

REVIEWED 10
PROPOSALS FOR

CEC-NY

annual
conference

(samples
here)

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REVIEWER

NYS CEC Conference
20-21 October 2017
Binghamton, NY

1. Title of Presentation (No more than 12 words)

Children and Adolescent Literature as Intervention Tool for Students Facing Difficult Life Situations

2. Abstract: Not to exceed 50 words.

Teachers frequently use literature to help students discuss difficult life situations. Students often respond by exploring the emotional responses of the book's characters, even when they won't consider their own experiences. We identified literature featuring characters with disabilities, and characters dealing with bullying, anger management, etc. and will share ways to use "bibliotherapy."

3. Presentation Description: A 500-700 word session description, including a review of relevant literature and aim of the session

Teachers frequently use high-quality children's and adolescent literature to explore issues whose understanding is considered crucial to students' educational experience (e.g., the use of "*Anne Frank's Diary of a Young Girl*" when teaching about the Holocaust). These books can be used in hopes that a child will make connections between the character's struggles and possible triumphs in the narrative and their own personal situation that may be distracting them from success in their educational pursuit (Rozalski, Miller & Stewart, 2010). Research suggests that students with behavior problems are able to talk about the experience of characters in children's and adolescent literature in ways that they cannot express when exploring their own personal feelings (Haeseler, 2009; Prater, 2003).

In collaboration with teachers working with children and adolescents in U.S. schools in both a general education setting in a public school and an alternative school for students with emotional and behavioral problems, we identified literature featuring characters with disabilities, and characters dealing with bullying and anger management issues. These characters experience real-life situations that prevent them from achieving academic and social success.

In the presentation, we will share the children's and adolescent literature, sample lesson plans, and the results of our pilot study, which indicated improvement in students' ability to relate to characters, manage a variety of problems, and identify ways to successfully create a "community-based culture," where students support one another's efforts to succeed (Hansen, 2015; Maguth & Taylor, 2014, Martino, 2013; Ryan, Patraw & Bednar, 2013).

pd only

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REVIEWER

P. 1 only

Investigating Teacher Disposition Towards Inclusion for Exceptional Children

Abstract

This paper addresses the challenges and benefits of inclusion as perceived by elementary school teachers. Through a qualitative, open-ended survey of classroom teachers, this paper explores how inclusion is defined and experienced in classrooms today. It was found that the way teachers implement inclusion into their classroom ultimately depends on their philosophy of inclusion.

Description

One in every five children today have some sort of a learning or physical disability that requires them to learn differently from others (Simpson, 2010). Due to these disabilities it is important that teachers and educators find the best possible way to teach these students and the best possible way for these students to learn. Some suggest that mainstreaming or segregation is the best form of education for students with disabilities while others lean towards an inclusive style education for students. For this paper, I will look at and discuss the model of inclusion and what teachers believe, feel, and think about inclusion and its implementation into their classrooms. Teachers have many different thoughts, views, and opinions on inclusion and none of them are right or wrong. There is no exact definition or philosophy of inclusion as well. Inclusion is a big part in our education system today and teachers contemplate inclusion on a daily basis. When it comes to inclusion, teachers have many different thoughts and opinions that are

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problem

4 3 3 3

Effects of Kagan Cooperative Learning Structures on the Math Performance of Students with and without Disabilities

Abstract

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The alternating treatments study measured the effectiveness of specific Kagan structures, Sage-N-Scribe and Rally Coach, on the math performance of students with and without disabilities in eight different fourth grade inclusion classroom. Comparisons were made across four conditions (a) Sage-N-Scribe, (b) Rally Coach, (c) unstructured groups, and (d) traditional whole-class instruction. Quantitative analysis was calculated to determine the conditions' effects on math outcomes, while qualitative measure, in the form of surveys, interviews, and videotaped sessions, were used to measure student and teacher perceptions and capture levels of engagement and variations in social behavior.

Presentation

Many teachers currently use the Kagan Cooperative Learning structures in their classroom, yet very little research has been conducted to affirm their ability affect academic outcomes. This study took three of the most commonly used conditions used in classroom instruction, whole-class explicit instruction, unstructured groups work, and structured group work and made direct comparisons with a large sample (N = 115). In addition to this qualitative data, video coding was also used to measure the number of positive and negative social interactions and degree of engagement during the three conditions. These results, when taken as a whole, can help special educators device, with confidence, the instructional method that is most beneficial to their students. It also lends empirical support for cooperative learning methods used across the country.

The conceptional orientation of this presentation is directed at determining the best method for student engagement when it comes to applying cooperative learning to classroom instructions teachers already provide. All conditions represent forms of instructional delivery that most teachers use on a daily basis and require little to no additional planning or preparation for implementation. These are practices teachers can not only relate to but are being instructed to implement as part of their job requirement making this data imperative for future instructional decisions.

Many practitioners are familiar with at least some of the Kagan structures but many implement them without knowing the true benefits of doing so. The results of this research will provide practitioners with quantitative data taken from multiple inclusion classrooms to support the use of several instructional conditions. Videos of student behaviors and social engagement in each condition will also lend a practical view of each conditions' overall effect on student actions.

Practitioners will be able to view the mathematical performance data across eight different classrooms in regards to Sage-N-Scribe and Rally Coach (Kagan structures), unstructured groups

no lit review or reference

doesn't say what the findings were

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NYS CEC 2017 Proposal

Title: Success with IEPs: Solving 5 Implementation Challenges

Presentation Description: As the inclusive classroom (ICT) becomes the placement of choice for many students with mild disabilities, the implementation of a student's individualized education plan (IEP) is no longer the sole responsibility of a special education teacher (McNulty & Gloeckler, 2011). Together the general education teacher and the special education teacher work to ensure each student's progress toward meeting carefully crafted goals.

This workshop provides teachers with practical, research-based advice and solutions to five of the most common challenges posed by IEPs:

- Understanding the full scope of the teacher's role
- Doing the critical prep work for IEP meetings
- Offering modifications and accommodations
- Contributing to the IEP team
- Monitoring student progress

Whatever preparation teachers had, they may still feel ill-equipped to ensure that they meet the needs of students with IEPs in their classrooms (Samuels, 2013). This workshop outlines five things teachers who have success do differently. Based on the book of the same name, this author and NYS educator explores principles that debunk some common misconceptions about how to work with students with disabilities (Avramidis et al., 2000). This workshop offers insights, tips, and strategies that will help teachers fine-tune their practice to better meet each child's unique needs. This workshop will support special educators who partner with general educators to implement IEPs.

Abstract:

Teachers in inclusive settings are required to implement IEPs in their classrooms. Learn about the five most common IEP implementation challenges, how to overcome them in order to fine tune your practice, as well as clarify some foggy ideas you may still have about ensuring success for students with disabilities.

Outcomes:

- Attendees will identify barriers to successful IEP implementation
- Attendees will gain tools to use to more successfully implement IEPs with their general education colleagues

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1. Title of Presentation (No more than 12 words)

What Does Case Law Teaches Us? How to Create Legally-Sound IEPs

2. Abstract: Not to exceed 50 words.

Parents and school districts sometimes cannot reach agreement on the best ways to serve students. When the courts become involved, we learn meaningful lessons from the outcomes, specifically what common procedural and substantive errors IEP teams make. In this presentation, we will identify ways to meaningfully involve parents as partners in the IEP process.

3. Presentation Description: A 500-700 word session description, including a review of relevant literature and aim of the session

Almost 13% of children and youth ages 3-21 in United States public schools receive special education protections under the Individuals with Disabilities Education Act (IDEA). Those approximately 6.4 million students are served by their parents or guardians and the school district who work together to develop the Individualized Education Program or IEP. At times, parents and the IEP team disagree about the goals, services or settings, among other things, that will provide the most appropriate "Free Appropriate Public Education" (FAPE; Huefner, 2008; Zirkel, 2013), as mandated by IDEA.

In these cases, the parties may end up in court to litigate the specific and unique challenges they've encountered. Court cases provide meaningful insights and lessons that often provide guidance for how schools can meet students' individual and specific academic and behavioral needs in the "Least Restrictive Environment" (LRE). We will review specific cases that provide essential information to IEP teams (Yell, Katsiyannis, & Hazelkorn, 2007; see also "Court Cases to Highlight" below).

In this presentation, we will identify common procedural and substantive errors that IEP teams make, and more importantly, share specific tips culled from case law for conducting evaluations, making placement decisions, providing academic and behavioral programs, and documenting progress (e.g., Bateman & Linden, 2012), while meaningfully involving parents as partners throughout the process.

For example, among other lessons, we will highlight how schools can avoid both sets of problems:

Proposal Evaluation Form

* Required

Reviewer Name *

Maria Timberlake

Proposal Number *

Your answer

Proposal Title *

Your answer

Does the proposal include a clear description of the research or applied problem? *

1

2

3

4

5

No description

Clear description

8/6/17

	1	2	3
No description of usefulness and relevance to conference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Is the proposal professionally written (grammar, spelling, etc)? *

	1	2	3
No, not professionally written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Any Further Comments

Your answer

I recommend this session for the 20th Exceptional Children Conference *

I agree

...

Does the proposal include a clear description of the research or applied problem? *

1 2 3 4 5

No description Clear description

Does the proposal include a clear description of the literature review, methodology, and findings? *

1 2 3 4 5

No description provided Very clear description provided

Is there a clear description of the presentation summary? *

1 2 3 4 5