
Sónia Costa, Raquel Fernandes, Anabela Cruz-Santos & Garcia Tomás, *University of Minho, CIEd, Portugal*

P2-18 **Can students with SLD be successful in college? high school teachers**
Sydney Bueno, *Claremont Graduate University, USA*

P2-19 **Where should we go after the ratifications of CRPD?: Japan and France**
Tetsuya Munekata, Yoshihiro Tanaka & André Philip, *The National Institute of Special Needs Education & La revue du C.E.R.F.O.P., Japan*

P2-20 **Development and implementation of an educational software "Discover sounds of words”: A contribution to intervention in phonological awareness**
Carla Costa, Catarina Santos, Raquel Fernandes, Anabela Cruz-Santos & Maria João Gomes, *University of Minho, CIEd, Portugal*

P2-21 **Inclusion in international schools: A study of theoretical principles**
Julie M. Lane & David R. Jones, *Fresno Pacific University, USA*

P2-22 **Multifunctional resources class: Collaboration with regular education**
Izabel Soares de Lima Huning, Michele Cristina Minozzo dos Anjos & Rita de Cássia Silveira Cambrussi, *Universidade da Região do Oeste de Santa Catarina - Unochapeco Chapeco – SC, Brazil*

P2-23 **Educational support in the light of school external assessment**
Raquel Batista de Oliveira, Maria da Graça Amaro Bidarra & Maria Piedade Vaz Rebelo, *Universidade de Coimbra, Portugal*

P2-24 **Challenges and opportunities in teacher education for inclusion**
Petra Engelbrecht, Sue Soan & Alison Ekins**, *Canterbury Christ Church University, England*

Tuesday, 15 July 3:30 (15:30) – 5:00 (17:00)

Room 208

Equine relational therapy: The horse as a link between us and others
Alexandra dos Santos Lopes Santana, *Centro Hípico da Costa do Estoril: Quatro Patas e Uma Crina, Portugal*

Equine Relational Therapy is a psychomotor intervention. The goal behind this communication is to explain how this therapy contributes to improve emotion regulation and communication skills. The communication and relationship established with the horse happens through body language activities where gestures and movements with emotional meaning are the main channel for communicating. Solution – Focused activities are created to bring horse and person into interaction. This obliges the person to put into action his own relationship and communication skills. All of these activities put into action Attention, Body Awareness, Situation Analysis, Emotion/Behaviour Regulation, Decision Making and Assertiveness skills. Progressively the person introduces new elements to the relationship and communication process with himself and others, in a way that promotes and develops his own social, affective, cognitive and behavioural skills (Leitão, 2008, cit in Santana 2012).

Psychomotricity and resilience in institutionalized children
Ana Fonseca, *Aldeias das Crianças SOS Bicesse, Portugal*

The needs of institutionalized children are often forgotten, especially in what concerns to therapeutics practices. To go against these odds, a resilience based curriculum was implemented after evaluation periods that were applied in psychomotor therapy sessions, with the benefits of working the cognitive and motor sides. This initiative ran for three months, with an evaluation at the end. Results show the evolution of the children as well the need to invest in practices.

Difficulties found for PE teachers in an inclusive classes
Gabriela Gallucci Toloi & Eduardo Jose Manzini, *UNESP - Marília - Brazil*

The research aimed to identify difficulties that PE teachers address to occur when work with sudents with disabilities. Focus group was a choice for data collection with a participation of ten PE teachers from a city located upstate of São Paulo, Brazil. The idea was to analyse the situation experienced by teachers in schools and using this information to implement actions to provide aswer to these difficulties.

Psychosocial correlates of physical activity among children and adolescents with spina bifida
Sofia Santos, Inês Maldonado & Adilson Marques, *University of Lisboa, Portugal*

There is a lack of research in the special population field about physical activity (PA). Children/adolescents with spina bifida tend to be inactive and suffer from comorbidities, leading to a lower quality of life and functionality. Our goal was to analyze the PA's psychosocial correlates in 31 participants (10-17 years) with spina bifida, attending regular school. A questionnaire was used to collect data. Results pointed out the lack of PA by participants. One of the future goals is the development of effective interventions to promote active lifestyles within these populations.

Assessing and improving inclusive services for young children with special needs
Belinda J. Hardin, Dionne Sills Busio & Sheri Grace, *University of North Carolina at Greensboro, USA*

Room 209

Understanding characteristics of special education services for young children worldwide is critical to identifying effective practices, service gaps, and the reasons behind these trends. The ACEI Global Guidelines Assessment (GGA) was used to examine program quality in nine countries (China, Guatemala, Italy, Mexico, Peru, Taiwan, India, Thailand, and United States). Results of practitioner evidence in Area 5, Young Children with Special Needs, will be reported and implications for policies and practices, particularly inclusion, discussed.

Special education teachers talk about their inclusion related roles
Bella Gavish & Sarah Shimoni, *Levinsky college of Education, Israel*

In the last two decades, general teachers´ attitudes concerning inclusion of children with special needs had been largely studied (Gavish and Shimoni, 2012). Comparatively, the voices of special Ed teachers are rarely heard. In the current study 35 special Ed teachers were in depth asked about their perceptions of their inclusive rolls. This qualitative, phenomenological multiple case study aimed at understanding those teachers' accounts of their working experience within the inclusion framework at their schools. The thematic analysis of the interviews yielded four complex Types of special Ed teachers that differed in their interpretation of their responsibility for the special needs pupils, from teachers who believed they were exclusively responsible for those pupils whose needs better be answered in small special classes to teachers who believed in sharing this responsibility with other school practitioners and striving for total inclusion of special needs children in the regular classes. They further differed in their sense of belonging to the general school culture - from feeling excluded from the general school culture, to taking an equal knowledgeable part in developing school culture. Understanding these 4 profiles can help school faculty members and other practitioners better comprehend the ways special Ed teachers function within the inclusion reform in order to motivate them to take a more active and collaborative part in the schools emerging inclusion culture.

Differentiated literacy in content areas
Lori Severino, *Drexel University, USA*

Literacy instruction is everyone´s responsibility; however, many secondary content teachers feel unprepared to teach reading skills. Often the special education teacher is required to have the expertise in this area. In secondary classrooms, students are increasingly expected to read more complex informational text. Participants who attend this session will learn specific strategies to use in content area classrooms to help all students, especially students with learning disabilities, improve reading comprehension. Specific strategies on scaffolding, summarizing, text complexity, and close reading will be addressed. Results from a year-long professional development plan in an urban school setting that implemented these strategies will be shared.

Inclusion in a transformation school district: A crisis inclusive approach
Marianne Fidishin, *Gary Community School Corporation, USA*

The purpose of the presentation is to assist school districts in crisis transformative positions to increase special education inclusion in the general education environment. More specifically addressed is special education inclusion for an urban, homogeneously populated school district that has historically placed special education students in self-contained and isolated settings not with the general education population. Of primary concern is the effect on student academic and behavioral outcomes.

Room 210

Effects of behavior support intervention in a Thai inclusive classroom

Chanisa Tantixalerm, *Chulalongkorn University, Thailand*

This session presents findings from a research on the effects of function-based academic and behavior intervention on behaviors of three 5th graders at risk for learning difficulties in a Thai inclusive classroom. Current situation of inclusive education in Thailand will be discussed along with findings from the single subject design study. Different intervention practices to help promote learning in inclusive classroom will be discussed among audiences from across cultures.

Content validity of Portuguese version of personal outcomes scale

Cristina Simões & Sofia Santos, *University of Lisboa, Portugal*

Considerable attention has been given to the measurement of Quality of Life (QOL) in people with Intellectual Disabilities (ID). The main purpose of this communication is to present the first studies made in cross-cultural adaptation of the Escala Pessoal de Resultados (EPR): content validity and test-retest. It will be presented research goals, methods, procedures and statistical techniques used, as well the implications for research and intervention in ID field.

Teaching students with EBD: What really matters in education

Carmen Feldhaus & Manfred Wittrock, *Carl von Ossietzky University Oldenburg Germany, Germany*

After a number of studies regarding the concept of Behavioral Literacy we found that students with EBD largely understand the normative rules in social situations. When students with EBD understand how they should behave in interactions with teachers, why are there so many disturbances in class? And, what does matter, when teaching students with EBD? We started to ask educators and learners nationwide, the question: What do you think matters in class? We compare the results and give a feedback to the schools.

Solution enhanced coaching: Students with severe behaviour disorders

Dwaine Souveny, Wanda Christensen, Terry Ramsay, Marlene Alberts & Brenda Massing, *Wolf Creek Public Schools, Canada*

Solution enhanced coaching integrates the typical styles of coaching that occur within an educational setting including cognitive coaching (Costa & Garmston, 2002) and instructional coaching (Knight, 2007) along with solution focused strategies for educational personnel (McConkey, 2002) to provide both a process and structure to facilitate successful accomplishment of goals. To address the increasing need for effective services for students with severe behaviour disorders a Solution Enhanced Coaching project was initiated within a rural school district in Alberta Canada. Solution Enhanced Coaching techniques were utilized following a specific coaching model within the modalities of an initial in person group meeting, weekly email coaching and monthly group video conferencing. To assess the success of this project, qualitative and quantitative information on the students and educators was collected when the project began and after its completion. Data was collected on multiple groups of students over a three year duration.

Room 211

Contributions of collaborative teaching for teachers and students with intellectual disability

Danúsia Cardoso Lago & Maria Amelia Almeida, *Universidade Federal de São Carlos, Brazil*

Collaboration between special education teachers and regular teachers through Collaborative Teaching is becoming one of the effective strategies in the education of special education students. The aim of this study was to analyze the contributions of Collaborative Teaching for teachers and students with

intellectual disabilities. The study was conducted in two school systems in two regions of Brazil. The participants were teachers, students with intellectual disabilities and their families. The instruments were questionnaires for schools; identification questionnaire and interview guide for semi-structured teacher participants; anamnesis for parents/students guardians, assessment of reading and writing, and educational activities for students with intellectual disability; observation guide and daily field records with the teacher/researcher. Student evaluations were analyzed individually, taking into account the analysis of the process and the interviews were subjected to content analysis. The results showed significant gains in academic and social aspects of the students, as well as expansion in the continuing education by the teachers involved.

The process of collaboration having as a paradigm the model for addressing diversity

Fabiane Adela Tonetto Costas, Luis de Miranda Correia & Ana Maria Silva Pereira Henriques Serrano, *Universidade Federal De Santa-Maria & University of Minho, CIEd, Brazil & Portugal*

This research analyzes the concept of collaboration on the eyes of a group of teachers working in an Agrupamento (Group of schools) in northern Portugal. This Agrupamento was chosen because the teachers were familiar with the Model for Addressing Diversity (MAD) which embraces the education of SN students, including individuals with SLD .Data was collected using a survey with eighteen Likert-type questions. The preliminary results indicate that 75% of the subjects agree with the importance of collaboration and leadership actions. Of this, 25% expect the leadership to have an active role. 75% agree that the attitudes and the sharing of ideas are beneficial to the group. However, 25% expect the lead to approve their work. 50% agree with the importance of reciprocity among teachers, with 25% strongly agreeing and 25% not experiencing these feelings. With respect to partnership relations, shared resources, group deliberations and acceptance of consequences as a group, 75% agree to the importance of those actions. Although 25% agree with the previous actions, they prefer to wait for the final word of the leadership. Analysis of the results as a whole confirms the impact that the MAD has on the education of SEN students, through the collaboration among all the Agrupamento´s staff.

Co-teaching and collaboration

James W. Chapple, *Ashland University, USA*

Co-teaching between general and special education requires communication and collaboration. This presentation will discuss four models of co-teaching and the obstacles that prevent teams of educators from being successful in the practice. Strategies to overcome those obstacles to successful implementation of co-teaching will be presented. The participants will leave the session knowing how to prevent co-teaching from becoming a disaster.

Instituting co-teaching in higher education: Bumps bruises triumphs

Kelli Jo Kerry-Moran & Susan Glor-Scheib, *Indiana University of Pennsylvania, USA*

This session reports on a continuing exploration of collaborative teaching in pre-service teacher education. The researchers initially investigated and reported on student perceptions of the co-teaching arrangements and this session looks at challenges, both intrinsic and extrinsic, to collaborative teaching from the faculty who have been involved in this eastern US university's co-teaching process.

Room 213

UNICEF´s global partnership for children with disabilities

Deborah A. Ziegler & James J. Lesko, *The Council for Exceptional Children, USA*

The presenters will introduce the goals and outcomes of the Global Partnership on Children with Disabilities (GPcwd). The Global Partnership on Children with Disabilities (GPcwd) emerged from a series of high-level consultations in 2011 and 2012, initially organized around the 2011 Fourth Conference of

States Parties to the CRPD. The need for global action was established to influence a post-2015 agenda on the promotion and mainstreaming of disability rights across goals, targets and indicators. In response, the GPcwd's (also referred to as the Partnership) forums in September 2012 and 2013 where 250 organizations examined ways to collaborate on reversing the trends of exclusion or marginalization affecting children with disabilities at the global, regional and national levels.

Serbia: Grassroots interventions to international advocacy and collaboration
Hannah Ehrli, *University of Central Florida, USA*

This presentation will highlight the process of relationship building, the step by step process of creating change through collaboration, dedication and perseverance that has not only benefited Serbia, but has created a lasting influence for professionals in the United States as well.

Strengths and challenges of inclusion in the United Arab Emirates
Noura Ibrahim Almarri & Annita Sani, *Ministry of Education United Arab Emirates, United Arab Emirates*

The government of the United Arab Emirates ratified the Convention on the Rights of Persons with Disabilities in 2006, established the Department of Special Education in 2008, and in 2009 authorized Federal Law 29 which mandates inclusive education in all schools in the country. Since 2010, the Department of Special Education has implemented several systemic policies and encouraged school-based practices to promote inclusive education, and has experienced strengths and faced challenges similar to other countries around the globe. In this session, participants will acquire enhanced knowledge of these strengths and challenges, and how traditional Arabic culture and Islamic values and practices have influenced the purpose and form of inclusive education in the United Arab Emirates.

Translation and cultural adaptation of student LIFE-R to European Portuguese
Sílvia Quadros, Susana Capitão, Jorge H. Martins & Marisa C. Alves, *Universidade de Aveiro & Centro Hospitalar e Universitário de Coimbra E.P.E., Portugal*

The assessment of the auditory environment quality in a classroom with children with hearing loss can be extremely important for their school performance. Therefore, the purpose of this study was the translation and cultural adaptation of the questionnaire Student Listening Inventory For Education – Revised to European Portuguese. A methodology with standard steps was adopted, which included a committee of experts whose opinion was gathered and analyzed until the final version of the instrument was obtained.

Room 214

Application of UDL and adaptive expertise to an international collaboration
Frances G. Smith, Salomie Evering, Shanique Westcar & Alison King, *Virginia Commonwealth University Mico University College, USA*

This paper will report on classroom-based lessons learned from an international online community of practice and collaborations between practicing teachers and university faculty exploring the application of the effectiveness of UDL (Meyer, Rose, & Gordon, 2013) and AE frameworks (De Arment, Reed, & Wetzel, 2013). Understanding pedagogical practices and exploring new approaches allows educators to enrich their perspectives through an iterative exchange of considering the dimensions of learner variability and teacher adaptive practice. This international collaboration reveals new insights into traditional approaches.

UDL and adaptive expertise as key frameworks for reforming special educator practice

Frances G. Smith, Evelyn Reed, Angelita Arnold & Salomie Evering, *George Washington University,Virginia Commonwealth University & Mico University College, USA*

Neuroscience research confirms that learners vary across experience, culture, context, development and disability (Meyer, Rose, & Gordon, 2013). This paper introduces a process for establishing an international community of practice to promote special educators' adaptive expertise (De Arment, Reed, & Wetzel, 2013) within the framework of universal design for learning (UDL) (Meyer, Rose, & Gordon, 2013; Rose & Meyer, 2002). Through a web-based process, preservice and inservice educators adapt instructional tools informed through UDL.

Educational inclusion of students with motor disabilities in school
Treviňo Garcia Victor Hugo, *Escuela Normal de Especializacion Humberto Ramos Lozano, Mexico*

The presentation will present results from an educative intervention for students with motor disabilities in school environments, through the development of motor skills, curricular adaptations, adjustment of spaces and material. It will include explanation of two fundamental variables: the residual motor competences and the motor skills to be potentiate, also the adaptations to materials, spaces and the use of adapted technologies as strategies to improve the practice and develop an effective inclusion. The results of our research will be presented through videos, graphics and information analysis, concerning improving motor skills and achieving an active participation of the student with motor disabilities in school activities and extracurricular activities.

Room 215

Bullying use of excessive force and school district liability
Jennifer Sughrue & M. David Alexander, *Southeastern Louisiana University, USA*

The purpose of this presentation is to inform educational leaders and practitioners, as well as families, about the current approaches of the U.S. legal system (both as case and statutory law) in addressing bullying and the use of excessive force when the victims are students with disabilities. The presenters will offer some policy and practice considerations that would assist educators and aid families in protecting students with disabilities from bullying and the use of excessive force.

Cyberbullying: Inclusive practices to address digital aggression
Mickie Wong-Lo, *Northeastern Illinois University, USA*

Cyberbullying is a category of bullying that occurs in the digital realm which affects our students in astonishing rates. Unlike traditional bullying, where displays of aggression may be evident to bystanders, the ramification of cyberbullying occurs through unconventional mediums (e.g., text messaging; online forums; video sharing), which results in many cases being camouflaged by the advancement of technology. Nonetheless, the effects of this digital form of peer aggression can be as detrimental as traditional bullying. This presentation examines the transformation of bullying among our digital generation and strategies towards becoming an Upstander for all children affected by the digital form of aggressive behaviors.

Why do they do it? Why do bullies bully and why victims are victims?
Thomas P. Gumpel, *The Hebrew University of Jerusalem, Israel*

Antisocial behavior and school aggression in youth has been linked with affective, interpersonal, self-attributional, and behavioral characteristics; these traits have often been associated with psychopathic behaviors among adults. Exposure to school aggression as an aggressor, victim, aggressive-victim, or as a

bystander, is high, with large numbers of school aged children reporting being subjected to verbal or physical violence. Studies of causal attributions show that individuals use specific cognitive strategies to understand and explain violence and, in some circumstances may blame the victim and excuse perpetrators of certain crimes. Victims, in the eyes of the bystander, are different from them as they do not actively engage in behaviors which will reduce their risk levels; if risk cannot be avoided, then the violent victimization could befall anyone. Bystanders may also feel sympathy for the victim and understand the victim's pain and feel concern or compassion in the face of the victim's distress.

An ethnographic study of participant roles in school bullying
Thomas P. Gumpel, *The Hebrew University of Jerusalem, Israel*

An ethnographic study in a tenth grade remedial class was undertaken in order to discern patterns of school bullying. Twenty tenth graders were observed over the course of one academic year as they interacted with their peers and teachers. The observations helped us identify dispositional and situational factors which influenced participant roles. In-depth interviews of students involved in school bullying showed how participants interpreted and explained their classroom behaviors. The analysis of the data gathered identified four main actor roles recognized in the existing literature on bullying – the pure victim, the pure bully, the provocative-victim, and the bystander – as well as the differentiation between aggressive bullies and the bully managers. Most roles fluctuated according to specific circumstances and often appeared to be moderated by the teacher's management style and contextual variables. Some pupils assumed different roles in different contexts, sometimes changing roles within or between episodes. Teacher personality and style also had an impact on the frequencies and types of aggression and victimization. The use of an ethnographic research paradigm is discussed as an important supplement to positivistic studies of school bullying.

Room 216

Enhancing AAC use in the classroom: Setting the stage for success!
M. Alexandra Da Fonte, Miriam C. Boesch & Christine N. Douthwaite, *Vanderbilt University, USA*

Special educators receive little to no training on augmentative and alternative communication (AAC). Consequently, this process becomes a hands-on learning experience for educators as their students acquire AAC systems. Based on the currently available research in pre- and in-service AAC training (Part 1: systematic literature review findings), this presentation will highlight and discuss key training components to provide high quality services students with complex communication needs in various settings and their families (Part 2).

AAC training: The current trends in teacher preparation programs
Miriam C. Boesch, M. Alexandra Da Fonte & Christine N. Douthwaite, *University of North Texas, USA*

A systematic review of the literature was conducted to evaluate trends in teacher preparation programs specific to the instruction of augmentative and alternative communication (AAC). Three main categories emerged in the AAC literature: the need, the types, and the impact of AAC training. This presentation will discuss the implications of these research findings on the success of AAC training for special education teacher (Part 1) and will outline key training components (Part 2).

Using ICT with SN children: perceptions of professionals and parents
Teresa Sousa, Oksana Tymoshchuk, Ana Margarida Almeida & Paula Santos, *University of Aveiro, Portugal*

This paper presents two research projects that aim to contribute to the enabling and empowering processes of professionals and families of children with special needs, in their thrive to acquire and

optimize competencies of using information and communication technologies (ICT) contingent to the needs of their children. The central dimensions of these projects are: (i) to promote the exploitation of an online space – where participants can share resources, successes, doubts and needs; (ii) to mediate the articulation between the different agents involved in the children's educational processes; and (iii) to develop teaching resources, within a co-design methodology, destined to promote oral and written language in children with language disorders in the phonological sphere.

Inclusion and communication information technologies: Support technologies to improve academic outcomes for students with special needs

Cláudia Luíza Marques & Amaralina Miranda de Souza, *Instituto Federal de Brasília, Brazil*

The challenge of vocational and technical education is not only the inclusion of students with special needs, but also their integration on the labour market. In this context, information and communication technologies (ICT), support the educational process involving students with special education needs. This research investigated whether an institution of professional education, predominantly technological (Institute Federal of Brasilia, Brazil), has structures and spaces to promote the use of ICT focusing on Assistive technologies (AT), in technical courses offered, in order to promote the improvement of learning of students with special educational needs. The frame of this qualitative case study research was based mainly on the theories of authors that highlight the importance and the need of technologies favoring the inclusion process and promoting the permanence of students until the end of the courses.

Room 217

Program development for students with autism - Practical program (intro)

Marcia Young & Mark Francis, *FYI-CSI, USA*

If schools are going to meet the complex needs of students with Autism, it is important to design a program to that is respectful of the overall environment and culture of a building and addresses key elements that will lead to an effective program for individuals with Autism. Participants will be able to assess current needs and overall culture, identifying supports that include Peer to Peer support for individuals with Autism.

Program development for students with autism - Practical program (main)

Marcia Young & Mark Francis, *FYI-CSI, USA*

Continued from above

Program development for students with autism - Practical program (conclusion)

Marcia Young & Mark Francis, *FYI-CSI, USA*

Continued from above

Room 218

The face of the Greek co-teaching model: Teachers' perspectives

Tryfon Mavropalias & Dimitris Anastasiou, *University of Western Macedonia, USA*

This presentation explores the features of the Greek co-teaching model called parallel support, and teachers´ perceptions of the effectiveness of the model. In the first quantitative study, 236 special education teachers in co-teaching settings were questioned about the model, their roles and needs. In the second qualitative study, six pairs of co-teachers and two principals were interviewed. Although co-teachers, hold

positive views about the model effectiveness, issues concerning collaboration, and administrative and infrastructure problems were emerged.

Challenge based learning: What do stakeholders say about inclusion?
Vicki A. McGinley & Tara Guerriero, *West Chester University, USA*

In order to explore and enhance university course content to address Least Restrictive Environment (LRE) and inclusionary practices, interviews of stakeholders were conducted. Qualitative data was analyzed using Dedoose Software for themed content. Importance of findings will be discussed, and description of how data fits into a Challenged-Based Learning assessment for undergraduate and graduate students will be explored.

Co-teaching as a strategy for inclusive schooling: Do this don't do that
Marilyn Friend, *The University of North Carolina at Greensboro, USA*

One program option increasingly used worldwide to foster inclusion is co-teaching; the arrangement in which a special educational needs (SEN) educator joins a general educator in a class that includes both typical learners and those with SEN. In this session and based on the current evidence base, the presenter will analyze classroom and school-level practices that support co-teaching and those that interfere with its effectiveness. Audience questions and concerns about co-teaching also will be addressed.

Communication between teachers who support students with disabilities
Bianca Regina de Lima Salomão & Amaralina Miranda de Souza, *Secretaria de Educação do Distrito & Federal Universidade de Brasília, Brazil*

The objective of this study is to investigate a systematic manner do deliver specialized care, such that the teacher's role in a resource room is enhanced while caring for students with special needs. The research project as a whole was defined based on the results of a previous study with resource rooms teachers, which identified the need to organize the care delivered in this environment (Salomão, 2011). The methodology applied was action-based research. This study was conducted in a resource room of a public school located in central Brasilia, Brazil, involving a special-education teacher, a regular class teacher and a student with intellectual disabilities that was being assisted by both professionals. Here is presented part of a research focusing on the analysis of the dialogue between the two teachers who were the research subjects. Results showed that besides clarifying the role of the teacher working in resource rooms, the systematization of work proved to be an effective way of organize, sort and connect the work done in the school setting. A focus on goals set together by both teachers helped them to seek better strategies of care. The implementation of a schedule for bi-weekly meetings between partnering teachers allowed for an improved partnership as well as better monitoring of the student's learning process evolution.

Room 208

Global effective special education leadership for inclusion - Intro
Mark Francis, Alan Howells & Nick Burnett, *FYI-CSI, English Schools Foundation & Nick Burnett CCP, Australia*

Across the world there are many examples of government departments and universities trying to provide appropriate training and support for leaders in special education. What are the lessons learnt? How does this translate into practice? How can special education leaders embrace inclusion? This presentation will draw on the presenters' special education leadership experience in a wide range of countries and cultures from both a practice and research perspective. The presenters have extensive knowledge and experience of both leading and supporting special education in the following countries: USA, England, Wales, Hong Kong, Australia, Jamaica, New Zealand, China and Tanzania. They all continue to provide training and support to leaders in many of these countries. The presentation will identify key themes from these special education leadership experiences in receiving and delivering training and support. From these key themes it will propose key elements and approaches to help develop appropriate support and training for both current and future leaders of special education to embrace greater inclusion across the globe. This is the first of three linked sessions:

> Global Effective Special Education Leadership for Inclusion – Intro
> Global Effective Special Education Leadership for Inclusion - Main body
> Global Effective Special Education Leadership for Inclusion - Key themes and way forward

Global effective special education leadership for inclusion - Main
Alan Howells, Nick Burnett & Mark Francis, *English Schools Foundation, Nick Burnett CCP & FYI-CSI, Australia*

Continued from above

Global effective special education leadership for inclusion - Conclusion
Nick Burnett, Mark Francis & Alan Howells, *Nick Burnett CCP, FYI-CSI & English Schools Foundation, Australia*

Continued from above

Postsecondary Universal Design for Learning
Amanda Allen, *Texas A&M University Central Texas, USA*

Universal design for learning is a framework to ensure all students are able to participate and be successful in the learning process. This approach is routine for elementary through secondary teachers, especially for those who teach students with disabilities. Regrettably, universal design for learning is not as prevalent in the postsecondary setting. However, some universities are making great strides to improve student success using this approach.The rationale for this presentation on universal design for learning is to express the importance of using strategies associated with this approach in the postsecondary classroom. More students are attending college with invisible or undiagnosed disabilities than have attended in the past. The majority of these students can be successful as long as their educators provide equal access to learning. Participants will practice using guided notes and will employ graphic organizers incorporating their notes.

Room
209

Online interactions on ICF-CY use in the Portuguese education field
Carla Silveira Maia & Ana Margarida Pisco Almeida, *Universidade de Aveiro, Portugal*

Considering that interaction allowed and promoted by the Internet, and specifically by the Web 2.0, encourages free expression of ideas and public debate, its potential in portraying society views and perspectives on many subjects turns data available online an important resource for research in social sciences. This study aims to describe and analyze perceptions and difficulties expressed online under the theme ICF-CY. Supported on qualitative and quantitative data, results from the content analysis of online publications randomly collected from Portuguese blogs and forums under the theme ICF-CY, from its introduction on educational context to present days, suggest a predominant negative view of its use, associated to perceptions of usefulness and complexity and difficulties regarding the classification of Body Functions, lack of specialized training and assessment tools and the collaboration between different professionals. Publications concerning strategies mostly regard to resources sharing such as theoretical documents focusing the use of ICF-CY and checklists provided to simplify the processes.

Curriculum Resource Teacher
Jugnu Agrawal & Vicky Spencer, *Fairfax County Public School & George Mason University, USA*
In this session, the participants will learn about the role of nonprofit, nongovernmental organizations (NGOs) in providing services to students with disabilities from underprivileged families in India. The funding sources, challenges faced, teacher preparation and the services provided by NGO's will be presented using two case studies.

An online social network in the field of multiple disabilities
Clarisse Nunes, *Instituto Politécnico de Lisboa, Portugal*

The presentation shows the results of a study that determined how Social Software tools can be used to support parents and teachers of students with multiple disabilities in order to meet their needs. The online social network was streamlined for eight months with 45 participants. The results demonstrate that the creation of an informal learning context was rated very positively by participants and involved a plural reality with different participation levels. The participants became involved by sharing information, as well as commenting and reflecting on it. The data indicates that participants were more reactive than proactive. For teachers, the online social network had a very positive impact. For parents, the online social network was not motivating enough to interest and engage them in the proposed activities, which leads us to infer that their primary needs were not accommodated.

Best practice video: A guidance tool for preservice special educators
Deborah Metcalf & Kathi Wilhite, *Pitt County Schools & East Carolina University,USA*

The presenters will discuss the Video Grand Rounds (VGR) pilot project at East Carolina University (ECU) and share initial research findings. Presenters will discuss preparing pre-service teachers to understand, observe, and articulate observations of classroom instruction through the use of authentic classroom videos created locally by K-12 special educators in both general and adapted classroom settings using the VGR structure. The design and development of templates for implementation of this model will be shared.

Room 210

Special education´s effects on national educational outcomes

Dimitris Anastasiou & Clayton Keller, *Southern Illinois University & Carbondale Qatar University, USA*

Three structural equation models linking socio-economic variables, education context, and special education coverage (SEC) to educational outcomes were tested on PISA (Programme for International Student Assessment) data from 70 countries. The models accounted for 67% of the variance in SEC, and 77%, 81% and 80% of the variance in reading, mathematics and science performance respectively. Special education coverage contributed significantly to reading and science but not to mathematics variance. Implications for special education are discussed.

A learning environment assessment tool (CAAP-AP) to support students with attention and planning difficulties

María Beatriz Páramo-Iglesias, María Esther Martínez-Figueira & Manuela Raposo-Rivas, *Universidad de Vigo, España*

Processes of attention and planning are configured as axis of learning and teaching. Under the criteria of developmental education, we present an instrument (CAAP-AP) in order to respond to these difficulties in cognitive process from the teaching practice in a particular learning environment. On this premise, it analyzes how the attention and planning are positioned as didactic content and activity, and how they are worked by teachers, considering space functional, temporal and relational dimensions, that articulate that instrument. We could be taking about two metacognitive strategies extrapolated to any practice and teaching sequence.

BEST in CLASS: Preliminary results of an efficacy trial

Kevin Sutherland & Maureen Conroy, *Virginia Commonwealth University & University of Florida, USA*

The purpose of this session is to describe BEST in CLASS, a Tier-2 classroom-based intervention that systematically identifies and targets young children at risk for emotional/behavioral disorders, with an emphasis on changing the instructional behavior of teachers and improving teacher-child interactions. Results from the first 2 years of a 4-year randomized control trial will be shared that indicate the potential efficacy of the BEST in CLASS model.

Assessing learning outcome of learners with diversity under UBE in Nigeria

Obi B. Florence & Ahon Adaka T., *University of Calabar & Federal College of Education (Tech)Gombe, Nigeria*

Universal Basic Education (UBE) scheme was introduced to ensure access to basic education by every Nigerian child. This study intends to examine the extent to which learning outcome of students with diverse needs is assessed by teachers. The study to be conducted in Cross River and Gombe States would employ a descriptive survey with the population drawn through a purposive sampling technique. Data collected through questionnaire would be analyzed using descriptive statistics.

Room 211

Effective use of graphic organizers in secondary inclusion classrooms

Douglas D. Dexter, *The Pennsylvania State University, USA*

This presentation provides an evidence-based overview of a graphic organizer decision tree model for secondary content-area teachers. This model was developed from results of a meta-analysis of all inclusionary graphic organizer studies, as well as our own group experimental research. Learn how to effectively and consistently choose, teach, and maintain graphic organizers in secondary content-area inclusion classrooms to the benefit of all students.

The impact of competing priorities on services to secondary students with disabilities

Leslie Soodak & Roberta Wiener, *Pace University, USA*

We investigated how the implementation of mandates to provide access to a standards-based curriculum in the least restrictive environment has impacted services to secondary students with disabilities. Administrators in ten schools were interviewed; data collected after a five year interval provided evidence of changes in service options. Findings suggest that service options may depend more on meeting the mandate to provide access to the standards-based curriculum than on meeting students´ individualized needs in inclusive settings.

A qualitative study on the (psycho) diagnosis in children with SLD

Valdeni Terezinha Soares da Silva, *University of Minho, Portugal*

This communication aims to present the results of a study conducted in Manaus city, Brazil, with the aim of contributing for the systematization and improvement of the knowledge of the relationship between bonding between mothers, or guardians, and teachers and school success of children with specific learning disabilities (SLD).Within this context I questioned What are the effects of an effective bonding between mothers, or guardians, and teachers on academic life of children with SLD? The study used a multiple case methodology with a descriptive and qualitative approach. The psychodiagnostic intervention was used in this research work with parents, or guardians, and teachers in order to explore the meaning of the complaint and the understanding they have about the child. The psychodiagnostic interventionist has the possibility of becoming a situation of cooperation in which the parties can observe what is experienced and this way understand the school environment where the child is located, without modifying it. In these encounter situations it's possible to establish solid links between the parties that may give greater support to the children and the school, in order to obtain better results, decreasing dropout and exclusion. Finally, in this communication I will emphasize the results and conclusions of the study that follows the school year 2012-2013.

High school inclusion: Framing the process

Zenilda Botti Fernandes, *Universidade da Amazônia, Brazil*

This paper presents the process of inclusion of college students at the Universidade da Amazonia (UNAMA), since 2005, with significant results, both with respect to overcoming accessibility barriers and in the learning process. The relevance writing this work is to demonstrate that inclusion is possible and necessary to assert the rights of equality and highlight the social role of the university in producing science and training professionals and happy people.

Room 213

Improve wellbeing of PTSD children by utilizing expressive laboratorie

Sami Basha, *Palestine Ahliya Univesity - Bethlehem, Palestine*

There has been a marked and progressive decrease in the scholastic performances of pupils and a noticeable increase in the frequency of attention and concentration difficulties as well as poor motivation. Comprehensive scientific literature indicates that children victims of trauma are not in the condition to recognize and express their feelings. It has been demonstrated that this condition causes a problematic attitude to develop with symptoms appearing few weeks after the traumatic event and frequently persisting through adulthood. The traumatic event(s), particularly when it is repeated regularly in situations like Palestine, brings violence into the individual's life in an unpredictable and uncontrolled manner.

Getting to yes: Inclusion in the face of a post-conflict Uganda

Susan L. O´Rourke, Kevin Spencer & Kyle Holbrook, *Carlow University, Hocus Focus & Moving Lives of Kids, USA*

In many regions of the world resources are scarce; children and young adults live in situations of extreme vulnerability and are exposed to challenges in meeting their basic needs. In Uganda, there are a number of variables that exacerbate vulnerability in children including conflict, government instability and disease. Presenters in this panel will address the unique issues facing children and young adults in Uganda and what is being done to address these needs.

Inclusive education for persons with disabilities in Nigeria: How far?

Oladele Adetoun Olubanke & Ogunwale Oluwatoyin Racheal, *Federal College of Education (Special) OYO, Nigeria*

This study investigated inclusive education practices as it affects persons with disabilities in Nigeria. It involved two hundred teachers in primary schools in South West Nigeria. Three research questions were formulated. Descriptive survey was used for the study. The study revealed that there are potential barriers to inclusionary practices in Nigeria.

A mixed methods study of inclusive education in Cambodia

Jacob Hackett, Elizabeth West, Jennifer Pierce & Margaret Shultze, *University of Washington, USA*

This study centered on multiple intersections of historical marginalization: disability, poverty, and class. These intersections are explored to understand the perspectives of Cambodian practitioners, directors, students, and parents to grasp the education opportunities for vulnerable populations in Cambodia. Surveys, observations, and interviews from directors of primary schools, teachers, students with disabilities and their families have been central to the data and analysis. Over 75 million children are excluded from education. Inclusive Education (IE) has become a shared priority of the international community founded in arguments of human rights and equity discourses. This study examines, through a mixed methods design, the barriers and facilitators of inclusive education in Cambodia. Our broad socio-cultural perspective on learning orientation directed our attention to ways which conceptual, material and organizational factors contribute to this analysis.

Room 214

Teaching intellectual disabled students with autism in special school
Fuk-chuen Ho, *Hong Kong Institute of Education, Hong Kong*

A characteristic of children with autism is their weakness in recognizing emotions. However, the ability to react to emotions is also important for successful communication. Special school teachers in Hong Kong developed a training program to teach students, with and without autism, skills in recognizing and reacting to the emotions of happiness, sadness, fear, and anger. Results showed that both types of students, generally benefited from the training program.

Assessment and intervention in autism : Parents and professionals
Helena Reis, Ana Paula S. Pereira & Leandro Almeida, *University of Minho, CIEd, Portugal*

The most commonly used instruments in the assessment of behavioral and developmental skills of children with Autism Spectrum Disorder (ASD) are based on three dimensions: interaction, communication, and restricted and stereotyped behaviors. In this paper, centered on the construction and validation of a new assessment scale for Portuguese children with ASD aged 3-6 years, we intend to enrich the analysis of the developmental profile of these children, including a new domain in this assessment scale: Sensory Processing. Thus, we intend to create a new tool for the assessment of the child with ASD for use by parents and professionals. It is our belief that this assessment profile will enable both professionals and parents, to monitor the progress and individualize the practices of intervention programs for ASD children. In this paper, we will present the results of the application of this scale to a national sample of more than two hundred children evaluated by their professionals as well as a small sample of a hundred sixty parents, providing data on the accuracy and validity of the results. We will also illustrate the contributions to the intervention of the use of information from various developmental dimensions contemplated in this new scale.

Ipads for self-monitoring: Prepare students with autism for inclusion
Joy Xin, *Rowan University, USA*

This session presents the effects on using ipads to self-monitor the behaviors of students with autism. Four middle school students participated in the study to learn self-monitoring skills using an iPad. A video of each student´s on-taks behavior was created and saved in the ´´app´´ together with his voice. Students viewed their own on-task image, recording their behavior by touching and moving the screen. Results showed that their on-task behavior was increased as well as their assignment scores. Preparing students with autism for inclusion will be discussed.

ICT in the development of math reasoning of students with autism
Maria Isabel Gomes dos Santos, Ana Maria Reis D´Azevedo Breda & Ana Margarida Almeida, *University of Aveiro, Portugal*

For students with Autism Spectrum Disorders (ASD), the development of math reasoning is crucial, considering the importance of those skills on successful independent living. This study aims at the creation and validation of a model of a digital environment specifically targeted to promote the development of math reasoning for students with ASD. Considering ASD heterogeneity, the prototyping of the environment will focus on the study of dynamic adaptation modalities and on the development of activities adjusted to the user's profile.

Room 215

Transition to adult life: American and Portuguese perspectives
Laura Owens, Lúcia Maria Neto Canha & Maria Celeste Rocha Simões, University of Lisboa, *Portugal*

In 2008, Portugal passed legislation for transition planning focusing on specific curriculum for students who cannot access the typical curriculum. In contrast, IDEA in the US has been in existence since 1974 with an emphasis on transition since its reauthorization in 1988. Youth with disabilities and family involvement in planning to adult life process continues to be considered an essential component of the transition process. This presentation will encompass two Focus Group studies. First, focus groups of parents from each country identified post-school and in-school opportunities, supports and resources needed to ensure successful transition from school to integrated employment for youth with disabilities. Second, youth with disabilities provided information about their actual expectations and future plans, past experiences in school related to transition to adult life preparation will also be discussed.

The transition to adulthood process of students with special educational needs
Luís José Fânzeres, Anabela Cruz-Santos & Sofia Santos, *University of Minho, CIEd & University of Lisboa, Portugal*

The aim of this study is to understand the process of transition to Adulthood of students with special educational needs. Transition to Adulthood is a very current topic, such as the interest in sharing the problems related to training, skills and employment of young people with special educational needs. Participants in this study are 1000 professionals (teachers and technicians) who are involved in the transition, and 100 employers who have provided training or even a job for students with special needs. In this study we will present preliminary results in order to understand the process of transition to active life of students with special needs in public schools, and how educational community and society are involved in the process of transition to Adulthood in Portugal.

The labour integration of citizens with intellectual disabilities
Paula C. Vicente & Paula C. Neves, *Agrupamento de Escolas de Montemor-o-Velho, Portugal*

This study sought out to identify factors that, from the perspective of entrepreneurs, positively influence the assessment of workers with disabilities and contribute to their integration into the labor market. Results indicate that entrepreneurs have a generally positive image of these employees and that low productivity is not a fact, in itself, influential in their hiring. Moreover, we found that interpersonal, communication and social skills are the ones most valued by employers. Our findings point to the significance of these skills development, making it essential that all actors along the educational/training path of young people with Intellectual Disabilities take this into account.

Creating positive futures: Strategies for engaging in career/employment
Sarah Johnston-Rodriguez, *Northern Illinois University, USA*

This session shows how engaging youth and young adult with disabilities in career exploration, discovery and goal setting can influence and create more positive futures related to vocational interests and employment. Discussion also includes link between self-determination and student engagement in process for vocational and career preparation. This session will address specific strategies of transition assessment and planning as well as self-awareness/knowledge and empowerment. Strategies used in this research involve both self-awareness and empowerment by actively engaging adolescents with disabilities in the transition assessment, career exploration and post-secondary goal-setting process.

Educating children from the inside out
Veronica Acuna, Lola Pittenger & Isela Velazquez, *Namaste Charter School, USA*

The Charter School movement is growing at a rapid pace in the United States, especially in underserved communities. Our intention is to share our groundbreaking education model that combines health and wellness with academic rigor in a peaceful environment. By sharing our best practices, educators and leaders will take components of our inclusive program and implement what they learned in their institutions to maximize growth and wellness for the populations they serve.

Stress reduction strategies for adolescents
Wendy Fuchs, *Southern Illinois University Edwardsville, USA*

Research has clearly identified many negative effects of stress/anxiety on the human mind and body (American Psychological Association, 2010). In today's classrooms, children are experiencing increased levels of stress (academic and social-emotional) (Schonert-Reichl, & Stewart Lawlor, 2010). There are many simple strategies students can learn to not only manage existing stress/anxiety, but to also potentially prevent and reduce future stress. This study worked with 6th graders in a suburban school district on 3 simple strategies to reduce/manage stress over an 8 week period. Methods and results will be shared with session attendees.

Interdisciplinary therapeutic project for teenagers with low vision or blindness
Zelia Zilda Lourenço de Camargo Bittencourt, Rita de Cassia Ietto Montilha & M Elisabete R F Gasparetto, *University of Campinas, Brazil*

This experience report was held at the Centre for Studies and Research in Rehabilitation ´´Prof. Dr. Gabriel Porto in the State University of Campinas, Brazil in 2013 and aims to describe the interdisciplinary therapeutic project offered in a university rehabilitation service to teenager students with low vision or blindness and their families. The therapeutic project was constructed by the interdisciplinary team based in the needs presented by students and their families. In the group of students was developed a thematic project aiming to show the culture of different countries, their historical and cultural repertoires, respecting the way of life of different social groups, recognizing similarities and differences between them. In the parents' group experiences were developed with the use of assistive technology resources to simulate blindness and low vision conditions in addition to discussions about their role as their children facilitator in the educational and social inclusion process. The adolescent's demands were reached by promoting educational inclusion as activities groups involving expression of feelings.

Expressive arts in education and therapy: A special encounter
Graça Duarte Santos, *University of Évora, Portugal*

In this paper we sustain the importance of Expressive Arts in Education and Therapy, highlight its relevance in context of Special Education and/or Inclusive Education. As evidence we present two researches conducted in this field: 1) The first study investigates the impact of a multimodal methodology of Expressive Therapies in children/adolescents with aggressive behaviours (in a school context); aggressive behaviours, pro-social disposition and other emotional, cognitive and behavioural dimensions were evaluated, 2) the second study presents an intervention through expressive arts with children with Autism Spectrum Disorders.

Room 217

Integrating special needs and the visual arts: Breaking down barriers
Nancy Urban & Mary Ann Smorra, *Chappelow K-8 Arts Magnet School, USA*

This paper examines barriers, both innate and institutional, that special needs students face when integrating into general education visual arts classes with non-disabled peers. The inclusion barriers and encumbrances that students must overcome in the general education visual arts setting are specific to the individual student, as well as to their specific handicap. When the diverse needs and distinct obstacles for disabled students are ´front loaded´ with general education art teachers, students are more able to connect and participate in the visual arts experience. Having uninhibited access to visual arts activities provides meaningful learning and decision making opportunities for special needs students. Additionally, exposure to the arts provides an occasion to work on perception, memory and fine motor skills. The most significant outcomes that result from special education students being fully included in general education visual arts classes include growth in self-expression and creativity, self-awareness, confidence, and overall acceptance by their peers within the classroom environment.

Inclusive approaches for educating children with diverse needs in school
Stephen Shore, Pavan John Antony & Anita Walsh Frey, Adelphi University, USA

Research suggests that the inclusion of all students in general education leads to better learning outcomes. However, in order to achieve these goals it is necessary for all stakeholders to be appropriately educated to understand and meet the needs of all children. Administration, teachers, and parents all must be made aware of the short and long range goals of the education community. All professional and community stakeholders, including parents, must be meaningfully involved in the development of inclusive education. We must also remember to include non-professional staff members such clerks, custodians, and transportation providers in this training. Some of the measures for determining evidence of success include graduation records, improvement in tests scores, participation in community activities and involvement in sports, and theater programs, and attendance in college.

Autism the visual arts and teacher preparation
Susan Glor-Scheib, Susan Hamilton & Kristen Ritchie, *Indiana University of PA, Carlow University – Emeritis & Bethel Area School District, USA*

This session will explore the role, function, and impact of the visual arts on the expressive and communication skills of students with Autism Spectrum Disorder (ASD). Further, given the importance of visual thinking and expression among individuals with ASD (Arwood & Kaulitz, 2009; Grandin, 2009; Quill, 1997), an argument will be made for visual frameworks as thinking and learning tools to be an integral part of teacher preparation; not just art educators but ALL educators.

View to see the difference:The other side of the lens
Zélia Maria Monteiro Gonçalves, *Agrupamento de Escolas Camilo Castelo Branco, Portugal*

The project ´´View to see the difference´´ was developed towards the rise of equal rights and opportunities - appreciation of Respect, Work and Sharing. It was a partnership that arrived in informal learning, sharing inclusive, reflective and constructive experiences between students with and without special educational needs, contributing to a school of values and an ethical, proactive and responsible society. This is a work of observation of every day life, people in society and civil society. We apply a participatory methodology of interaction between students, sharing with their family and close friends, either through analysis and reflection, or in the context of playful activities, through a differentiated pedagogy, promoter of personal and social success students, following the initiative of the student and using social reinforcement. This experience activities, culminating in a book, promotes quite diverse motivating and appropriate for students with proper valuation for their environmental or family contexts.

Room 218

Vulnerable situations in early childhood education

Luciano Sanfilippo de Macedo & Alberto Olavo Advíncula Reis, *Universidade de São Paulo, Brazil*

Psychological distress interferes with learning and social relationships of children causing situations of vulnerability that contribute to a child's truancy. The social life of children who have deprivation of movement and expression develop cognitive frameworks of social withdrawl. Thus the child must rely on psychological distress spaces with attention and care that protects and contributes to the reversal of these frameworks and their effective integration into school life. This can occur through basic and specialized health services that seek work through the logic of rde psychosocial care network.

Special education services and the model for addressing diversity

Andréa Tonini, Luis de Miranda Correia & Ana Paula Loução Martins, *University of Minho, CIEd, Portugal*

The purpose of this communication is discussing the effects observed when using the Model for Addressing Diversity (MAD) (Correia, 1997) as a tool to answer the needs of students with dyslexia. The results show us that the use of the MAD promotes the creation of a supportive relationship among all agents involved in the educational process of students, representing a model that prevents school failure of students with special needs, and particularly those with dyslexia.

Perspectives on the inclusion of students with special needs

Luisa Almeida & Ana Paula Loução Martins, *Pedagogical University & University of Minho, CIEd, Mozambique & Portugal*

This study aims to contribute for the better knowledge of the inclusion of children with Special Educational Needs in public and basic schools. It's done by looking for the perspectives of teachers, parents and guardians, one provincial representative for the area of special educational needs and one head deputy, which are involved in inclusive education and by which, in the compressive and broad way, cover the topic in the study and contribute in the exceptional way, for helping to know the better inclusive education in a Mozambican school. Following the qualitative orientation it was used the interview and questionnaire as instruments for collecting data. From the data analyses, it allowed to obtain the results and draw conclusion.This work, hope to motivate new researches which emphasise broadly to the equal and with quality educational rights for the all children and young's, as well as the society should be educated for the inclusion.

Bilingual teachers: Approaches related to generalist teacher training

Eliza Marcia Oliveira Lippe & Fabio de Souza Alves, *Universidade Estadual de Campinas & Universidade de São Paulo, Brazil*

Teacher training in the Brazil has been problematic as historically there has been a lack of investment and since 2008 students with disabilities in general education settings with support of Specialized Education Services. In the case of deaf students, those who use sign language require professionals proficient in this communication method. The study analyzed the pedagogy courses offered in Federal Institutions of Higher Education in Brazil to verify that these met the regulations. Results showed that courses do not have an identify formation, being eclectic in their curriculum matrices.

POSTER SESSION 3
Wednesday, 16 July 10:30 - 11:30

P3-1   **Cognitive-linguistic performance of elementary school indigenous children**
Andrea Carla Machado & Maria Amelia Almeida, *Federal University of São Carlos, Brazil*

P3-2   **Children stories as linguistic improvement**
Beatriz Amorim Fávaro &Denise Elizabeth Hey David, *Epheta: Specialized Institution in the Area of Deafness/Hearing Deficiency, Brazil*

P3-3   **Evidence-based special education with scarce evidence-based practices**
Lysandra Cook, *University of Hawaii, USA*

P3-4   **Improving student phonological processing skills using technology**
Charlene Bennison, *St. Alexander School, Nipissing Parry Sound Catholic District School Board, Canada*

P3-5   **Special education at international schools: Students with special need**
Donna Marie Campbell, *Webster University, USA*

P3-6   **Special education service in multifunctional resource classrooms in Brazil**
Eduardo José Manzini, *UNESP, Brazil*

P3-7   **Adapting a teacher-based scale for international use**
R. Steve McCallum, Bruce A. Bracken, Sandra M. Silva & Emily P. Durall, *University of Tennessee, USA*

P3-8   **Program for professional working with intellectually disabled person**
Iasmin Zanchi Boueri & Maria Amelia Almeida, *Federal University of Sao Carlos, Brazil*

P3-9   **Enhancing inclusion and social skills with mobile video self-modeling**
J. Darrell Mohr, *Lamar University, USA*

P3-10   **Interaction between students with and without deafness: Best practices**
Liliane Brito de Melo, Maria João Gomes & Anabela Cruz-Santos, *University of Minho, CIEd, Portugal*

P3-11   **Exploring perceptions of inclusion with preservice teachers in Poland**
Janice Myck-Wayne, Melinda R. Pierson, Kristin Stang, Kinga Ober & Ania Basinska, *California State University, Fullerton, USA*

P3-12   **Empowerment & insight center for students with learning disabilities and ADHD**
Ofira Tykochinsky & Anat Frishman Shitrit, *Kibbutzim College Israel*

P3-13   **Teaching functional activities for student with disability**
Patricia Zutião, Iasmin Zanchi Boueri & Maria Amelia Almeida, *Federal University of Sao Carlos, Brazil*

P3-14   **Evidence-based practices for serving young children with special education**
Rashida Banerjee, Mary McLean & Pam J. Winton, *University of Northern Colorado, University of Wisconsin, Milwaukee & University of North Carolina, Chapel Hill, USA*

P3-15   **Using a hearing peer to teach grammatical form to deaf preschoolers**
Sharon
, Corrin Richels, Jonna Bobzien, Katie Schwartz & Elle Browning, *Old Dominion University, USA*

P3-16   **Mathematics learning disabilities: Teachers' perspectives**
Sónia Costa, António Fonseca, José Ribeiro & Liliana Lemos, *Minho University, Portugal*

P3-17   **Using cross-linguistic data for identification of English learners**
Sylvia Linan-Thompson, *The University of Texas at Austin, USA*

P3-18   **Inclusion in youth and adult education**
Vanda de Lourdes Cunha & Edileine Vieira Machado, *Universidade Cidade de São Paulo, Brazil*

P3-19   **Keeping Ms. Jones: Analysis of attrition of special education teachers**
Victoria Jones Fairley, *Mill Springs Academy, USA*

P3-20   **A survey study of Chinese pre-service teachers' self-efficacy and attitude**
Yajing Feng & Mian Wang, *Beijing Normal University and University of California, Santa Barbara, China & USA*

P3-21   **Engage and enable learners with severe and multiple disabilities**
Padmaja Sarathy, *Infinite Possibilities Educational Consultants, USA*

P3-22   **Development and implementation of an educational software: "Discover sounds of words"**
Marisa Robina, Carla Oliveira, Cecília Guise, Anabela Cruz-Santos & Maria João Gomes,University of Minho, Portugal

P3-23   **Support Services for Students with Disabilities in Thai Universities**
Silvia Correa-Torres, Piyarat Nuchpongsai & Teerasak Srisurakul, *University of Northern Colorado, Mahidol University, USA & Thailand*

P3-24   **Special education teacher's vision of student's evaluation**
Eniceia Gonçalves Mendes & Sabrina Mazo D Affonseca, *Universidade Federal de São Carlos, Brazil*

P3-26   **Oral reading fluency: Identification of students at risk**
Rosa Filipa Ferreira de Mendonça & Ana Paula Loução Martins, *University of Minho, CIEd, Portugal*

CONCURRENT SESSION 5
Wednesday, 16 July 2:00 (14:00) – 3:00 (15:00)

Room 208

Understanding key working training through the voices of trainers, providers and families
Ana Teresa Brito & Geoff Lindsay*, CEDAR University of Warwick & UIED, UNL, Portugal*

In England issues related to Special Educational Needs and Disabilities were subject to new government recommendations. This led to the Early Support and Key Working national training delivery. We present this training's first evaluation, involving training observations, interviews and focus groups with trainers, training participants and families they work with (N=86 participants). Overwhelmingly participants found Key Working very important, but some gaps between the training's vision/intentions and reality emerged, suggesting further training implications.

Transition planning: Starting early and staying the course
Roberta Kaufman & Lori Navarrete*, Nevada State College, USA*

The career and economic reality for adults with disabilities remains disproportionately limited when compared to their non-disabled peers. The development of self-advocacy and self-determination skills

(SASD), critical components of transition planning, must start early, include purposeful benchmarks, and be sustained through high school completion. The presenters offer a framework that shows ways to embed SASD skills training in curriculum and instruction, across grade levels for SWDs, with consideration for cultural contexts.

The Portugal's special education law from professionals' perceptions

Manuela Sanches-Ferreira, Silvia Alves & Mónica Silveira-Maia, *Polytechnic Institute of Porto, Portugal*

Assuming the limited utility of one-dimensional and categorical disability classifications for educational planning, the Portuguese Decree-law n.º 3/ 2008 impelled the replacement of biological approaches for a description of students' functioning profile - build with reference to the International Classification of Functioning, Disability and Health (ICF-CY) - to base eligibility decision-making. In a moment that have been developed international efforts to implement multidimensional approaches on assessment and eligibility processes, with this study we intend to share the Portuguese experience, documenting professionals' perceptions about the ICF-CY use on educational context.

Room 209

Promoting communication development in young children with autism

Christan Grygas Coogle, Kim Floyd & Naomi Rahn, *West Virginia University, USA*

The development of effective communication skills is critical for young children with an autism spectrum disorder. The purpose of this presentation is to provide an overview of research-based communication intervention strategies that can be used by family members and early childhood educators within routines and activities of natural environments. Descriptions and examples of how the strategies can be implemented in the context of the child's home, as well as in early childhood education programs, will be included. Web-based resources to understand and support communication development of young children at risk or identified with ASD will also be included.

Training regular teachers to promote alternative communication resource

Leila Regina d´ Oliveira de Paula Nunes, *Universidade do Estado do Rio de Janeiro, Brazil*

Considering the relevance of in-service teacher training to promote inclusion of students with communication and physical disabilities in regular schools, this study was conducted. More specifically, the goals were to plan, implement and evaluate the effectiveness of an in-service training program for teachers and teacher aides to introduce the use of Alternative Communication resources by nonvocal students with cerebral palsy in regular school settings.

Adolescents and parental behaviors

Carla Maria Viegas e Melo Cruz, *Instituto Politécnico de Viseu, Portugal*

Adolescents have been studied in various contexts of violence. Influenced by socio - demographic and family background, adolescents with hostile behaviors, may adopt an asocial conduct of marginality and crime, undermining the entire life course. Objectives: Analyze the influence of sociodemographic variables on the behavior of adolescents; Identify the interference of family background variables on adolescents´ violent behavior. Sample of 1,890 individuals of both sexes with an average age of 16:30 years, attending the 10 th, 11 th and 12 th grade. Instrument for data collection: Inventory of Buss-Durkee Hostility; Inventory of Perceived Parental Behavior to face; Scale of Perceived Parental Conflict; Scale of Emotional Child Safety Parental Subsystem. 45,7% male gender and 54.3% of female gender; Live in the city (68.7%), co-habite with the parents (82.9%), that have married parents (86.3%). Gender, area of residency, educational attainment level of the father and mother end monthly incoming influence hostile

behaviors of the adolescents. Develop intervention strategies in schools, discussed with school principals, teachers, parents and students in order to prevent the escalation of hostile behaviors in adolescents.

Room 210

The continuous benefits in education: The inclusion in question

Celeste Azulay Kelman & Rafael Teixeira do Nascimento, *Federal University of Rio de Janeiro, Brazil*

This research reflects on the Continuous Cash Benefit (CCB) in Brazil, from the analysis of the criteria for granting the children and adolescents of a particular institution, philanthropic education, based on per capita income of the families involved. A bibliographic study was conducted on the first moment about the topic in question and then an empirical research in order to show the range of per capita income of families whose benefit does not meet the criteria for granting the CCB. The central hypothesis of the research is that the welfare program, although contextualized as social inclusion, turns out to have an ineffective role. In fact, it does the opposite, because this is not a cumulative benefit as other benefits paid by the Brazilian Social Security. Therefore, this program discriminates and limits the right of the citizen with less than eighteen years old to have access to the benefit. In order to gain the benefit, beyond the child's own exclusion it is necessary that her family is excluded as well. Thus, two exclusions are done and the individual is doubly victimized.

Public policies education: A study on the inclusive process at the university

Edileine Vieira Machado, Sérgio Luís Conti & Sérgio Venancio da Silva, *Complexo Educacional FMU – NEPIS, Brazil*

The study addresses the public policies for accessibility in libraries and considers accessibility within the University Library of Cruz das Almas (BUCA) Federal University of Bahia Reconcavo (UFRB). The library space as one of the most visited by students, need to ensure accessibility under the law. The case study indicates that the library is far from being a place of exclusion, must mediate knowledge to all who seek it, which includes people with special needs.

Stories of life school and inclusion: With the word the students

Katiuscia Cristina Vargas Antunes, *Universidade Federal de Juiz de Fora, Brazil*

The objective of this study is to demonstrate the importance of the Life Story methodology utilization in the research on the field of Special Education, showing how such methodological approach can help people with disabilities, historically silenced and marginalized, to conquer their space of speech and reaffirm their condition of protagonists of their own stories. In order to do that we will present the final results of a research, entitled "Life Story of students with intellectual disabilities: school career and constitution of the subject", that focused in comprehending the process of inclusion and schooling of five young students with intellectual disabilities inserted in regular schools. Through their life stories it was possible to understand the school careers of each one of them, focusing the following categories: 1) School Career; 2) The role of the school; 3) Relation with the teachers and disciplines; 4) Relation with the classmates; 5) Perspectives of future and transition to adulthood. The results of the study demonstrated the complexity and contradictions of the process of inclusion of students with intellectual disabilities in regular schools. The research showed that the use of life story as a methodology of study in the field of Special Education is a coherent theoretical option with the principals of Inclusion, ensuring a space of speech and self- management for the people with intellectual disabilities, explaining their ways of living in the world.

Room 211

Psychometric properties of Portuguese version of POS

Cristina Simões & Sofia Santos, University of Lisboa, Portugal

In recent years, the Quality of Life (QOL) construct has been providing the conceptual basis for Portuguese intervention, which needs more instruments to assess the individual expectative,

preferences and choices of people with Intellectual Disabilities (ID). In this sense, Personal Outcomes Scale (POS) was translated into Portuguese as Escala Pessoal de Resultados (EPR). The present study aims to examine the reliability and validity of the scale in Portuguese adults with ID.

Quality of life – Development of an assessment for people with autism
Carmen Feldhaus, *Carl von Ossietzky University Oldenburg, Germany*

"Identify the significant predictors of a life of quality and evaluate the impact of targeting resources to maximize their positive effect(s)" (Schalock 2000, p. 125). This is No. 7 of Schalock´s ten fundamental Quality of Live guidelines. By stressing the words 'significant predictors' one comes to the question: Is there an appropriate instrument referred to people with Autism? This presentation will explain the creation of an assessment instrument for those people and will describe the first results.

A system to assess special needs of children in a kindergarten
Juergen Kuehl, *Hochschule Emden, Germany*

In 2004 Hamburg a new legislation gave the guarantee of kindergarten educaion to every child between 3 and 6 years. This law consequently included all children with disabilities. Our task was to individualize the special needs of each child in order to provide the best support. Participation was the declared aim of our work to define the variety of very individual needs between a moderate retardation and continuous need of personal assistance.

External evaluation of schools in Portugal: Impact and effects
Elsa Fernanda Silva Carneiro, *University of Minho, Portugal*

Institutional evaluation arises as a determinant process for consultation and quality improvement of the education system and education itself. In an evaluative perspective of schools, question will be about what the school does (its aims), as it does and how it affects or not the objectives set for it. Gradually, schools have come to be seen from a different perspective, from being considered as organic groups of teachers and other experts and students. It will be approached the Problem of Research with the contextualization of the theme that it was intended to investigate - the External Evaluation of Schools in Portugal, as well as the importance of supranational organizations (OECD, 2009; Eurydice, 2004) in the design and operation of the model adopted in our country. It will focus on a methodology of mixed character, quantitative and qualitative, using the technique of interview and/or questionnaire to schools' principals, the teams of self-assessment of schools, the coordinators, the coordinator of the observatory, the elements of the municipality and feature documentary analysis of the documents produced by the Observatory and the facts. This qualitative empirical study aims to assess the perception of authority of the effects of ESA dimensions in organizational, curricular and pedagogical effects that produced the decision making and / or definition of educational policies at the county level.

Room 213   **Meeting the classroom needs of ELLs w/disabilities: RTI=Success**
Sarita C. Samora & Raquel Rezara Schmidt, *SUNY College at Buffalo, USA*

The unique needs of English Language Learners (ELLs) with disabilities have been well documented for the past several decades. In both general and special education, students with disabilities from a variety of backgrounds tend to benefit from settings that provide intensive and individualized levels of support based on student need. The mandate to provide these empirically-based approaches evolved

from the assessment movement in the 1990´s, to federal legislation in the 2000´s. All teachers want to teach their students in practical ways that lead to academic and social success. Students with disabilities often present a complex challenge for teachers in terms of selecting the appropriate alternative teaching or intervention methodologies that will be most effective for a student based on their learning difference. The purpose of this presentation is to share the Response to Intervention (RTI) framework developed by Dr. Sarita Samora, Professor Emeritus of Exceptional Education at SUNY College @ Buffalo and founder of the department´s Bilingual Special Education program in 1981. A detailed hierarchy of a systematic data-based approach from intervention, assessment, and specific accommodations for the ELL population with special needs will be outlined & discussed.

Beyond RtI for decoding: Supporting early vocabulary development within a multi-tier approach to instruction and intervention
Michael Coyne, *University of Connecticut, USA*

The vast majority of RtI research and demonstration projects in early literacy have focused on efforts to increase students' code based skills (e.g., phonemic awareness, alphabetic knowledge, decoding). We need to think beyond decoding to how we can support other critical areas of early literacy development within a multi-tier approach. The purpose of this presentation is to describe a program of research that highlights the need for multi-tier supports in vocabulary and provides evidence about the potential impact of providing these supports to young students at risk for experiencing language and learning disabilities.

Dialogic reading and oral language development of Latino preschoolers
Vivian I. Correa, Ya-Yu Lo, Kristie Godfrey-Hurell & Katie
Swart, *University of North Carolina Charlotte, USA*

This presentation examines the results of a single case research study of four Latino preschool children who were at risk for developing language disabilities. The intervention was an adapted dialogic reading intervention in English which included a Rapid Naming Game and play with story props. Results of this study showed improvement in both oral language and vocabulary skill knowledge across all participants as a result of the intervention.

Influencing postitive outcomes for college students with special needs
Heather Taylor Wizikowski, *California State Polytechnic University, USA*

The research that will be presented is based on a student-centered which departs from much of the current research that focuses on postsecondary institutional practice and need. The results discussed could lead to further academic study on confidence levels of students with disabilities in terms of retention and success rates in college. Factors that lead to success could be studied more closely in postsecondary settings. Being in a panel format would allow for discourse on these two possible future research topics and how it applies on a global scale. Participants of this panel would gain knowledge into how disability services are coordinated and planned in postsecondary U.S. institutions. They would also develop an understanding of the importance of transition services for students with special needs and how to best develop these services for students at the secondary level.

Room 214 **Cartography of educational experiences with a deaf child**
Graziele Gonçalves Fülber, *HCPA/UFRGS, Brazil*

This research aims to analyze crop childhood and educational experiences of a deaf child. Articulated theoretical and methodological references of Cultural Studies in Education and Deaf Studies via a mapping of the same practices in family and school spaces. Focuses are educational experiences lived in school spaces. The analysis allowed to infer that it has power to produce and live their identities and deaf child through the dimensions addressed by educational experiences.

Discovering communication and the effects of congenital neuro-degenerative disease
Lisa Mamo, *Royal Institute for Deaf and Blind Children, Australia*

Case study looking at effects of a rare, genetic, degenerative disease on communication, access and participation of a high school student. A multidisciplinary team of therapists in a Sydney K-12 special school working with educators. This enabled comprehensive understanding, team approach, and necessary consideration of factors when implementing communication, access and participation strategies for education. 'A' is a young man aged 18 with a rare, progressive, neurodegenerative motor neuron disorder characterized by; bilateral profound hearing loss, vision impairment resulting in blurred vision at all distances and progressive, progressive physical disability with upper and lower limb limitations, non-verbal, multi-modal communication skills; low tech and high tech communication devices, sign, gesture, role play, vocalizations, body movement, facial expression and eye gaze to fulfill communicative functions.

Brazilian perspectives on teaching science to students with deafness
Fábio de Souza Alves & Eliza Marcia Oliveira Lippe*, Universidade de São Paulo & Universidade Estadual de Campinas, Brazil*

In the last two decades, Brazil has introduced its agenda and different politcs to expand access to education. The results of these politics show that there were significant social and economic advancement in this period reflecting significantly on the Human Development Index by municipalities - IDHM presented this year by the United Nations Development Programme - UNDP. Along with this economic growth has opened up spaces for the creation and implementation of various policies given previously excluded social groups, such as people with disabilities. Thus, this work aims at analyzing the advances and dilemmas for access to education for deaf people in teaching science, which until the last decade were limited to attending special schools and institutions are often prevented from attending public schools, or were prevented from having their rights recognized. In this sense, we analyze qualitatively the National Politcs on Special Education in Inclusive Perspective of the last decade, legislation and country opinions for the teaching profession in the context of science education. From the analysis of the documents, it was possible to identify the limitations and contradictions in relation to national policy, the specialized education and teaching and learning in science for deaf people, which may limit the progress for this social group.

Room 215

Developing the role of inclusive teachers through sociodrama
Luzia Mara Lima-Rodrigues, *Piaget School of Education, Portugal*

Sociodrama can give an important contribution to this complex teacher education process. Understanding the culture of students is the basis to promote a learning process rooted in diversity and respect for each student. Successful projects in inclusive schools have reinforced expressive methods with positive results (Lima-Rodrigues, 2012). Surely, it is needed to adopt into their course those same strategies they will use as professionals. The experience shared here is about the sociodrama as methodology of teaching on

Inclusive Education Master Degrees, with three main objectives: to enrich the personal experience of the future teacher, to stress aspects that can be better learned by expressive methods and to demonstrate how expressions can be used as alternative ways for learning. As result, trainees refer that Sociodrama improves their personal experiences, which is crucial for their professional identity as inclusive teacher, and that sociodrama should be included in pre-service teacher training as alternative strategies to traditional didactic methods (Lima-Rodrigues, 2013).

Expectations, perspectives and inclusive educational practices and transitions
Maria do Rosário de Araújo Ferreira, Ana Paula Loução Martins & Ana Paula Pereira, *University of Minho, CIEd, Portugal*

This communication aims to present a study developed to characterize the implementation of Individual Transition Plans (ITP) with students with intellectual disabilities, who attend the secondary education. We used a variety of interpretative techniques with the aim of decoding and translating certain social phenomena that arise in a natural way. The design, planning and execution of research was based on case studies since. It combined a triangulation of participants, three students with intellectual disability, attending the ninth grade, carrying on an Individual Transition Plan out of school since the 7th year of schooling, and their parents, special   education teachers and class directors. Data was collected through interview observation, and documentary analysis of ITP of each student. The analysis of qualitative data was made through inductive and deductive strategies, based on the technique of content analysis. The presentation of results will be done in this communication first in the form of case study and second by cross-check the information obtained and its discussion. Finally I will present the relevant conclusions and recommendations.

Exploring the impact of teachers´ beliefs about inclusion on their classroom practices
Talat Azad, Kings College London, United Kingdom

The proposed presentation draws from a larger doctoral project involving teacher respondents, pertaining to how the existing policies and practices in Pakistan promote inclusion in two mainstream schools in Karachi and how it relates to teacher beliefs about inclusion. More specifically, the rationale for this presentation is to bring to light the links between teachers' beliefs and their classroom practices. It will extensively explore how teachers beliefs impact on their attitudes, positive as well negative, towards addressing the diverse learning needs of their students. The analysis of the empirical data reveals how teachers' beliefs underpin the practices they choose to employ in their classrooms. The findings indicate evaluation of children´s individual needs, differentiated instruction methods using various resources and extra resources for learning as some of the basic ingredients of classroom practice. The general aim is to present the success stories, while identifying the barriers and challenges faced by the teachers and the schools in the implementation process.

Room 216

Disproportionality: Looking through an alternate lens
Mary Ann Smorra, *Georgian Court University, USA*

Special education has made significant strides in its policy, research and practice over the years (Kozleski, 2008). However, the debate on the disproportionate representation of minority students in special education has continued. Presenters will highlight the importance of understanding the identification process and its impact on an individual and society.

intersection of culture and disability in the creation of sustainable programs internationally
Mary Brady, Molly Ola Pinney, Pooja Panesar & Molly Heyman, *University of Massachusetts Boston, USA*

Practitioners interested in global research and development will learn about sustainable and locally initiated service delivery in international settings. Panel members will provide examples of partnerships

between a US-based NGO and university, and local schools serving students with developmental disabilities including autism in Kenya, Peru, India and Indonesia. Practitioners will examine ways to develop disability awareness and advocacy campaigns that might be counter to some existing views and practices; establish on-going and supportive staff development; and solidify collaborations with the country´s universities. Evidence of the effectiveness of this model is demonstrated through consumer/stakeholder feedback as well as the achievement of measurable outcomes established by the US-based NGO and local partner organizations in at least each of the following 3 areas leading to sustainable service delivery: 1. Student achievement, as measured by daily data collection and pre- and post-testing For example, the Kenyan agency adopted the use of ABLLS. 2. Staff knowledge and skills to identify and provide evidence-based practices, as measured by both academic and performance outcomes. For example, staff in the center in Peru were trained in the implementation of functional behavior assessments. 3. Administrative structures of organization. For example, the partner in Indonesia is currently working toward building a financially sustainable center including paid staff.

Early intervention in culturally responsive and inclusive dropout prevention
Sandra Covington Smith & Ronica Arnold Branson, *Clemson University & Jackson State University, USA*

Mastering effective dropout prevention/intervention strategies and practices takes time. It is a process. Moreover, the act of ´´dropping out´´ is indeed a process. It is a developmental process that may take years to complete before a student actually exits school early and informally. Given that this process does not occur overnight, educators and key stakeholders have the opportunity to intervene and prevent youth from dropping out utilizing early intervention strategies and early implementation of evidence-based practices; therefore, moving from early intervention to ´´early´´ early intervention that is both effective and efficient and addresses the origins, emergence, development, and duration of key practices proven effective for all students inclusive of varying ethnicities, with varying abilities, and from varying backgrounds. Thereby, keeping their eye on alterable variable (i.e. the warning signs and predictors, ´´early´´ early intervention and early intervention/prevention strategies, and a focus on re-engaging youth provides educators with the tools to foster and exact change each and every day at both the school-wide and community level.

Working towards inclusive education in Oman: Reflections from teachers
Shariffa Khalid Al-Said & Mahmoud Mohamed Emam, *Ministry of Education, Sultanate of Oman*

Room 217

This research article explores developments towards inclusive education being undertaken in some schools in the Sultanate of Oman. With the initiation of the Inclusion Mandate in Oman Schools began to provide inclusive education to pupils with learning disabilities particularly in reading and mathematics. The inclusive service delivery relied mainly on supporting pupils with specialized teachers in learning disabilities in addition to making available various teaching and learning resources. Drawing on data collected through interviews with key professionals working in schools including teachers of pupils with LDs, and classroom observations, the study focuses on the practices and experiences of teachers of pupils with learning disabilities involved in these efforts. The qualitative data will be analyzed using thematic analysis to draw the main themes that inform us about how schools are working towards inclusive education in Oman.

Cultural-historical perspective on teachers' roles in inclusive school
Stefanija Alisauskiene, Petra Engelbrecht, Hannu Savolainen, Mirna Nel & Slavko Gaber, *Siauliai University, Canterbury Christ Church University, University of Eastern Finland, North West University & University of Lubljana, Lithuania, Filand & New Zeland*

The purpose of this study was to analyse teachers' attitudes towards inclusive education by examining the ways in which cultural-historical factors in different countries may impact on teachers' attitudes. Analysis of the data indicated that each country's historical commitment to inclusive education and its attendant

legacies about diversity in education have clearly mediated teachers' views. We have been able to develop a deeper understanding of the complex local contexts in which inclusive education is implemented.

Embracing inclusive approaches around the world: Issues, challenges, barriers
Sumita Chakraborti-Ghosh, Dimitris Anastasiou & Beverley A. Calvo, *Tennessee State University, USA*

This session will address the issues, barriers and challenges for embracing and implementing successful inclusive program in today's and tomorrow's classroom around the world. Five countries will be the primary focus: Brazil, India, Mexico, Greece and US. The presentation will include but not limited to an interactive session through a conceptual autopsy of the identified issues and challenges and potential solutions using scientific based best practice models and theories.

Room 218

PCC, CME and Speech Deviations in children 3 to 5 years of age
Cátia Félix, Isabel Lourenço, Sandra Silva, Eva Antunes & Vânia Peixoto, *University Fernando Pessoa, Portugal*

With this study, we intended to analyse the Percentage of Consonants Correct (PCC), Mean Length of Utterance (MLU) and Speech Sound Disorders (SSD) in preschool children. We also aimed to determine whether there is a correlation between these 3 variables, and age, sex and highest educational level of the parents. We assessed 34 children between 3 and 5 years old, belonging to the municipality of Amarante and Felgueiras. To collect the data we used CPUP Articulation Test: Sounds in Words; and images for description for testing sentences. The results of this study suggest that the older children have greater PCC and MLU. Sex and the parents' highest educational level had a positive correlation with these variables, but there was no statistically significant difference. As for the relation between SSD, and age and parents' highest educational level, there was a statistically significant relation when analysing sounds in words, but none for sounds in sentences.

Inclusion in special education in Southeast Asia: Seameo Sen's roles and initiatives
Yasmin Hussain, Mazmi Maarof & Diyana Kamaruddin, *SEAMEO Regional Centre for Special Education & Western Michigan University, Malaysia & USA*

The Southeast Asian region is one of the most populated regions in the world home to eleven countries and 593 million people (Latitudes, 2012). Educating such a mass population would be a challenging task especially for children with disabilities and translating the policies and law on special education for children with disabilities into action. This paper addresses the current trend and issues of inclusive education for students of special needs with emphasis on children with disabilities in Southeast Asian region. The paper will also focus on SEAMEO Regional Center for Special Education (SEN) roles and initiatives in providing training and research for educators and teachers in among the SEAMEO member countries. The issues and current trends in the practice of inclusive education for students with special needs are briefly summarised for each country and SEAMEO SEN's response and planned programs for the teachers and educators of students with special needs will be highlighted.

Assessing learning outcome of learners with diversity in Nigeria

Ahon Adaka T. & Obi B. Florence, Federal College of Education, Gombe-Nigeria & University of Calabar, Nigeria

Universal Basic Education (UBE) scheme was introduced to ensure access to basic education by every Nigerian child. This study intends to examine the extent to which learning outcome of students with diverse needs is assessed by teachers. The study to be conducted in Cross River and Gombe States would employ a descriptive survey with the population drawn through a purposive sampling technique. Data collected through questionnaire would be analyzed using descriptive statistics.

POSTER SESSION 4
Wednesday, 16 July 2:30 (14:30) - 3:30 (15:30)

P4-1 **Collaborative partnership from the perspective of inclusive international**
Andrea Carla Machado, Cindy Vail & Maria Amelia Almeida, *Federal University of São Carlos & University of Georgia, Brazil*

P4-2 **The inclusion in and from the classroom: Teachers' perceptions**
María Beatriz Páramo-Iglesias, María Esther Martínez-Figueira & Manuela Raposo-Rivas, *Universidad de Vigo, España*

P4-3 **Alternative and augmentative communication for students with autism**
Cátia Walter, Leila Nunes & Claudia Togashi, *Universidade do Estado do Rio de Janeiro, Brazil*

P4-4 **Culturally and linguistically responsive evaluation practices**
Corinna Villar Cole, Catherine George, Philip Swicegood & Sharon Lynch, *Sam Houston State University, USA*

P4-5 **An assessment tool for examining the discussion quality / decision making in inter-disciplinary team**
Carmella Igell, *School of Education, The Center of Academic Learning, Israel*

P4-6 **Inclusive postsecondary transition planning**
Emerald R. Collins & Latoya Dean, *Midwestern State University & Garland ISD, USA*

P4-7 **Alternative communication in Brazil: Research reports**
Fabiana Lacerda Evaristo, Maria Amelia Almeida & Iasmin Zanchi Boueri, *Federal University de São Carlos, Brazil*

P4-8 **Applied analysis of behavior and family empowerment: A case study**
Iasmin Zanchi Boueri, Dhayana I. Veiga & Andréia Schmidt, *Federal University of Sao Carlos, Brazil*

P4-9 **Autism spectrum disorder: Concerns, needs and resources of families**
Lúcia Isabel da Silva Magalhães & Ana Paula Pereira, *University of Minho, CIEd, Portugal*

P4-10 **Recognition through indicators precocity student in early childhood education**
Maria da Piedade Resende da Costa & Danitiele Maria Calazans Marques, *Universidade Federal de São Carlos, Brazil*

P4-11 **The challenges and consequences with down syndrome on families as a system and on the indivduals who make up that system**
Marina Ndrio & Zela Koka, *Department of Policy and Social Work & MEDPAK Association, Albania*

P4-12 **Reducing latency to task engagement for struggling adolescent readers**
Nate Stevenson, *Michigan State University, USA*

P4-13 **Recycle program for moderate/severe students**
Peter Dragula, *Dublin High School , USA*

P4-14 **Standards-based development and enhancement of special education perso**
Rashida Banerjee, Ritu Chopra & Geraldine Di Palma, *University of Northern Colorado & University of Colorado, USA*

P4-15 **The special class and schooling intellectual disabilities**
Sônia Maria Rodrigues Simioni & Maria Amelia Almeida, *Universidade Federal de São Carlos, Brazil*

P4-16 **Resilience among graduates from alternative education programs**
Staci M. Zolkoski & Lyndal M. Bullock, *University of North Texas, USA*

P4-17 **Adapting efficient RtI measures for international use**
R. Steve McCallum, Sherry M. Bell, Sandra Silva & Trisha D. Franklin, *University of Tennessee, USA*

P4-18 **Features used for students with blindness in educational concepts**
Vanessa Cristina Paulino & Maria da Piedade Resende da Costa, *Federal University of São Carlos, Brazil*

P4-19 **Rehabilitation needs of teenager students with low vision and blindness**
Zelia Zilda Lourenço de Camargo Bittencourt, Rita de Cassia Ietto Montilha, M Elisabete R F Gasparetto, Marina Bolsonaro & Suelen Peairo Neto Lima, *University of Campinas, Brazil*

P4-20 **The SpEd classroom of the future- Supporting exceptional learners online**
Victoria Jones Fairley & Jaime Gutierrez, *Mill Springs Academy, USA*

P4-21 **Coaching in Parent-Implemented Naturalistic Language Interventions**
Yusuf Akamoglu, *University of Illinois, USA*

P4-22 **From movement to learning: 3 case studies from the Centro Helen Keller**
Fátima Vieira, *Centro Helen Keller, Portugal*

P4-24 **Orientação e mobilidade e a inclusão da pessoa com deficiência visual**
Cláudia Aparecida de Oliveira & Edileine Vieira Machado, *Universidade Cidade de São Paulo, Brazil*

P4-25 **The conception of the infant education teacher about the student with high skills / intellectual-giftedness**
Danitiele Maria Calazans Marques & Maria da Piedade Resende da Costa, *Universidade Federal de São Carlos, Brazil*

P4-26 **Chronic Sorrow and Parental Involvement during the IEP**
Quintella Bounds, *Chicago State University, USA*

Wednesday, 16 July 3:30 (15:30) – 5:00 (17:00)

Room 208

An exploratory study of young children with disabilities using a literacy-based integrated curriculum model
Donna McCrary, *Texas A M-Commerce, USA*

This presentation describes the outcomes of children with special education labels who participated in an inclusive PreK Head Start program that utilized a literacy-based integrated curriculum model over the course of eight months. Students were measured with the Learning Accomplishment Profile-3 (LAP-3) assessment instrument at the beginning and the end of the treatment period. When the LAP-3 results were linked to average developmental milestones for children in this age range, the children within the study had higher than average sores for their age group at the end of treatment period. Implications for classroom practice and policy will be discussed.

Parent perceptions in early childhood education
Jany Ortiz, *University of Nevada Las Vegas, USA*

Parents' perceptions in early childhood programs is a will focuses on the quality of educational programs including cultural sensitivity, parent involvement and the underlying impact on the achievement gap. The study compares perceptions of parents of special education students and general education students. The study utilizes a three-part questionnaire including demographics, cultural sensitivity and the quality of the early childhood program using the Early childhood environmental ratings system– Revised (ECERS-R) adapted.The study will address the importance of quality early childhood programs, including cultural sensitivity and the underlying effect on the achievement gap.

Assessment and guidance of professionals of early intervention teams
Marta Joana de Sousa Pinto & Ana Serrano, University of *Minho, CIEd & Local Early Intervention Intervention Team Espinho/Gaia, Portugal*

Contextually Mediated Practices use daily family and community activities as learning and development contexts and the child's interests as a basis to engage the child in learning daily activities (Dunst, 2006). They are especially effective when implemented within the family context and when they are comfortable to the family members (McWilliam, 2012). It is necessary that the early intervention professionals are guided to value and to use more effective approaches with the family and the children they are supporting. The main goal of this presentation is to demonstrate the use of the Early Childhood Intervention Competence Checklists, as a strategy for the assessment and guidance of the EIT professionals, promoting approaches that value the family and the community importance as a source of learning opportunities for the child.

Parenting stress in mothers of young children with developmental disabilities enrolled in early intervention programs
Teresa Brandão & Vitória Malveiro, *Universidade de Lisboa, Portugal*

Many studies have shown that parenting stress has a negative impact on children's overall development and it has been well documented that mothers of children with developmental delay are at risk for increased levels of psychological stress when compared with parents of typically developing children. Other aspects like child and mother age, socioeconomic status are also related to parental stress in typically developing children. In Portugal there is still a lack of research about this issue and given the impact of stress on parenting and child adjustment the current study investigated the level and dimensions of parenting stress as well as its relations with several socio demographic variables. Assessing

parenting stress is a critical aspect for some families enrolled in early interventions programs so that professionals can best tailor their interventions to family's needs and priorities. Ninety maternal caregivers of developmentally delayed children aged 6 to 86 months (mean age = 54.9 months) enrolled in Early Intervention Programs in Setubal area completed the Parenting Stress Index-SF (Abidin, 1991). Results indicated significant parenting stress in all dimensions particularly in parent-child dysfunctional interaction which calls for renewed attention on how intervention is delivered. Parenting stress was also correlated with child and mother age, as well as some socioeconomic indicators. Implications for intervention approaches are discussed.

Room 209

Could my writing really improve? An exploratory study using SRSD and ICT in the classroom context

Catarina Liane Araújo, António José Osório & Ana Paula Loução Martins, *University of Minho, CIEd, Portugal*

In Portuguese schools, students with SLD are unlikely to achieve success in writing because of their lack of experience in writing composition and opinion essays, due to the fact that professionals do not have the adequate resources to support them. The research regarding the model of SRSD in writing has proved its effectiveness, mainly in improving the process of composition writing and the development of metacognitive skills for students with SLD. Similarly, according to investigation results, well known technological tools can benefit the learning of writing skills. Today, children are becoming experienced users of digital communication and are increasingly familiar with writing digitally and on-line, making relevant changes in the attitudes, beliefs and behaviors of teachers and educational communities. One of the gaps that we recognize in this research is the absence of studies that combine SRSD and ICT. Thus, this paper aims to present the new model that we are creating: SRSD+ICT with the compiling of various theories and concepts, scientifically tested to be effective in improving the quality of writing skills. We also believe, according to evidence-based research, that there exists an association between SRSD and ICT which can improve the quality of the writing process of texts carried out by students. We also hope that it will contribute to an increase of adequate resources among education professionals and, students with writing problems.

Individualized education programs in Brazil

Gabriela Tannús-Valadão & Enicéia Gonçalves Mendes, *Universidade Federal de São Carlos, Brazil*

The Individualized Education Plan (IEP), whose purpose is to ensure the monitoring of the course of the students in a situation of disability throughout their schooling process is made in the legislation of many countries, but in Brazil there is no such federal law. The research objective was to develop, implement and evaluate a program of continuing education for professionals of Special Education focusing on IEP in a municipal school. A methodology based on collaborative action research. The results indicate that before the program, were not developed individualized plans for all students identified as target of Special Education in the municipality, and that the planning documents of the existing individual referred to only in the special education resource room, with few indications for the teaching of the common class, and often the plans are incomplete and repetitive. During the program participants made collectively and collaboratively planning 12 cases of students in disability situation facing the entire school career of the student. At the end the participants indicated that they appreciated the training program. At the end of the research were discussed the limits and possibilities of the program focused on the need to introduce the practice of individualized educational planning team and developed collaboratively.

Constructivist strategies for teachers in inclusive settings

Kathleen M. McCoy, Rebecca Gehrke, Nicole L. Deopere & Kathleen Puckett, *Arizona State University, USA*

Educators tasked with addressing the social and behavioral IEP goals of students with ASD in general education classrooms were provided with evidence-based teaching practices and materials along with frequent feedback and support from university and district faculty. A constructivist approach to teacher learning provided the theoretical framework for the study, i.e. that changes in teacher instruction and growth in their learning may result from opportunities for reflection and revision in a supportive context (Howe & Stubbs, 1997; Pitsoe & Malia, 2012). Research questions addressed were: Can we improve the social behaviors of students with ASD in general education settings by providing teachers with immediately transferable evidenced based teaching practices and supports that are directly related to their specific context? Can teachers construct new knowledge about teaching and learning based on individualized professional development?

Utilising domain-general mechanisms and predictors of learning for inclusive special needs education
Susan Soan, *Canterbury Christ Church University, England*

Despite many national policies, legislation and changes to practice since the Revised SEN Code of Practice (DfES, 2001) practitioners in England continue to struggle to fully include children with special educational needs in schools. It is argued in this paper that the single domain of development approaches implemented limit the effectiveness of these provisions. This paper therefore will explore the separate domains identified in the presenter's research study which looked at the education provision for Looked After Children (LAC) who have experienced early life abuse or neglect. The presentation will then examine how the knowledge and skills generated by these fields of study can be merged to create domain – general mechanisms and approaches for learning. The findings from this multiple case study will illustrate how the embracing of multiple / domain - general rather than single domain approaches to learning can enhance inclusive and personalised programmes of support for children and young people with special educational needs. Such knowledge and understanding about how children develop, it is proposed, can help educators, and other professionals improve their practice. It is an approach which is relevant for all diverse and vulnerable groups and can help practitioners work in a collaborative, child-focused manner.

Room 210

Supportive administration? Key to inclusive schools success
Dona C. Bauman, *University of Scranton, USA*

Maintaining the success in inclusive practices in the face of conflicting educational agendas requires ongoing dialogue between all membrs of the educational community which incluces administrators, teachers, parents, students, communimty members, and service personnel. This presentation will describe the results of a study of the sustainability of inclusive prctices focusing on the pivotal role of principals in the support of inclusive practices in their schools that allows change to happy by building collaboration between all stakeholders.

Creative collaborative leadership: Applying the process to education
Emily Collins, *Chattahoochee-Flint R.E.S.A., USA*

This presentation will provide a description of the process of creative collaborative leadership and examples of its effective implementation for bringing about improved educational outcomes for diverse groups of students with disabilities. The necessity for leadership and the traits and skills of effective leaders will be given. The research base will be provided, but the emphasis will be on practical tips for the implementation of this process in the educational work of participants.

´´The Art of Change´´ How to move education forward

Mark Francis, *FYI-CSI, USA*

Education throughout the world continues to be slowed by its inability to change, failing to meet the learning needs of all students. We will look at reasons for this and examine change research and practical experiences that can help move forward. We need to understand that until systems can understand why they struggle with change, they will continue to be locked into antiquated systems. There is research and frontline experience that suggest there are ways to move forward once we understand what stands in the way.

Solution focused special education–an approach to embracing inclusion?
Nick Burnett, *Nick Burnett CCP, Australia*

The presentation will report on an international project which has been exploring how special education can be reframed onto more about what individuals can do and achieve as opposed to what they can't do at both practitioner and system levels, and in doing so become more inclusive. It is designed to move away from the current dichotomy of the medical v social model to share and further develop practice that focuses on what is wanted as opposed to what is not wanted. From the ongoing research and reflection between experts in special education and/or Solution Focused approaches the following key strands have been identified: 1) Leadership,2) School, 3) System, 4) Behaviour, 5) Learning and support planning and reviewing, 6) Parent and Community. The presentation will shift the research into practice by exploring examples of where a Solution Focused approach to Special Education is currently being used in each of these areas, and identify what the next steps might be in implementing this approach. Participants will have an opportunity to reflect on the possible implications and next small steps for their settings through a Solution Focused structure.

Room 211

Got 4G?: Strengthening skills for the 21st Century
Bob Bayuk, *Psychological Services Inc., USA*

Personal skills needed in the 21st Cenury workplace are no longer just the 3Rs: ´Readin, ´ ´Ritin, ´ and ´Rithmetic´. To be successful in life each of us needs the skills traditionally taught in school. Plus, each of us needs these lifelong skills: grit, gratitude, grace, and giving. Giving is sharing of ourselves. Grace is recognizing that we are all connected, related, and aware; we are tolerant and generous of spirit. Gratitude is being thankful for all that we have, know, and are. Grit means facing adversity, bouncing back, and moving forward. We must think about what makes us strong. These character traits add to each of us, as part of a family that encircles the globe. Long-held values in all cultures honor these attributes. As part of our world community we need to strengthen and share these pillars of character, these foundation stones that make each of us stronger, so we can propel ourselves into success in the 21st Century.

Do iPads affect the writing abilities of students with learning disabilities?
Julie K. Corkett & Tina Benevides, *Schulich School of Education, Canada*

The changes in students' writing when using an iPad will be explored through an interactive discussion. Participants in this session will understand how iPads can be used to assist students who have writing difficulties. The discussion will expand beyond the use of speech-to-text technology to explore specific apps that will assist in the development of writing skills and how the simple act of using an iPad improves both the quality and quantity of students' writing.

Assistive technologies to SEN: Survey on the Portuguese scenario

Simone Ferreira & Ana Margarida Almeida, *University the Aveiro, Portugal*

In order to characterize the practices of four years of operation of a network of 25 Resource Centers of ICT for Special Education – CRTIC, created by the Ministry of Education, it is important to collect data concerning about the assessment process of students with Special Educational Needs (SEN) toward the use of assistive technology is been conducted. The methodological plan adopted to accomplish this goal was to carry out a survey supported by a multi-methodological approach, supported by quantitative and qualitative data, which was subsequently triangulated and discussed. The data collected during this survey show that the assessment process, developed by these centers, already includes some of the aspects highlighted by other studies, such as multidisciplinary teams, collaborative decision making, and observation of environmental factors. Nevertheless our survey data also proves that there are only a few CRTICs that provide systematic and continuous support to the educational participants during the implementation of the assigned products. Based on the observation of this fact, we have developed a model, materialized on an online platform - RedeNEE -, which also aims to improve the process of communication between the participants and the educational teams of CRTIC.

Using electronic mentoring with beginning special educators
Roberta Gentry, *University of Mary Washington, USA*

Despite increased levels of mentoring for beginning special education teachers, attrition rates remain high. In this session, research on face-to-face mentoring will be presented as well as research on electronic mentoring which holds considerable promise for addressing the needs of special educators.

Room 213

The inclusion of blind students in primary schools in Praia: Teachers' opinion
Filomeno Afonso Correia Tavares & Clarisse Nunes, *Universidade de Cabo Verde & Escola Superior de Educação do Instituto Politécnico de Lisboa, Cabo Verde & Portugal*

We characterize the factors that, in the opinion of the teachers, both positively and negatively influence the process of inclusion of blind students in regular schools of integrated basic education, in Praia. Data were collected through questionnaire survey, applied to 41 teachers, who taught in some of those schools, where blind students were included. The results showed that teachers agree with the inclusion of blind students in regular education, although there are still some constraints. Teachers also felt that adequate training of teachers and curriculum flexibility influence positively the inclusion. They also mentioned that education policies that do not respect the difference and inadequate resources, negatively influence the process of inclusion.

The portfolio of language development and hearing of the deaf students
Beatriz Amorim Fávaro & Denise Elizabeth Hey David, *Epheta, Brazil*

This experience chronicle enlightens the process of early intervention made in people with hearing loss between the ages of 0 and 3 for establishment of dialogical interaction with their family members. For such, here it follows the premises of the Epheta Methodology for hearing stimulation and the development of language, aiming the multidimensional formation of students. The portfolio elaboration, a result of the early interventions, assists the hearing signification and the conscious communication of deaf children.

Early Intervention and visual impairment: An example of good practices

Patrícia Afonso Valério, Viviana Silva Ferreira, Rita Fortuna Silva, Inês Mota Marques & Sílvia Ferreira Pinto, *Associação Nacional de Intervenção Precoce, Portugal*

The service presented here, emerged in 2001 to address the need of a family with a baby with visual impairment, who has no response of specialized resources in visual impairment at early ages (0-6 years). This communication aims to illustrate the intervention carried out for this service, unique in Portugal, so the participants can acquire knowledge about the practice of intervention in the specificity of visual impairment in early ages and take to their professional contexts some inclusion strategies presented.

Adaptive developmental assessment of young children with low vision

Viviana Silva Ferreira & Cristina Petrucci Albuquerque, *Associação Nacional de Intervenção Precoce Faculdade de Psicologia da Universidade de Coimbra, Portugal*

In order to provide an effective intervention it is essential to use proper assessment procedures. When the child has a specific deficiency, such as visual impairment, an evaluation of development is even more critical. Due to the visual impairment, the child may have more difficulties in exploring and understanding the (visual) world around it and therefore has a higher risk of developmental delay. For children with visual impairment, adaptations to standard assessment procedures are essential, such as changes in the material (color and contrast) or in the form of presenting them to the child. Moreover, when assessing development, a lower score can be interpreted as developmental delay, when in fact the child´s performance was flawed because has a visual deficit and the administration procedures and/or test materials were inadequate. This proposal is part of the research area and it will be presented by one of the authors. It is expected that at the end of the session, participants will have more knowledge about developmental assessment of young children with low vision. It is intended that participants understand that with minor adaptations herein formal developmental assessment it is possible to obtain a more reliable and valid data on the actual skills in the various areas of development of a child with low vision.

Room 214

Learning difficulties - what are they in success stories?

Margarida Morgado, *Polytechnic Institute Castelo Branco, Portugal*

The School Safety Net project has collected success stories related to the issue of 'learning difficulties' and early school leaving from six European countries. This paper reflects on how the forty collected narratives (that include the points of view of headmasters, teachers, students and parents) frame the concept of 'learning difficulties' in terms of the typology of 'learning difficulty' and its relation to special educational needs, the solutions envisaged and the notion of successful outcomes.

Advancing postsecondary inclusive practices by examining identity

Yeana W. Lam & Mian Wang, *University of California- Santa Barbara, USA*

Although services are typically available to college students with invisible disabilities, some students choose not to access supports or to reveal their disability status due to identity properties related to their disability. Semi-structured interviews were conducted with 10 students with learning disability and AD/HD. Findings indicated that dimensions of disability identity (i.e., significance and meaning of disability) affect disclosure and support-seeking behaviors. Implications and recommendations for more inclusive disability service policies and practices are discussed.

Transition to adulthood for young people with special educational needs: Learning integrated experiences

Francisco José Pires Alves, *Universidade Portucalense, Portugal*

Transition from school to adult life (TVA) is a decisive stage in the existential structure of people. In this period of adolescence that promote learning strategies and training in educational communities so that every young person can organize your ideas, your dreams, your architect adult identity and have personal autonomy and independence in their future. As has been forwarded in the literature, access and employment support and training will always be the foundation of a possible job / occupation and is the promotion of equal opportunities for inclusion of adults with disabilities and / or disabilities in society. Our communication proposes to address the key steps and strategies TVA pupils with SEN. In this sense, we propose to provide educational information, experiences arising from our empirical research carried out in fulfillment of our PhD thesis.

Diversity management school Brazil/Portugal: New points of view, new ways

Elias Rocha Gonçalves, *State Department of Education of Rio de Janeiro, Brazil*

This paper seeks to contribute to the understanding of the process of historical evolution and applicability of Inclusive Education between Brazil and Portugal. We denote the central objective is inclusive approaches. Following the route ideally drawn by Charles Taylor, the analysis seeks to take into account the ethical and anthropological aspects of intercultural brings and puts into question a hermeneutic reading and interdisciplinary in which cross ethical, relational psychology, political philosophy and social psychology. Right to Education: inclusion and reduction of social inequalities, with the guarantee of the right to quality education a fundamental management policies of education, its processes of organization and regulation, as well as citizenship principle. In a society that is perceived increasingly multicultural, whose plurality of cultures, ethnicities, religions, worldviews and other dimensions of identity infiltrate in the various fields of contemporary life.

Room 215

An inclusive model: Mexico's experience in teacher's preparation

Iris Garcia Yair Cano, *Escuela Normal de Especialización Humberto Ramos Lozano, Mexico*

The current model of teacher's professional preparation in Special Education in Mexico has experienced significant changes, demanding an oriented vision to get professionals with skills that enable them to give an effective response to diversity found in classrooms. Our institution in Monterrey, Mexico it's known to look for the enrichment of the curriculum through a range of strategies. One of them is the implementation of additional training workshops that enable our students to implement teaching resources by the modeling of an expert. Another one is the intensive practices in real working conditions in schools, being an invaluable training strategy for the development of skills to achive successful inclusive practices. The attendants will have information to compare different visions in the international field and to learn about specific experiences in inclusive education.

Special education teachers identities: The importance of connecting pedagogical competencies and resilience

Isabel Pizarro Madureira, *Instituto Politécnico de Lisboa, Portugal*

Concerning the changes of paths of teachers which choose special education, the goals of this study were: to understand the motivations behind the choice of special education and to identify changes in pedagogical conceptions about teaching and the dimensions of professional identity. Biographic interviews and secondary document analysis constituted yhe main instruments for data collection. Data analysis used the software Atlas. Results show the importance of connecting pedagogical competencies and resilience for professional identity.

Building capacity and synergy: Preparing preservice special educators

Kelli Jo Kerry-Moran, *Indiana University of Pennsylvania, USA*

This session explores current teacher education practices designed to prepare preservice special education teachers to integrate the creative arts into learning experiences for children with special needs. Results are based on teacher educator action research and self study conducted over one academic year. The areas studied included instruction in drama, dance, music, and visual arts. Highlighted practices include arts integration, hands-on arts projects, and work with a professional artist in residence.

Global special education teacher preparation: The SCSU-GINUE model
Kyounghee Seo & Mary Beth Noll, *St. Cloud State University, USA*

This presentation describes the Short-Term International Field Experience program between St. Cloud State University, USA and Gyeong-In National University of Education, Korea. Program and student outcomes are discussed in the context of global teacher preparation issues, which include the need to (a) address USA teacher shortages in special education, math, science, and ESL; (b) increase global awareness of mild disabilities; and (c) improve cultural competency through global teaching experiences.

Room 216

Specific learning disabilities: A quasi-experimental study on the use of self-regulated strategies
Marisa Robina Ferraz Rosa de Almeida & Ana Paula Loução Martins, *University of Minho, CIEd, Portugal*

This study aims to know, to describe and to analyze the impact of the self-regulated strategy development approach, in writing. Therefore, I conducted a quasi-experimental study, with an experimental and a control group of participants from a sample of 32 students who were enrolled in two schools in the city of Braga. According to the results of this study, the learning of the strategies POW + WWW, What = 2, How = 2: a) there were not observed statistical differences between the control and the experimental group at the level of the number of words in the previous and post test; b) regarding the number of story grammar elements, statistical differences were observed between the control and the experimental group in the post test; c) in the experimental group there were statistical differences, in the number of words and in the number of story grammar elements; d) there has been improvements the number of story grammar elements in the results the student with SLD, six in the previous test to 14 in the post test. The result was higher than the group average leading to the conclusion that the application of self-regulation strategies was effective.

Learning difficulties: Symptoms, causes and solutions
Nanci BellPaul Worthington & Angelica Benson, *Lindamood-Bell Learning Processes, USA*

This presentation shares best practices that apply to all educators who work with students with exceptional educational needs. Whether helping children who struggle to read, or those who struggle to comprehend, educators with an understanding of effective methods can prevent students from falling further behind and becoming marginalized by their communities. Building a stronger understanding of symptoms, causes, and solutions for learning difficulties improves a community's capacity to support inclusive approaches for all students.

Current research on adults with learning disabilities and dyslexia
Paul J. Gerber, *Virginia Commonwealth University, USA*

Adults with learning disabilities and dyslexia have a wide variety of outcomes once they leave their school-age years. Moreover, with a prognosis of working in competitive employment, living independently, participating in civic and spirtual communities, navigating daily living challenges, and making good use of leisure activities, a myriad of issues abound for a good quality of life. This presentation will review the evidence of effectiveness literature to emphasize what is known, what is significant, and how professionals and those people providing support can aid with the trials and tribulations of early through later adulthood challenges.

CADIn assessment and intervention protocol for specific learning disability

Leonor Ribeiro & Susana Mateus, *Centro de Apoio ao Desenvolvimento infantil, Portugal*

Ten years ago CADIn, the Center for Child Development, started to work with Specific Learning Disabilities with an assessment protocol that includes formal psychological tests, and educational tests, this protocol respects the diagnostic criterions (discrepancy, exclusion, specificity, adequate pedagogical conditions). From all the SLD children evaluated, 36% has intervention in the centre. The reason why there are so many people seeking for our help is that Portuguese government fails to give them a proper answer to their specific needs. By following an Individualized Education Program for each child, CADIn aims to help each one to fulfill their goals and the capacities they own. All interventions are individual, individualized, and researched based; furthermore we always make suggestions for regular school interventions and try to involve the family in the intervention process.

Room 217

Applying quantitative analysis to special education research

Robert L. Williamson, Jane Chang, William Hunter, Clinton Smith & Laura Casey, *The University of Memphis, USA*

This study analyzed differences between visual trend analyses, points of non-overlapping data (PND) and modified regression analysis applied to original data obtained from a multiple baseline, single subject research study. Results indicated differences might be found if quantitative techniques are applied. Additionally, the results of the original single subject research used to obtain data (Examining Video Modeling as Instructional Methodology for Students with Autism) represents a by-product of the research that is also discussed and of interest.

New perspectives in special education

Carmen Lucia Tomas Bezerra, *Universidade Federal do Ceará, Brazil*

In view of continuing education rises the need to contribute to the debate of ideas, establishing bonds and the necessity of reading habits for safe inference sharing experience about the care of special learners. This proposal is based on the idea that the development of scientific and technological knowledge is determining a "race to upgrade" required by the intention to be in step with the progress. Thus, the school will be redesigning your organization, proposed curriculum, teaching practice and methods. In this perspective, the learner teacher believes that education is a collective construction from which all learn and advance together. So, this research aims to contribute to the reflection taking into account the considerations presented in this document are the result of the unveiling of the horizon of knowledge in which we launched in the expectation of establishing affectivity as a paradigm of the professional practice of education in order to achieve the complexity of items that make up the Education, primarily Special Education.

Intellectual disabilities in the screen cinema: Reflections on inclusion

Rogério de Almeida & Mariana Tambara, *Universidade de São Paulo & Colégio Vital Brazil, Brazil*

How do movies that have educational special needs as a theme contribute to promote or dissolute the stereotypes and prejudices? This paper explores the main stereotypes, prejudices and attitudinal barriers related to deficiencies (Amaral, 1998) and how these assets are represented in specific movies. The presupposition is that the movies don't summarize to escapism or social criticism, but contribute to the thinking, by the aesthetic experience that may provide, reinforcing/repelling such concepts about the reality (liable of being) lived (Almeida, 2013). With its fictional constitution, the filmic narratives may both issue such discourses, in cases of deficiency, promoting different ways, alternatives, to treat the issue, as may also reinforce such stereotypes made and socially spread. To verify this hypothesis, we analysed

movies like *Forrest Gump*, *Taare Zameen Par* (*Like Stars on Earth*), *Colegas (Buddies)*, *Le huitième jour, Radio* e *Jeder für sich und Gott gegen alle* (*The Enigma of Kaspar Hauser).*

Room 218

Evidence in early childhood intervention: The case of professional development
Ana Isabel Pinto, Catarina Grande & Susana Castro, *University of Porto & University of Roehampton, Portugal & England*

Portuguese legislation mandates the establishment of the National System of Early Childhood (EC) Intervention implying the articulation of three ministries (Health, Education and Social Security) and the delivery of support to children and their families within an inclusive perspective. Components of a PD model based on the CONNECT and on the Embedded Instruction projects is presented. The PD model implemented by the authors includes practices that are addressed in the Coaching and Guided Design models of Adult learning (Dunst & Trivette, 2010). These models are characterized by several learning strategies, organized in three main components: a) Planning; b) Application and c) Deeper Understanding. These strategies have been found as positively associated with important learner's outcomes, such as: learner knowledge, skills, attitudes, and self-efficacy beliefs (Dunst & Trivette, 2010).

Web-based evidence-based professional development resources that support early childhood inclusion: Connect Modules
Pam J. Winton & Chih-Ing Lim, *University of North Carolina Chapel Hill, USA*

Despite increased levels of mentoring for beginning special education teachers, attrition rates remain high. In this session, research on face-to-face mentoring will be presented as well as research on electronic mentoring which holds considerable promise for addressing the needs of special educators.

Promoting inclusion in preschool settings: Embedded Interventions
Ana Carolina Crispim, João Cadima, Lígia Prior & Raquel Corval, *Câmara Municipal de Cascais & University of Minho, Portugal*

An innovative learning methodology was implemented with professionals from 4 preschool contexts in Cascais Council. Our aim was to promote inclusive evidence-based practices on embedded interventions, involving staff and families. The ICP (Inclusive Classroom Profile) was used to identify the each context needs and plan a professional development action, including training sessions and context support in the classroom to support professionals on the implementation of the inclusive strategies defined, based on the Building Blocks model.

Promoting Family-Professional Partnerships through professional development
Isabel Chaves de Almeida, Isabel Felgueiras, Leonor Carvalho, Celina Carvalho, Eva Fernandes & Patricia Valerio, Associação Nacional de Intervenção Precoce, Portugal

We aim to present the second phase of the CONNECT-Portugal Project, as the result of a partnership between national and international institutions and partially funded by Calouste Gulbenkian Foundation. Similarly to Module 1 (Embedded Interventions), Module 4 (Family-Professionals Partnerships) resources were translated and adapted in order to get it accessible through the Connect modules website. Those resources will serve as the basis for the implementation of training offered to preschool teams and early intervention professionals.

Thursday, 17 July 9:00 – 10:30

Room 208

Social life support for young people with disabilities
Ana Rita Amado, Diane Gouveia, Manuela Bravo, Pedro Capela & Vitor Teixeira, *O Fio de Ariana Educação e Terapia C.R.L., Portugal*

Children and youth with disabilities not only face constraints on their activities, arising from problems in terms of functions/body structures, but also face many restrictions in terms of participation. One can highlight their difficulties in social integration and participation, interpersonal relationships and building and maintaining social support networks, aggravated at the end of their schooling, which are reflected in a tendency to social isolation. Our project is an innovative answer to the need here perceived.

Quality of life in intellectual disabilities: EPR vs. WHOQOL-BREF
Cristina Simões & Sofia Santos, *University of Lisboa, Portugal*

This study aims to compare the Escala Pessoal de Resultados (EPR) and World Health Quality of Life-BREF (WHOQOL-BREF), in the assessment of Quality of Life (QOL) of people with Intellectual Disabilities (ID). The sample included 216 Portuguese adults with ID. The internal consistency was .88 for EPR and .87 for WHOQOL-BREF. Correlations weak to moderate were found between both scales. Domains scores differentiated between participants with intermittent and limited support needs.

Social experiences of children with disabilities in inclusive preschool settings
Milene Ferreira, Cecília Aguiar & Júlia Serpa Pimentel, *ISPA - Instituto Universitário & ISCTE-Instituto Universitário de Lisboa, CIS-IUL, Portugal*

Positive social relationships and friendships are important goals of early childhood inclusion (DEC/NAEYC, 2009). This study examines the social experiences of children with disabilities, aiming to investigate the associations between children's (dis)abilities profile and social acceptance or rejection in 75 preschool classrooms of the Metropolitan Area of Lisbon.

Attitudes of Portuguese students towards peers with disabilities
Sílvia Alves & Pedro Lopes-dos-Santos, *University of Porto, Portugal*

Attitudes of typically developing peers are described as crucial for the inclusion process of students with disabilities within regular education classrooms. So far, no research has been conducted in Portugal about this domain. This paper explores Portuguese students' attitudes towards peers with disabilities and personal factors associated with these attitudes. The findings will be discussed in terms of their relevance for guiding the development of interventions aimed at improving students' attitudes towards peers with disabilities.

Room 209

Outcomes in early intervention: Portuguese family perceptions
Carina Sofia Correia Leite & Ana Paula Pereira, *University of Minho, CIEd, Portugal*

The main aim of this research was evaluating the support and benefits of Early Intervention for the families in the North of Portugal. The data has been gathered throughout the survey Family Benefits Inventory (Harbin & Neal, 2007), translated and adapted for Portuguese population. The sample of this study was constituted by 126 families with children with special needs that were supported by Early Intervention teams, in the North of Portugal. The results this study shows that: the families were willing

to benefit from the participation in Early Intervention and they confirmed to receive the help described in the questionnaire most of the times. Support of Early Intervention teams influenced positively family's perception of Early intervention benefits. However, the families with higher educational background were less willing to benefit from Early Intervention in comparison to the families with lower level of education.

Perceptions of EI in cerebral palsy associations in Portugal
Fátima Maia & Ana Maria Serrano, *University of Minho, CIEd & University of Fernando Pessoa, Portugal*

This presentation shows some results of a national study, developed in almost all Cerebral Palsy Associations in Portugal, integrating perceptions of parents, professionals and administrators, about some aspects of Early Intervention services provided by these institutions that are related to currently recommended practices: Articulation with Other Services, Intervention in Child`s Life Contexts, Family Involvement as an Intervention Partner and Professionals Training. The goal of the study was to identify the perceptions of these three groups, regarding the degree of importance and degree of frequency of these aspects, understanding their value and recognition as well as finding useful indicators for the development of best practices in Early Intervention at Cerebral Palsy Associations in Portugal. Questionnaires were developed specifically for the study, safeguarding all ethical issues in their application. The results indicated a very positive recognition of the importance of the various aspects and the frequency pointed at the same was also significant, although less. The perceptions of the three groups showed the difference between what is designed and what is actually done. Several aspects of the results were discussed as well as the implications of our analysis as reflective contribution to improving the quality of support provided in these institutions.

Impact of Word Walk on preschooler's vocabulary knowledge: Years 1 and 2
Priti Haria, Katrin Blamey, Katie Beauchat & Heidi Sweetman, *Richard Stockton College of New Jersey, USA*

During year 1 and year 2, the research study examined the effects of Word Walk, vocabulary instruction on diverse preschoolers' vocabulary knowledge, during shared reading sessions. The researchers used receptive and expressive vocabulary subtests of both the Test of Oral Language Development (TOLD) and of a Curriculum-Based Measure (CBM). For year 1 and year 2, the results indicated a statistically significant growth from pre-test to post-test scores for students on TOLD and significant gains on CBM.

Successful strategies for educating children with special needs
Stephen Mark Shore, Pavan John Antony, & Anita Walsh Frey, Adelphi University, USA

Research informs us that many teachers struggle to meet the diverse needs of children with disabilities and their families. Preparing highly qualified teachers requires instruction involving current findings using best practices based on current research. This session highlights strategies that are being used to optimize the potential of student teachers at Adelphi University in the United States. These strategies include gaining cultural competence through study abroad programs, a case study from South India (Antony), real time feedback through direct observations in classrooms (Frey), and customizing accommodations to student needs (Shore). Participants will have the opportunity for open discussion regarding the strategies discussed in the workshop and how they can be made relevant.

Room 210

Teacher educators examine UDL/AE applications in international learning community

Evelyn Reed, Angelita Arnold, Katie Best, Serra De Arment & Patricia Giuffra Onorato, *Virginia Commonwealth University, George Washington University & Mico University College, USA*

This session highlights the roles of Jamaican and US university faculty and doctoral students in an online community of practice focused on Universal Design for Learning (UDL) to improve instruction for students with special needs. As Jamaican teachers and mentors apply UDL strategies in their curriculum planning and teaching, collaborating faculty and doctoral students build online resources and evaluation tools to support and study teachers' adaptive expertise in their classroom-based applications.

ADHD vs dysgraphia – analysis of orthographic errors

Leonor Ribeiro, Carolina Viana & Susana Mateus, *CADIn, Portugal*

ADHD and Dysgraphia coexist with a very high frequency (ICLD, 1987; Riccio, Gonzalez & Hind, 1994; Arch Gen Psychiatry, 1999), but it's also possible that one can precede the other (Hallahan, Kauffman & Lloyd, 1999). Several times in the clinical diagnostic it's hard to distinguish what comes first and to understand if the child is making writing errors because of the attention deficit or because of the dysgraphia and vice versa. To make a more effective differential diagnostic we've made a literature revision and it's clear that one important aspect that can distinguish this two disorders are the gaps in the phonological awareness. In SLD this gaps are always present regardless of the presence or absence of ADHD. In ADHD this deficits are not present (Fletcher et al., 1999; Wood et al., 1991), but the reading and writing can be deficient (Westerlund & Fernell , 2013), as well as executive functions (Barkley, 1997). In this session we intent to resume our revision of literature and also the analysis we've made of the population we attend at CADIn that have the SLD and/or ADHD diagnostic, trying to understand what characteristics can distinguish these disorders, specifically the types of writing errors that are more prevalent in each one.

Acquisition and use of gestures in Portuguese toddlers: A pilot study

Etelvina Lima & Anabela Cruz-Santos, *University of Minho, CIEd, Portugal*

The literature review indicates that the use of gestures are predictors of language development in several areas: a) a relationship between the amount of objects that babies points and comprehensive vocabulary that they will develop, b) an indication of which words the child will acquire soon, and c) a prediction of syntactic skills. The purpose of his study is to analyse to what extent audition is dependant of the moment auditory skills are acquired, in addition to the characteristics of the gestures used by Portuguese children, taking into account all communicative functions. Participants in this pilot study are 9 children aged 8 to 18 months (m) who attended a day care. Preliminary data indicates increase of gestures from 8-9m to 10-12m but it was not so expressive from 10-12m to 13-18m. Also it was observed that some communicative functions were performed by different types of gestures, but others were only performed by one type of gesture. The informative and instrumental functions were performed by different types of gestures (deictic, conventional and iconic) but regulatory, ritual, and personal functions were performed only by conventional gestures. The analysis and comprehension of the types of gestures that Portuguese children use in their communication will enable all professionals to carry out efficient intervention plans.

The content of special educators' conversations with their electronic mentors

Roberta Gentry, *University of Mary Washington, USA*

Dialogues between new special educators and their mentors in an electronic mentoring site were examined to determine the nature of the issues which dyads address, including new special educators' concerns, professional competencies, and key factors identified in teacher development research. This session will present findings from a qualitative study.

Resilience and relationships in students with behavioral problems

Elias Kourkoutas, Maria Smirnaki & Michalis Linardakis, *University of Crete, Greece*

In this paper findings from cross-sectional research in Greece regarding the perceived parental and teacher acceptance-rejection of primary school students with or without behavioral problems will be presented and discussed. Preliminary findings highlight the complexity of models describing the covariance of factors between perceived parental and teacher relationships and behavioral problems. Children with disruptive or disorganized patterns of behavior entering school may face additional risks of developing more pathological interaction patterns as they are likely to be excluded from peer groups and rejected by their teachers. The main purpose of this study was to compare a group of primary school students identified with problematic behaviors with a group of students without any conduct problems. The following instruments have been used: TARQ, PARQ, RQ, ACBC. Confirmatory factor and "Path" analysis have been conducted allowing the creation of a series of "causal models" so as to better capture the complex covariance between investigated factors of the child functioning. Preliminary results confirmed many of the study research hypotheses. Statistical analysis finalization will allow for a thorough discussion of the study findings. Implications for psychosocial and psychoeducational practice in the area of school and family issues are extensively discussed.

Theory into practice: Preventative strategies for students with anxiety

Jessica Minahan, *NESCA, USA*

Children with anxiety disorders are at risk for poor performance, diminished learning, and social/behavior problems in school. This session, intended for classroom teachers, special educators, and all others who support students with anxiety, will explore anxiety's role in learning and behavior and give participants a toolkit of practical, preventive strategies that, together with teaching underdeveloped skills, are key to reducing anxiety and promoting appropriate and adaptive behavior in students.

Families and schools supporting students needing mental health services

Raquel Gonzales, *California State University Sacramento, USA*

Creating collaborations with families and schools is paramount to connecting children and youth with the mental health services they may need. One of the best ways to accomplish this is through the schools, as they are the most natural settings for delivering of services to childen and youth. Because of the interplay between emotional health and school succcess, it is imperative that schools build culturally respectful and constructive partnerships with families in the delivery of mental health services to their children.

Depression in adolescents

Carla Maria Viegas e Melo Cruz, *Instituto Politécnico de Viseu, Portugal*

The Hostile behaviors in adolescents may be associated with mood disorders in this particular case, the depressive symptoms. The escalation of violence and depression in adolescents is increasing, making it increasingly desirable to explore these aspects as an answer to this problem. Objectives: To analyze the relationship between Hostile Behaviors and depression in adolescents; Relate depression with Hostile Behaviors in Adolescents. Sample of 1890 adolescents, (54.3%) were female and the average age of 16.26 years. Participants attending the 10 th / 11 th / 12 th grade and Professional Course, Secondary School City of Viseu. The data collection instrument consists of a questionnaire for sociodemographic characteristics; Depression Scale (Reynolds, 1989); Inventory of Buss-Durkee Hostility (BDHI). As regards depressive symptoms we concluded that 9 out of 10 young, has no depressive symptoms (96.5%) and the majority of which have lies in the age group of 17 years or more. Sex is also discriminating with regard to depression because are the females that show more depressive symptoms; We can say that there is a relationship between Hostile Behaviors and Depression, being the presence of depression higher in youth who present Hostile Behaviors. The Hostile Behaviors in

Adolescents associate themselves across sociodemographic variables and depression; there is a correlation between Hostile Behaviors and adolescents with depressive symptoms.

Room 213

The education of students with disabilities: Perspectives from India
Jugnu Agrawal & Vicky Spencer, *Fairfax County Public School & George Mason University, USA*

In this session, the participants will learn about the role of nonprofit, nongovernmental organizations (NGOs) in providing services to students with disabilities from underprivileged families in India. The funding sources, challenges faced, teacher preparation and the services provided by NGO's will be presented using two case studies.

The adaptive behavior in special education practice
Sofia Santos & Pedro Morato, *University of Lisbon, Portugal*

The Adaptive Behaviour (AB) construct has gained prominent attention in human services, over the last years in Portugal, and its measurement has become an integral part of the assessment of populations with Intellectual Disability (ID). Our study is to present the state of art of AB in Special Education services as well to characterize and analyse the children and adolescences with ID' adaptive skills. The Portuguese version of Adaptive Behaviour Scale was used. Results of the study are discussed in terms of the reliability and validity of scale'. Its importance in curricula is also discussed.

No pass no play? The impact of sports on struggling learners
Victoria Jones Fairley, *Mill Springs Academy, USA*

Research indicates that physical activity is related to increased self-esteem, focus, and self-control. So what does that mean for struggling students who are prevented from participation in sports due to academic struggles? This presentation includes a review of research concerning the impact of policy on exceptional learners and anecdotal information from a successful athletics program at a private school for students with learning issues that also has nationally recognized sports programs and coaches.

Intellectual disability and literacy in Brazil
Maria Mata Lopes Flores & Maria Amélia Almeida, *Universidade Federal de São Carlos, Brazil*

The question that guides this research is: children with intellectual disability enrolled in a multifunctional resource can improve standards of learning how to read and write? What are the difficulties to improve the level of literacy of these children? The overall objective is to understand from the perspective of resource rooms teachers which are practices of reading and writing developed with students with intellectual disabilities. The activities involved monthly meetings with multifunction resource room teachers and students attended in this space with reading and writing difficulties. Al those meeting were taped and transcribed later. The data was analyzed in the bases of teacher's perceptions about children's literacy. The results demonstrated teacher's preoccupations about the acquisition of reading and writing skills in children with intellectual disability.

Room 214

The special education services in the São Paulo state city
Karina Soledad Maldonado Molina Pagnez & Joyce Larissa Rodrigues Nascimento, *Universidade de São Paulo, Brazil*

The following quantative research had the objective of describing the Special Education & Services (SES) offered to its intended audience: people with disabilities, global development desorders and hability

giftedness, in São José dos Campos- Brazil. The data was collected through forms that describe the physical infrastructure and the pedagogy services in the resources´ classrooms that work in the city. The results present the education of the teatchers in the SES.

Vocational training of people with disabilities: A case study in Brazil
Maribel Cechini Dahmer, *Pontificia Universidade Catolica do RS, Brazil*

This presents elements of a research case study in the Brazilian experience in the context of known as the Law of Quotas vocational training and skills of people with disabilities , produced by the Ministry of Labor and Employment through the implementation of the " National Pilot Project policy encouragement of Learning Disabled People ' during the years 2008-2011. The study seeks to obtain the trajectory of the implementation of a public policy on the subject of learning and vocational training of people with disabilities with effective participation of the public and private sectors and civil society organizations. In the methodological choices we conducted document analysis of legislation and analysis of data, the orientations of the content analysis of Bardin (2002). Theoretical bases refers to Freire (1983). We seek to understand how social relations are different when they involve institutional representation in the management and construction of the policy where the government is appointed as the main financier. Pointed out that the looks on the Person with Disabilities are bound conceptions regarding aesthetic standards and conceptions of productivity. Analyze the data point as barriers in the labor process the necessity of addressing the issues of debunking the appearance, family participation and little schooling. The "Project Incentive Learning for People with Disabilities" is critical to your and inclusion and labor market.

From law to practice: Support measures in Sao Paulo public schools
Renata Flores Tibyrica & Maria Eloisa Fama D´Antino, *Universidade Presbiteriana Mackenzie & Defensoria Publica do Estado de Sao Paulo, Brazil*

The Convention on the Rights of Persons with Disabilities, which in Brazil has the same status of constitutional law, and Brazilian laws stipulate that public authorities must ensure support measures to provided full inclusion to students with disabilities. In practice, complaints of violations of the right to education received by Public Defender's Office of the State of Sao Paulo demonstrate effective individualized support measures are not provided properly to students with disabilities, preventing inclusion in public schools.

Inclusion in and from the classroom: Perceptions between Portugal and Spain
María Beatriz Páramo-Iglesias, *Universidad de Vigo, Spain*

One of the areas where the inclusion keys culminate is in teaching practices. Carried out in a real and specific context, convergence between theories and practice about the attention to diversity in Early Childood Education determine one or the other teachers`conceptions .This poster provides a research design whose objetive is the comparison between teachers` inclusive perceptions, three in Spain and three in Portugal, about the concept of inclusion, its implications and needs. The first data collected through semi-structured interviews show the variability of inclusion`s meaning, but not about needs and obstacles that emerge from it.

Room 215

Inclusion Yes: Together we can do it!
Mansur Choudry, *University of Central Oklahoma, USA*

Every child is a child first; learning to work beyond the limitations of a child's disability towards an effective teacher-student relationship. Learning to face the challenges of inclusion, making changes in approach and attitude that will bring the desired results where every child can thrive to the best of their

abilities. The benefits of children of all abilities learning alongside one another outweigh the challenges, resulting in quality teaching as well as quality learning.

Co-teaching models for the inclusive classroom
Mary Ann Smorra, *Georgian Court University, USA*

Co-teaching is a service delivery model based on the philosophy of inclusion and supports collaborative practice among professionals. This workshop presents six models of co-teaching prevalent in the literature. Using a survey format, participants will be guided through the selection of the appropriate model or models of co-teaching. Discussion will assist participants in evaluating their choices.

Inclusive view of school teaching with special needs
Tatiana Rachel Andrade de Paiva & Marco Antonio C. da Rocha JR, UFRN & *Universidade de Coimbra, Brazil & Portugal*

This case study, performed in a public school in Natal (Brazil), describes the work activities of a professional teacher physically disabled (wheelchair) and perceptions regarding the inclusion, accessibility and assistive technology, and how the Political Pedagogical Project contemplates her work at the school. The proposal seeks to include school students with special needs and assist them in their educational needs. However, the fact that these students are attending school regularly, is likely to entail in an increasing number of graduates at Higher Education Institutions (HEI) and technical vocational training courses, and consequently to the formal labor market . In the specific case of the education sector, is the school also prepared to enter to the school inclusion process, teachers or professionals with special needs? It brings a focus of educational policies aimed at inclusive education and legislation regarding the inclusion and support of people with disabilities in the formal labor market. The analysis showed that when the inclusion in the labor market is related to teachers with disabilities in school, raises reflections and it still requires a look at the educational system directed to the labor activity of teachers with special needs. Similarly, public policies for inclusive education are not being extended to teachers with special needs leave gaps that hinder their inclusion in school as professionals.

From inclusion to partnership- who is teaching whom? A paradigm shift
Silvia Sztyglic & Eyal Bloch, *David Yellin, Israel*

If we want to generate significant social change we ourselves must change our own ways of thinking. The integrated course for social change in the area of disabilities, that has run yearly since 2007 in the David Yellin College, has led us to redefine our relationships with those whom we sought to include. Each course we co-taught with a disability activist, and teachers in training in special education learned and acted jointly with community activists with disabilities. In the workshop we will share our experiences and the models we have developed for partnership in teaching and learning in over 10 courses with 200 graduates that generated 50 initiatives for social change.

Room 216

Do parents know? Can parents be a part of screening?
Sónia Lopes, Patrícia Graça, Salete Teixeira & Ana Maria Serrano, *ESS/VNG – Ipiaget, ISAVE, CISDEC & University of Minho, CIEd, Portugal*

Parents have an essential contribution in the detection of early signs of developmental disorders. Several authors refer to concerns about the validity of screening mechanisms that use only one source of

information for determining the stage of development of a child. One of the suggested strategies to improve the validity and reliability and simultaneously reduce the cost of screening for the child´s development is to include information from parents in identifying risk of developmental delay. Screening instruments to be completed by parents substantially decrease spent money, making them more economic efficient. Professionals by talking with parents about their concerns create the opportunity to jointly reflect on the development and behavior of children, thus promoting an evidence-based practice and family-centered. In order to check whether the observations of parents are congruent with those held by professionals of child development, we carried out a quantitative study, observational and cross-comparing the results obtained in 256 children in the screening instrument ASQ-PT, when observed by parents and educators. Only 5 of the 105 observed correlations were not significant, varying the Pearson´s r values between. 53 and .98. These results show a strong agreement between observers which proves that parents are competent to use screening tools.

Parent education in the context of special education needs: Final results from a research study
Celmira Macedo, *ISCE Felgueiras, Portugal*

This communication reflects on the final results of a doctoral thesis investigation, which revolved about the needs of families of children / youth with special needs (SN), resulting from an impairment or disability of the district of Bragança. The first works date back to 2007 and were operationalized through a descriptive / exploratory (Interviews n=15 and surveys questionnaires n = 114). The results denounced the fragility of the social network support (lack of training / information for caregivers and a lack of community support), as a factor with direct consequences on the quality of life of this population. Based on this information, we developed an intervention in parental training program " School of Parents. SEN " on three areas: education for difference; emotional education; and promotion / strengthening of parenting skills. It began in 2009, through a quasi-experimental study with a group, with pre-test and post-test, where various scales (Scale of emotional competence; Self-Esteem Scale, Hope Scale, Scale of Optimism) were applied, with the aim of evaluate the program's impact on the development of skills of caregivers (n=36). It was concluded that the parental training program had a positive impact on the population, in different areas evaluated, and further strengthening of social support networks.

Supporting students with special nutritional needs
Jordanna Maria Nunes Costa & Jesse Rodrigues Ferreira, *Fundo Nacional de Desenvolvimento da Educação & Ministério do Planejamento Orçamento e Gestão, Brazil*

The Brazilian policy on school feeding, for more than fifty years, seeks to meet the nutritional needs of children and youth during their stay in the classroom, contributing to the development, learning, school performance and the formation of healthy eating habits for students. The National School Nutrition Programme (PNAE) is considered, in fact, one of the largest programs in the area of school food in the world, because it is the only one with universal service.

Translation and cross cultural adaptation of Participation and Environment Measure
Susana Isabel da Costa Oliveira Martins & Maria Manuela Pires Sanches Fernandes Ferreira, *Instituto Politécnico do Porto, Portugal*

The aim of this study is to describe the translation and cross-cultural adaptation process of the Participation and Environment Measure - Children and Youth (Coster, et al., 2011) to Portuguese and give insight on the conceptual and operational meaning of participation. The PEM-CY it´s a population-based measurement tool with information obtained by parent report. This instrument examines participation of children and youth, with and without disabilities, and environmental factors across three settings: home, school and community.

Room 217

A music curriculum for individuals with autism spectrum disorder
Stephen M. Shore, Ann Roberts, Deborah Donovan & Kaname Ueno, *Adelphi University, USA*

Music benefits the spirit and activates the brain. Musical training is a brain-based method to enhance learning across domains including mathematics, logical reasoning, language development, motor planning and visual-motor integration. To gain such benefits, however, music must be taught as a skill, through mastery, either vocally or instrumentally. Youngsters with severe autism spectrum disorders, when properly taught, are capable of musicianship and performing with non-disabled peers in integrated settings and at community events.

Encouraging ability with interactive artistic environments
Kátia Couto de Sa Sabino dos Santos, Ana Margarida Almeida & António Moreira, *Universidade de Aveiro, Portugal*

Encouraging the ability of special needs students, the intent of this project derives from the beauty of the field of arts and from interaction and immersion paradigms, which are today potentiated by multisensory and multimodal feedback of responsive multimedia environments. The study was carried out in a public education school with twelve special education needs students from individualized special curricula, following anexploratory methodological approach. Special INPUT was the concept for different types of environments and interaction methods that were implemented in individual sessions with the participants, which allowed to observe and promote their intellectual, emotional, personal, interpersonal, intrapersonal, psychomotor and artistic skills. We conceptualized, prototyped and implemented eight interactive environments, which emphasized the participants' immersion mediated by technology.

iPads and the writing abilities of students with learning disabilities
Julie K. Corkett & Tina Benevides, *Schulich School of Education, Nipissing University, Canada*

Students with a learning disability in the area of writing are often provided with a computer or tablet. The current study examines how the writing of nine grade six students who have a learning disability differs when they use a pen-and-paper versus using an iPad. Specifically, the study examines whether there is a difference in (a) writing productivity; (b) spelling accuracy; (c) syntactical complexity; and, (d) lexical diversity. Findings suggest that while the use of iPads may not affect the sub-skills of writing, it may influence students' spelling accuracy and the number of ideas expressed. The difference in the number of ideas expressed may be the caused by the students' motivation to use iPads. If we can increase students' desire to write, as demonstrated by an increase students' ideas expressed, it may provide them greater opportunities to practice their writing skills. Therefore, the use of iPads may have long-term effects that cannot be measured in a short-term study.

Equine Relational Therapy: The horse as a link between us and others
Alexandra dos Santos Lopes Santana, *Centro Hípico da Costa do Estoril: Quatro Patas e Uma Crina, Portugal*

Equine Relational Therapy (ERT) is a psychomotor intervention (Quatro Patas e Uma Crina, 2013). The main goal behind this communication is to explain how this therapy contributes to improve psychosocial functioning on youth with special needs due to some type of emotional distress. ERT is based upon the model of Equine Facilitated Psychotherapy and Learning (EFPL) and Psychomotor Intervention and is one of the approaches commonly known as Equine Facilitated Therapy (EFT).

Room 218

Solution-focused educational assessment: A contribution to inclusion
Kathleen Brown, Jacqueline VanSwet & Jose Wichers-Bots, *Northeastern Illinois University & Fontys OSO, Netherlands*

This presentation will explore the relationships of eligibility assessment for special education services and the shifting concepts of disability in two countries and through the lens of the WHO as well as disability model theorists. The rationale is to help participants examine these relationships in two countries and in their own context.

Teacher's perceptions of the education of children with special needs
Amanda Fernandes Santos, Luis Augusto de Miranda Correia & Anabela Cruz-Santos, *University of Minho, CIEd & IPODINE, Portugal*

We conducted a quantitative study, whose main objective was to understand how teachers perceive the education of student's with Special Educational Needs (SEN). The data was collected through aquestionnaire composed by 25 items divided into three clusters: [1] Attitudes; [2] Resources; [3] Collaboration. Participants were 249 elementary school teachers in Braga, Portugal. Results showed significant differences in relation to the participant's perceptions, taking into account gender; academic qualifications, illustrating that higher qualifications have more effects on perceptions; and professional experience. The results indicate that although participants recognize the importance to implement the philosophy of inclusion in Portugal, it is necessary to survey in other Portuguese cities, intending, if the same results are found, to raise awareness of specialized training for theteachers and for all professionals that support children with SEN.

Perspectives of 'persons of interest' on students with special needs
Ana Vitoria Baptista, Henrique Fonseca, Lucilia Santos & Susana Ambrosio, *University of Aveiro, Portugal*

A research project (PTDC/IVC-PEC/4886/2012) on Non-Traditional Students (NTS) in Higher Education (HE) is being carried out in two Portuguese HE institutions (University of Aveiro and University of Algarve). The pertinence of this project, which started in May 2013, comes from the absence of systematised research on NTS in HE in Portugal. Although the project is constituted by four interconnected research lines, which relate to four different groups of NTS, the authors intend here to focus on one line in particular: students with special needs. This research line will allow a detailed analysis on how participant HE institutions are accommodating students' specific needs in terms of: physical structures, academic support and guidance (outside the curriculum), curriculum design, among other aspects.

POSTER SESSION 5
Thursday, 17 July 10:30 - 11:30

P5-1 **Collaborative consultation on phonoaudiological perspective for diversity**
Andrea Carla Machado, Suzelei Faria Bello & Maria Amelia Almeida, *Federal University of São Carlos, Brazil*

P5-2 **Use of graphic systems in the routine of regular classroom**
Débora Deliberato & Leila Regina d´Oliveira de Paula Nunes, *UNESP & Universidade do Estado do Rio de Janeiro, Brazil*

P5-3 **National observatory on special education: Network study about inclusion**
Enicéia Gonçalves Mendes, *Universidade Federal de São Carlos & Fabiana Cia, Brazil*

P5-4   **Seeing beyond the hat: Inclusion and difference through children's voice**
Inês Mota Marques & Rosa Madeira, *ANIP & Universidade de Aveiro, Portugal*

P5-5   **Social participation of persons with intellectual disabilities**
Joana Dias & Cristina Petrucci Albuquerque, *Universidade de Coimbra, Portugal*

P5-6   **Characterization of students with disabilities at the university**
Josilene Aparecida Sartori Zampar & Isadora González Marchesini, *Universidade Federal de São Carlos, Brazil*

P5-7   **Prevention of Fetal Alcohol syndrome: Knowledge necessary to indigeno**
Lúcia Gouvêa Buratto & Maria da Piedade Resende da Costa, *Department of Education State Paraná, Brazil*

P5-8   **Software accessibility dosvox and virtual vision: A teaching program f**
Maria da Piedade Resende da Costa &Paulo Cesar Turci, *Universidade Federal de São Carlos, Brazil*

P5-9   **Collaborative research in continuing education for teachers in AAC**
Munique Massaro & Débora Deliberato, *São Paulo State University, Brazil*

P5-10   **Portuguese sign language acquisition in pre-school children with hearing loss in northern Portugal: An exploratory study**
Teresa Rodrigues & Anabela Cruz-Santos, *University of Minho, CIEd, Portugal*

P5-11   **Semente project: Early stimulation and guidance for parents in O.T.**
Patricia Carla de Souza Della Barba & Raquel Cristina Pinheiro, *Universidade Federal de São Carlos, Brazil*

P5-12   **Evaluation of a program to promote musical abilities and emergent lite**
Renata Franco Severo Fantini & Tânia Maria Santana de Rose, *Universidade Federal de São Carlos, Brazil*

P5-13   **Use of a universal design learning artifact to prepare teachers for inclusive education**
Sherry M. Bell, Melissa Martin & R. Steve McCallum, *University of Tennessee, USA*

P5-14   **The orthography learning process of one student with cerebral palsy**
Stella Maris Cortez Bacha & Alexandra Ayach Anache, *Universidade Federal de Mato Grosso do Sul, Brazil*

P5-15   **Strategy instruction for the writing abilities of students with autism spectrum disorder**
Vasiliki Mourgkasi & Sophia Mavropoulou, *University of Thessaly, Greece*

P5-16   **iPods, apps and EBD: Examining self-monitoring´s effect on writing**
William Hunter, Robert L. Williamson, Laura Casey & Clinton Smith, *The University of Memphis, USA*

P5-17   **CURUPIRA PROJECT–From inclusive education to subjectivity of disabled people**
Dalmir Pacheco, Liliane Brito de Melo, Maria Lúcia Tinoco; Elaine Guerreiro & Yani Evangelista, *Instituto Federal de Educação, Ciência e Tecnologia do Amazonas & University of Minho, Brazil & Portugal*

P5-18   **Emerging theories on the etiology of autism**
Kaleigh O'Rourke, *Allegheny College, USA*

P5-19   **The impact of a personal & social skills program**

Eunice Freitas, Celeste Simões & Ana Paula Loução Martins, *University of Minho, CIEd & Universidade de Lisboa, Portugal*

P5-20   **On at-risk children**
Vera Lucia Fernandes de Almeida, Cristina Munhães & Edileide Bonfim da Silva Rodrigues, *Universidade Cidade de São Paulo, Brazil*

P5-21   **Embracing inclusion with Ohio´s four-year new-teacher residency**
Crystal E Kaise, *Ashland University , USA*

CONFERENCE VENUE

Braga, a city of bells. Braga is one of the oldest Portuguese cities and one of the oldest Christian cities in the world. Bracara Augusta, roman name of the city of Braga in northern Portugal, was built were a native village once stood. The roman city was founded by the emperor Cesar Augustus around 16 B. C. after the definitive pacification of the region. During the Flavian era, Bracara Augusta received the municipal statute and was elevated to conventus seat, having the administrative functions of a vast region. After the Dioclecian reform, Braga became the capital of the recent province of Gallaecia. In the 5th century the city was taken by the Suevi who chose it as the capital of their kingdom. With more than 2000 years of history and located in the North Region and "Cávado" subregion, Braga is the District capital. The municipality, with approximately 184 km2 (114 mi2), and it has around 800 000 inhabitants. Probably the main religious center in the country, Braga is known for its baroque churches, magnificent 18th century houses and elaborate gardens and squares. Braga is a place where the old blends with the new. Gifted with an amazing cultural and historical patrimony, Braga is also a young and lively city. http://www.cm-braga.pt/wps/portal/public_en

OFFICIAL LANGUAGE

The official language of the conference is English. Portuguese or English translation will be provided during opening and closing ceremonies and plenary sessions. In order to pick up the translate receptor you must bring an identification card.

NOTE FOR PARALLEL SESSIONS PRESENTERS

All laptops provided in each presentation room will have MS Office 2013. Please bring your presentations on a pen drive. Before your presentation, you may go to the "conference organization point" which will be located at the CPI room 101 and check with technical staff of the conference to be sure that all files are compatible with the on–site systems and the presentation works appropriately. It is very important to that you leave the time to make adjustments to formatting if necessary. Please be present in the session room at least 15 minutes prior to your session to leave an electronic copy of your presentation with the volunteer in each room so that it can be uploaded to the computer in a timely fashion before the session begins.

NOTE FOR MODERATORS (MODERATORS)

Please be present in the session room at least 15 minutes prior to your session. It is important that the sessions stay on schedule so that individuals who want to hear a specific talk may do so. It is thus vital that all speakers observe their time allotments. If a presentation is cancelled, you may either call for general discussion instead or call a recess.

NOTE FOR POSTER SESSIONS PRESENTERS

Posters will be displayed at the CP I main hallway during posters presentation scheduling. Presenters should ensure that all of materials are removed at the end of the each poster session. A display board is available, and presenters may stick materials to the board with tape (scotch) or blue tack. Posters presenters must stay at their posters to discuss it with participants. In the program all posters are shown with the number of the session and the location of the display board that must be used by the authors(s). For example P1-1 represents Poster session 1 display board 1.

SESSIONS ROOMS

Plenary sessions will be held at the *Complexo Pedagógico* II - CP II (Room B1) and *Complexo Pedagógico* CP I (Room A1). Please note this buildings distance one from the other 3 to 4 minutes by walk. All concurrent sessions will be held at the *Complexo Pedagógico* I - CP I rooms (floor two). You find the floor plan of the University campus on this program and displayed at several points in the campus. We recommend that you explore the location of session rooms in advance. Unfortunately, session rooms are not all equal in size. If you are interested in attending a particular session, we kindly ask you to make your way to that session room in advance.

COFFEEBREAKS

During Coffee breaks drinks and refreshments will be served in the main hallway of *Complexo Pedagógico* I- CP I.

LUNCHES

Lunches are not included in the registration fee. There are several places on and around campus for you to find something to eat or drink.

On campus
- One canteen
- Bars in *Complexo Pedagógico* I, II and III
- One Grill restaurant (self service)
- One Restaurant (table service and buffet)

Around campus
- Several small restaurants, coffee shops, snack bars where you can find daily menus of Portuguese gastronomy and pastry, pizza, pasta, hamburgers, hotdogs, vegetarian food, or sandwiches.

REGISTRATION DETAILS

The conference fee for participants includes admission to the conference, documentation, coffee breaks, and receptions.

WIRELESS NETWORK ACCESS

During the conference Internet is free of charge on the entire premises of the university campus, by using the "eduroam network". A Configuration Guide to Connect to the wireless network will be provided at the registration desk. Please use the following username: eia@guest and Password: eia

CONFERENCE BADGES

Your personal badge is your entrance ticket to all sessions and you are asked to wear it throughout the conference.

CONFERENCE INFORMATION/REGISTRATION DESK

The Conference Information Desk is located in Teatro Circo on July 14 and in the university campus, Complexo pedagógico I (CP I) from July 15 to 17. You may contact the desk for registration, information, and social programs. The Conference Information Desk will be open during the following hours:

14 July 11:00 – 13:00; 14:30- 18:00
15 July 08:00–18:00
16 July 08:00–18:00
17 July 08:30–12:30

Ask me anything / Pergunte-me STAFF ASSISTANCE

A number of Conference Volunteers will provide assistance during the Conference. They will be easily identified by blue T-shirts with the subscription: Volunteer: Ask me anything / Pergunte-me.

TRANSPORTATION FROM THE HOTELS TO THE CONFERENCE PLACE

Transportation from the city center and Bom Jesus will be provided to the university campus. From the city center the bus pickup point will be the *Basic Braga by AXIS Hotel*- Train station (08:20h) *and The Mercure Hotel* (8:30h); from the Bom

Jesus the pickup point will be at the *Elevador Hotel* (8:20h) and the last pickup point will be *Melia Hotel* (8:40h). Conference Volunteers and a conference sign will be in those pickup points to assist you.

LIABILITY AND INSURANCE

Neither the organizers of the Conference–CEC, DISES, and University of Minho are able to take any responsibility, whatsoever, for injury or damage to persons or property during the Conference. We advise you not to leave your personal belongings unattended. All attendees and their companions must have traveler's insurance as the conference will assume no responsibility for any sort of liability. The views and opinions during the conference are solely those of the original authors and contributors and not necessarily represent those of DISES or University of Minho.

OFFICIAL CURRENCY

The official currency in Portugal is the Euro. Most banks are open from 9:00 AM until 3:00 PM on weekdays. There are several ATM s at the campus and in the city of Braga, for you to withdraw cash.

PUBLIC TRANSPORTATION

The Braga Public transportation system consists of bus run daily from 6:00 to 21:00. Passengers can acquire tickets in the public transport from driver. The regular fare of the ticket in the public transport costs between 1, 55 and 2 EUR. There are group, touristic, and daily fairs too. From the train station (bus stop "Rotunda Estação") you can take buses number 02 (direction to Bom- Jesus), number 24 (direction to Gualtar) and number 43 (direction to University of Minho) to reach the university campus de Gualtar. From the city center (Avenida Central) you can take bus number 66 (direction Gualtar (http://www.tub.pt).

TAXI

Taxi is a quickest and convenient way of travelling around the city. Taxis are easily recognizable by lighted roof signs with the word "TAXI." Taxis are equipped with taximeters. In a taxi, always make sure the meter is actually running. The embarkation charge is 3,25 EUR during daytime, and 3,90 EU for nighttime /(supplements: luggage 1.60 EU). There is a taxi point just outside the university campus. Suggested taxi companies:

- Bragatáxis: phone +351 253253253 /+351 916233602/ +351 966233602/ +351 936233602
- (www. bragataxis.pt)
- Taxis Andique: +351 253253535/ +351 253260600/ +351 963366555/ +351 966550555
(http://www.taxisbraga.pt)

ACESSIBILITY ASSISTANCE

If you need any accessibility information, please stop by the registration desk. Regarding information about accessibility in Braga, or Portugal in general, you may visit www.portugalacessivel.com

EMERGENCY INFORMATION

Abreu: +351 +351 22 2043573/ Mobile : +351 96 667 25 82 (www.abreupco.com | lurdes.catalino@abreu.pt |nuno.pinto@abreu.pt)

Central phone in case of any accident: 112
CP Train office: 808 208 208
Teatro Circo: +351 253 203 800
Tourism office: +351 253 262 550 (http://www.cm-braga.pt)

University of Minho: +351 253 601 100 (www.uminho.pt)
Police office: 253 255 000

CONFERENCE ORGANIZERS

dises.cec@gmail.com