



FACULTY OF EDUCATION  
UNIVERSITY  
OF WEST BOHEMIA



# IASSE 2024

JUNE 28 – JULY 1

Supporting Inclusion of Persons with  
Disabilities across the Life Span

**International Association of Special Education**

In Conjunction with

**The Faculty of Education, University of West  
Bohemia, Czech Republic**

18<sup>th</sup> | Biennial  
IASSE | Conference  
28 June - 1 July, 2024

# Welcome

**Dr. Renáta Tichá**

IASE Conference Liaison and President

It is a real pleasure to welcome all of you to the 18th Biennial Conference of IASE titled Supporting Inclusion of Persons with Disabilities Across the Lifespan held at the University of Western Bohemia, Pilsen, Czech Republic. We are very excited to meet you in person in the hearth of Europe for this

enriching opportunity of learning from each other about different approaches and strategies for working with children, youth and adults with disabilities in different educational, vocational, and community contexts.

This conference would not be possible without the IASE Conference Planning Committee, the conference planning committee at the University of Western Bohemia under the leadership of the Conference Co-Chair, Dr. Šárka Káňová, the entire IASE Board of Directors, and all of you coming to to present and participate in Pilsen.

We are excited to feature many outstanding presentations from around the world, including the Czech Republic, Vietnam, India, Australia, Iceland, Poland, the UK, Canada, US, and many more. The wide range of topics include student engagement, access to higher education, transition to employment, training for parents, literacy, etc. There are also a number of sessions highlighting the work of IASE, including a session by IASE National Chairs, a session featuring IASE Volunteer Service Projects (VSPs), and a session for those who would like to publish in the Journal of the International Association of Special Education (JIASE).

Let's get together to Support Inclusion of Persons with Disabilities Across the Lifespan!



## 2024 Conference Chairs Welcome



**Šárka Káňová, PhD**

*IASE 2024 Conference Chair  
Special & Inclusive Education Unit.  
Department of education  
Faculty of Education, UWB*



**Dagmar Šafránková, PhD.**

*IASE 2024 Local Committee Chair  
Unit of Didactics  
Department of education  
Faculty of Education, UWB*



**Associate prof. Jan Šiška, PhD**

*IASE International Advisor  
Special & Inclusive Education Unit.  
Department of education  
Faculty of Education, UWB*

Dear Conference Delegates,

We're thrilled to invite you to join us in Pilsen for the 18th Biennial IASE 2024 Conference at the University of West Bohemia. Our focus is on "Supporting Inclusion of Persons with Disabilities Across the Life Span," bringing together experts to collaborate, share research, and exchange crucial information. Aligned with the mission of the International Association of Special Education (IASE), our goal is to connect theory with real-world practice in special education. We aim to build partnerships among educators, social workers, employers, and entrepreneurs to empower people with disabilities to fully participate in their communities, respecting their rights.

Two years ago, we began our dialogue with the University of West Bohemia to plan an event that would be both memorable and professionally engaging. We believe that through our collaborative efforts, we have created a conference that will be outstanding and impactful. This year's theme reflects our commitment to promoting inclusive practices that empower individuals with disabilities at every stage of life. We are delighted to offer a diverse and comprehensive program that includes the latest research, best practices, and innovations through numerous sessions, workshops, and presentations. The breadth of topics covered ensures that there is something for everyone, whether you are a seasoned professional, a researcher, or new to the field.

As more countries around the world strive towards the goals of educating all, there is an increasing emphasis on inclusive practices and approaches to meet the diverse needs of all learners. It is truly exciting to witness this global movement towards inclusivity. We are thrilled to have over 200 educational and social science practitioners, researchers, policymakers, and community members from over 33 countries around the world joining us for this remarkable event. This international gathering provides a unique opportunity to share knowledge, exchange ideas, and build lasting connections.

We would like to extend our heartfelt thanks to the University of West Bohemia for their unwavering support and collaboration with IASE. Their dedication and hard work have been instrumental in bringing this conference to life. We hope that the conference allows each participant to gain new perspectives on delivering services and best practices globally. Through keynote speeches, panel discussions, and interactive sessions, we aim to provide a platform for meaningful dialogue and learning.

Our four-day conference offers engaging lectures, including keynotes and sessions tailored to your interests. We've designed it to be inclusive, with different presentation formats like lectures, round tables, and panels. Plus, there's a poster section for more interactive participation. Beyond the conference, we invite you to explore Pilsen and participate in the site visits scheduled for June 27, 2024, where you can see first-hand how the city of Pilsen and the Pilsen Region support individuals with disabilities through education, social services, or vocational training. It's a chance to witness best practices in action.

It is our wish that every conference delegate acquires new knowledge, makes new friends, and leaves the conference inspired to return to their homeland and make a difference in the lives of persons with disabilities. We encourage you to take full advantage of the networking opportunities, engage with the content, and immerse yourself in the rich cultural experience that Pilsen has to offer.

On behalf of our local organizing committee at the Faculty of Education and the staff of the University of West Bohemia, we welcome you to the 18th Biennial IASE Conference. We are confident that your experience here will be both enriching and inspiring. Let us come together to celebrate our achievements, address our challenges, and work towards a more inclusive future for all.



# IASE 2024 | 18th Biennial Conference

# Welcome speech by the Patron of the event



**Mgr. Lucie Kantorová**

Deputy Mayor of the city of Plzeň

Dear IASE2024 Delegates,

It is my great honor to grant patronage to the IASE 2024 international conference, organized in collaboration with the International Association of Special Education. This year's theme, "Supporting the Inclusion of People with Disabilities Across the Life Course," is crucial, especially in the field of education. The City of Plzeň is actively committed to inclusive education and implements projects aimed at improving the quality of education for children and youth with disabilities. Collaboration with experts from around the world brings us valuable experiences and best practices. I thank the organizers, speakers, and participants for their efforts, and I believe this conference will bring inspiring ideas and advance us towards an inclusive educational system where every student can fully realize their potential.

**28 June**  
2024

**Pilsen**  
Czech  
Republic



## Dean's Welcome

Dear Colleagues,

We are deeply honored to have been approached by the IASE Conference Committee to host the upcoming IASE International Conference in 2024. At the University of West Bohemia (UWB) and within our Faculty of Education, we view Special and Inclusive Education as a dynamically evolving theoretical and practical discipline, with essential connections to other social sciences such as Psychology, General Education, Disability Studies, and Social Pedagogy. We are dedicated to advancing these scientific fields and emphasize the importance of interdisciplinary collaboration, a principle we instil in our students as they prepare for their professional careers as educators.



Our commitment to fostering international cooperation in teaching, student mobility, scientific research, and collaboration is steadfast. Organizing this international scientific conference provides a perfect platform to enhance these endeavours. We are eager to create an environment where participants can share knowledge, exchange ideas, and forge lasting connections.

Beyond the conference, I would like to highlight some of the unique opportunities and experiences awaiting you at UWB, in Pilsen, and throughout the Pilsen Region. Our university campus is a vibrant hub of academic and cultural activity. UWB's campus also features beautiful green spaces, providing a tranquil environment for both study and relaxation. Within our Faculty of Education, you will have the opportunity to meet our dedicated faculty members and engage with students who are passionate about making a difference in the field of education.

Pilsen, renowned for its rich history and vibrant culture, offers numerous attractions. You can explore the historic Pilsen Old Town, home to the magnificent St. Bartholomew's Cathedral and the Plague Column. Don't miss a visit to the Pilsner Urquell Brewery, where you can learn about the history of the world-famous beer and enjoy a tasting session. The city also boasts a variety of museums, theatres, and galleries that reflect its cultural diversity and artistic heritage.

The wider Pilsen Region is equally captivating, offering picturesque landscapes and numerous outdoor activities. You can visit the Šumava National Park, known for its beautiful forests, lakes, and hiking trails. Historical sites such as the Gothic Rabí Castle and the Baroque monastery in Kladruby are also worth exploring.

I eagerly anticipate welcoming you to Pilsen in 2024 for the 18th Biennial Conference, where we will work together to advance the field of Special and Inclusive Education and promote global cooperation. Let us come together to celebrate our achievements, address our challenges, and work towards a more inclusive future for all.

Kind regards,

Associate prof. Pavel Mentlík, PhD  
Dean, Faculty of Education  
University of West Bohemia, Pilsen

28 June  
2024

Pilsen  
Czech  
Republic



# IASE Board Members and Planning Committee

## IASE Board of Directors

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Past President, Associate Professor, Chair, Department of Special Education New Jersey City University

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**Charles Omoke, Ph.D.**

Member-At-Large, Chair of Department- Special Needs Education and Early Childhood Development, Jaramogi Ogingo Odinga University of Science and Technology, Kenya

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## IASE Chairs

### **National Program Coordinators:**

**Carolyn Lindstrom, Ph.D.**

Adjunct Professor, UMassGlobal, USA

**Sherwin Fraser, Guyana, Ph.D.**

Student, University of North Carolina Greensboro, USA

### **Journal Editor:**

**Renata Ticha, Ph.D.**

Research Associate, University of Minnesota, USA

### **Membership Chair: Rachael**

**Gonzales, Ed.D.**

California State University, USA

### **IASE 2024 Conference Chair:**

**Šárka Káňová, Ph.D.**

Assistant Professor of Special Education, University of West Bohemia, Czech Republic

### **Volunteer Service Projects Chair:**

**Iris Drower, Ph.D.**

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### **Website Administrator: Kalynn**

**Hall Pistorio, Ed.D. BCBA-D**

Assistant Professor of Special Education, Columbus State University, USA

### **Newsletter Co-editor :**

**Monerah N.Al-Dubayan**

Doctorate Candidate

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## **Program Chair**

Renata Tichá,  
USA & Czech Republic

## **Program Reviewers**

Iris Drower, USA  
Rachel Gonzales, USA  
Šárka Káňová, Czech Republic

## **Art Exhibit Chairs**

Nik Fernholz  
Masha Černmíková  
Šárka Káňová  
Michael Bednář

# Introduction of School of Education

**The School of Education** was founded in 1948 as a part of the Faculty of Education of Charles University in Prague. For some time it operated as an independent Higher School of Education, then as an Institute of Education and since 1964 as an independent School of Education that provides courses to upcoming teachers of both primary and secondary schools. Since 1991 Faculty of Education has been a part of the University of West Bohemia. The fundamental concept of teaching is that the knowledge and skills acquired should form the basis of further personal awareness and development. Based on our belief that theory and practice go hand in hand, we work in close cooperation with other University faculties.

## Introduction of Special & Inclusive Ed. Unit

### **Special and Inclusive Education Unit**

The Department of Special and Inclusive Education (SPPG) at the Faculty of Education, University of West Bohemia (UWB), is at the forefront of advancing both theoretical and practical aspects of special and inclusive education. Leading the Bachelor's program in Special Education, it offers essential coursework spanning kindergarten through secondary education. The department conducts impactful research in special and inclusive education and Applied Disability Studies Research. Leveraging the extensive expertise of its staff, it fosters specialized teaching and research teams dedicated to enhancing the quality of life for individuals with disabilities and their families. Across teaching, research, and community engagement, the department excels in its mission.

Teaching encompasses diverse study programs, including a non-teaching Bachelor's in Special Education and compulsory courses in special and inclusive education across various disciplines. Emphasizing general support principles, theoretical foundations, and effective didactics for students requiring support measures.

Research aligns closely with teaching interests, focusing on Applied Disability Studies Research that addresses diverse disability contexts and intersects with other social sciences. It also explores didactic strategies for supporting students with disabilities.

Community Engagement has forged strong partnerships with social actors such as schools, regional institutions, municipalities, and NGOs advocating for disability rights. Research findings are disseminated effectively, fostering a collaborative network supported by our graduates.

We have established a cohesive network at micro, mezzo, and macro levels, engaging directly with individuals with disabilities, local institutions, and professional groups. Our alumni remain actively involved, enriching the ongoing vitality of our faculty and university community.



# Schedule at a Glance

## Day 1 - 6/28

- 12:00-3:00p** Registration opens
- 3:00p-4:30p** Opening Ceremony, Artistic performance by the singers of the Department of Musical Culture and Welcome speeches in the New York Nexus room
- 4:30p-5:30p** Welcome Snack and Networking and Art Exhibits "Inclusion Collection" Opening Entertainment

## Day 2 - 6/29

- 8:30-9:00** Registration, exhibits, marketplace and silent auction
- 9:00-9:45** Welcome/Keynote speaker Dr. Sue Swenson (USA)
- 10:00-5:00p** Concurrent Sessions 1-5 | Interpretation for families of persons with disabilities to Czech language (by Inclusion Czech Republic)

## Day 3 - 6/30

- 8:30-9:00** Registration, exhibits, marketplace and silent auction
- 9:00-9:45** Welcome/ Keynote speaker Dr. Tobias Buchner (Austria)
- 10:00-5:00p** Concurrent Sessions 5-9
- 5:10p-6:10p** General Membership Meeting

## Day 4 - 7/1

- 8:30-9:00** Registration, exhibits, marketplace and silent auction
- 9:00-11:10** Concurrent Sessions 10-11 (Note: 11:10 - 11:30 Coffee Break)
- 11:30-12:15** Keynote speaker, Dr. Girma Berhanu (Sweden)
- 12:15-1:00p** Awards and Closing Ceremony

Please note that this program was created on June 26, 2024. Further changes may occur, and you can track any updates using the QR code or [z.umn.edu/iase](https://z.umn.edu/iase).

See highlights and changes on the monitors in the first floor of the main building.



**Conference Evaluation Form**

[z.umn.edu/IASEevaluation](https://z.umn.edu/IASEevaluation)

# Conference Highlights

## Art Exhibitions

The **Inclusion Collection** consists of five art exhibitions that showcase emerging artists, studio practices, research and study, cultural identity, and storytelling.

**My Life** Discover the powerful transition from school to adult life through the eyes of young people in this pivotal phase, originally premiering in Minneapolis in the summer of 2023. This exhibit, a collaboration between The PEDAL Project from the Czech Republic and the US Project from the Administration on Community Living, has expanded to include original artworks by transition students from Transition Plus in Minneapolis and the Transition Assistance Program in Hutchinson, Minnesota.

**My Pilsen, My Town** captures the essence of an afternoon journey through Pilsen, where young artists explored the city and created art inspired by its iconic buildings, such as the Great Synagogue and the Cathedral of St. Bartholomew. Their artwork forms the central theme of the IASE conference, showcased below in a vibrant cityscape.

**Michael Bednář**, a student of Dr. Černíková, presents a solo show at this conference, following his feature in "My Life" last summer. Over three years, he has woven his life into art through workshops, capturing his journey, dreams, and individuality in drawings, paintings, texts, and collages. With a passion for ceramics and studies at the Academy of Fine Arts, Bednář's multidisciplinary approach includes literary and dramatic arts, showcased in exhibitions at ZUŠ Trnka.

**Martina Květová**, born in 2008 with severe combined disabilities, has been expressing herself through art since March 2022. She loves bright colors, especially red, and paints with acrylic on canvas, leaving her works untitled to spark our imagination. Music is integral to her creative process, with each painting coming to life in rhythm with her favorite tunes. Martina has held three exhibitions so far and finds great satisfaction in her art, according to her sister Bára.

**ProCit** a Civic Association was founded in 2010 and offers a safe space and professional support for families with autism spectrum disorder, providing social services, leisure activities, and educational programs. Their leisure activities include art and music. This exhibit features a rotating collection of photographs taken by children and teens with autism.



# Conference Highlights

## Exhibit Booths

Discover new and expanding resources and information. Visit our exhibit booths on the first and second level of the Faculty of Electrical Engineering Building.

## Silent Auction

Funds for 2024 will be supporting international scholars from around the globe! This year we are supporting 10 scholars. All proceeds goes to the Marg Csapo Scholarship Fund.

- new to silent auctions? A silent auction is a type of auction where bids are written on a sheet of paper or entered electronically instead of being called out aloud.
- auction attendees will be available for help
- pick up and pay for silent auction items daily during coffee breaks and lunch.

## Marketplace

Welcome to the Marketplace at IASE2024!

As a beloved tradition of our conference, the local marketplace is back to enhance your experience in Pilsen. This year, we invite you to explore and support local artists showcasing their unique creations, and to engage with Czech DPOs, social service providers, special and mainstream schools, and other businesses and organizations dedicated to inclusion and support for individuals with disabilities.

We are excited to present 19 exhibitors primarily located on the first floor at FEL, each offering insights into their work, activities, and products. Please note that not every exhibitor will be available throughout the entire conference, so we encourage you to visit regularly to see who's there.

Don't miss the opportunity to create lasting memories from IASE2024 with our Smile Box. Come and discover the diverse offerings waiting for you. See you there!

# Dining (lunches and coffee breaks) during the IASE2024

Dining (lunches and coffee breaks) during the IASE2024 conference will be provided by the university canteen MENZA. The canteen is a large dining area that can accommodate several hundred diners. Seating is available both indoors and outdoors. Additionally, there is always a café open on the university campus from 8:00 am to 4:00 pm, specifically located in the Faculty of Mechanical Engineering building.

Conference delegates will receive 2 lunch vouchers upon registration, valid for Saturday 29/6 and Sunday 30/6, which they can redeem at the canteen cashier for meals. We will provide language support to the cashiers in the form of 1 student interpreter fluent in English. If a voucher is not presented, the cost of the meal will be charged. The voucher covers a choice of main course (meat, vegetarian, or gluten-free options), as well as soup or salad, and a drink (0.4 liters). Delegates are also welcome to purchase additional items (e.g., Coca-Cola, cookies, etc.) from the canteen menu. The canteen is located in a separate building no more than a 5-minute walk from the conference venue at FEL.

The Welcome Snack on Friday 28/6 and most coffee breaks on Saturday 29/6, Sunday 30/6, and Monday 1/7 will be served in the foyer of the conference venue, to the right of the entrance doors. An exception is Saturday 29/6 afternoon, when the coffee break will be shifted to and served concurrently with the Poster Section in the Faculty of Mechanical Engineering building, also within a 5-minute walk from the Faculty of Electrical Engineering.

Delegates are advised that taking dishes or glasses from the cafeteria is not permitted.

8:30-9:00 Registration, Exhibits, Marketplace

9:00-9:45 New York Nexus Welcome by Dr. Renáta Tichá and Dr. Šárka Káňová  
Keynote Dr. Sue Swenson, *Parents as Partners in the Power of Inclusion*

9:45-10:00 Coffee Break

Room 10:00 - 11:00 | CONCURRENT SESSIONS 1

**Experiences of Youth with Disabilities as they Transition to Adulthood**  
Renáta Tichá, Brian Abery, Tim Riesen, Aubrey Snyder, USA and Jan Šiška & Šárka Káňová, Czech Republic

Tokyo Tower The time during which youth with disabilities are transitioning from school to adulthood presents itself with many challenges (e.g., deciding whether to work or continue with school) and opportunities (e.g., becoming more independent). In this panel presentation, we will share the findings of research on transition experiences of youth with disabilities Minnesota and Utah in the US, and the Czech Republic.

**Playing in the Sand: Using Sand Tray storytelling to Improve Skills of Children with Disabilities**  
Marilyn Kaff, Kathy Anstaett, Anya Pohl, USA

Paris Pavilion The study aims to examine the effectiveness of a sand tray intervention to improve narrative skills of children with disabilities in grades K-4. The results provide valuable insights for educators and practitioners working with children in the early grades, highlighting the importance of incorporating interactive and engaging activities into language development programs.

New York Nexus	<p><b>Insights into how to Support Young Adults with Disabilities across the Lifespan</b> Iris Manor Binyamini, Israel</p> <p>Across the world, adults with disabilities have more difficulties than their peers in getting work opportunities and living a quality, independent life in the community. In this proposed lecture, I will present on a longitudinal study focusing on graduates from a special education school. I will explain the study rationale, tools, and working principles for better integration of adults aged 21–26 to promote their independence, employment, and leaving home, and ways to work with their parents.</p>	<p><b>Advocates Assemble: Dynamic Duo Tells Their Story</b> Shannon Melideo &amp; Sammy Melideo, USA</p> <p>Empowering students with autism and their caregivers to seek out mentors, advocates, and champions is one of the best preparations families and educators can take to help lay the foundation for a more fulfilling future. An education professor and son tell their success story, recommendations for future study, and action.</p>
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London Lounge	<p><b>Inclusive Education as a Call for a Radical Social Change</b>   Jozef Miškolci, Czech Republic</p> <p>This presentation seeks to highlight the transdisciplinary overlap of inclusive education with other fields of humanities and social sciences. It will identify barriers at the societal level to the implementation of inclusion: 1) deficit-focused perception of students with disabilities, 2) lack of intersectoral cooperation, and 3) neoliberal values of competitiveness and individualism.</p>	<p><b>Increasing Access to Special Education Services for Students with Disabilities</b>   Katherine Dockweiler &amp; Roberta Kaufman, USA</p> <p>Findings of this study suggest three key points to increase access (a) promote adoption of policies that align with the 1:500 recommended ratio for school psychologists, (b) increase awareness of the profession with pre-service and in-service educators, and (c) create coordinated training pathways and career opportunities for individuals to become school psychologists.</p>
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**Hearing the Voices of Students with Disability in Higher Education** | Cathy Little & David Evans, Australia

Dubai Dome This presentation describes a research project undertaken at a large, public University in Australia, where students with disability shared their individual academic and social experiences of higher education. Findings across both domains contributed a strong voice in redefining and informing the broader organisational agenda for disability inclusion.

Rio Retreat	<p><b>Literacy Instruction for Non-Verbal Autistic Children: The MIB Approach</b>   Nataša Dolović, Croatia</p> <p>This presentation introduces a novel educational approach for non-verbal autistic children, rooted in established cognitive-behavioral therapy (CBT) principles. The Metacognitive-Intellectual-Behavioral approach (MIBa) aims to enhance social cognition, intellectual capabilities, and academic proficiency while considering the biopsychosocial dimensions of Autism Spectrum Condition (ASC).</p>	<p><b>Phonics Intervention to Reduce Reading Difficulties in Ghanaian Primary Schools</b> Florence Mensh &amp; Francis Anku, Ghana</p> <p>This research examines the impact of systematic phonics intervention on Ghanaian primary students' reading difficulties. Combining quantitative assessments and qualitative input from teachers and students, the study reveals the positive influence of phonics instruction on reading proficiency, offering potential solutions to Ghana's widespread reading challenges and informing literacy education enhancements.</p>
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**Day 2 Schedule (continued 10:00 - 11:00 | CONCURRENT SESSIONS 1) | Saturday, June 29, 2024**

Berlin Banquet	<p align="center"><b>Disability Justice: The Unrecognized Civil Right</b>   Sarah Birch, Joan Silver &amp; Eric Shyman, USA</p> <p>Throughout history, individuals with disabilities have faced violence and discrimination. Either tragic figures or ignored by society, they face higher rates of marginalization and exclusion. Advocacy works to expand their rights as people. Examining the disability justice movement, the presenters will analyze the intersections of advocacy, education, and civil rights.</p>	
Prague Plaza	<p align="center"><b>Collaborative and Strategic Individualized Goal Setting for Learners with Special Needs</b> Manika Khanna, India</p> <p>We will present on our model that: (1) deeply and holistically studies the learner, (2) seeks out parents' vision for their child, and (3) consolidates and analyzes inputs from relevant stakeholders. This observation- and data-driven collaborative approach results in prioritizing focus areas, setting individualized goals and intervention structures, and providing accommodations and at-home programs.</p>	<p align="center"><b>Improving College and Career Readiness for At-Risk Students</b> Lee Kern &amp; Samantha Shera, United States</p> <p>Students with disabilities have lower perceptions of their college and career readiness skills and less transition knowledge compared with their nondisabled peers. Although youth should explore career pathways during adolescence, students with disabilities rarely do so. We describe a multi-component program designed to prepare students for life post-high school.</p>
Toronto Terrace	<p align="center"><b>Strengths Based instruction (SBI) in an Inclusive Classroom</b>   Sumita Chakraborti-Ghosh, USA</p> <p>Strengths Based Instruction (SBI) is a systematic instructional approach with a primary focus on the identification of a child's strengths. The presentation will include the process and outcomes of a pilot study conducted in an elementary classroom with students of many abilities, including gifted students and students with learning disabilities along with their non-exceptional peers.</p>	<p align="center"><b>The BASICS 3 Model: A Functional Curriculum Framework for Moderate/Severe Disabilities</b> Nga T. Hoang, Vietnam, Rachael A. Gonzales &amp; Craig D. Goldsberry, USA</p> <p>An updated report of the progress made in Vietnam through the implementation of the BASICS 3 Curriculum Framework. Success seen in the pilot classroom at HCMCUE has continually expanded and is being implemented in some community special education centers. The BASICS 3 Model offers a road map for functional skills training from Pre-school to Vocational Education and a pathway to greater independence for individuals with disabilities and their families.</p>
Singapore Salon	<p align="center">Inclusive Community Program for Individuals with IDD</p>	

Room	<p align="center"><b>11:10 - 12:10   CONCURRENT SESSIONS 2</b></p>	
Tokyo Tower	<p align="center"><b>Customized Jobs and Inclusion: The Gateway School's Career Path Program</b>   Sapna Shekar, India</p> <p>In India, meaningful employment of neurodiverse individuals face significant challenges. This presentation discusses one of India's first customized job development programs, exploring program intricacies, emphasizing essential support structures, and presenting three compelling case studies illustrating the program's impact on promoting neurodiversity in the Indian workforce.</p>	
New York Nexus	<p align="center"><b>Effects of Inclusion on Children with Learning Disabilities from a Parents' Perspective</b> Lily Dyson, Canada</p> <p>We will presents on a parents' perspective of the unexpected effects of inclusion on children with learning disabilities. Focus group interviews were held with 13 parents from 12 families in Canada. The result found mixed effects, most prominently, positive effects on self-growth and negative effects in peer relationships.</p>	<p align="center"><b>Giving Voice to the Families of Children with Autism in Cambodia</b>   Anne Crylen, USA</p> <p>Using an ethnographic qualitative approach, eight families of children with autism highlight their journey from medical diagnosis to the classroom. This work illuminates the gaps in services for children with invisible disabilities in expressing their needs for community understanding, acceptance and support. Ultimately, fueling development of innovative solutions Cambodia.</p>

<p>London Lounge</p>	<p><b>Multi-Tiered Interventions for Creating Trauma-Informed, Safe, and Supportive Schools</b>   <i>Beatrice Adera, USA</i></p> <p>Traumatic experiences leave students with feelings that negatively impact their ability to learn. In this presentation, we will examine: the developmental effects of trauma and ramifications - school-wide and within the classroom and proactive and preventative strategies for building social, emotional, and behavioral wellness to support students and school personnel.</p>	
<p>Sydney Summit</p>	<p><b>Digital Literacy Among Teachers of Learners with Disabilities in Kenya and the Czech Republic</b>   <i>Martin Kavua, Czech Republic</i></p> <p>The study focused on establishing the self-efficacy of teachers in digital literacy in Kenya and the Czech Republic. Questionnaire and observation checklist were used as tools for data collection. The study concluded that teachers in special primary schools in Kenya and Czech had average self-efficacy. Recommendations included that the teachers should be trained further through in-service programs to improve their self-efficacy in digital literacy.</p>	<p><b>Inclusive education in Africa</b>   <i>Annette Leonhardt, Germany / Ethiopia, &amp; Tirussew Teferra, Ethiopia</i></p> <p>Based on the reports revised by two editors and presented in a book entitled “Inclusive education in Africa”, an overview of inclusive schooling in various African countries is given. Each report presents the current status of implementation and plans for the immediate future in the respective country. The variety of implementation strategies and status stands out clearly.</p>
<p>Dubai Dome</p>	<p><b>Teaching and Learning: A Comparison of Germany and USA</b>   <i>Peter Zentel, Germany &amp; Bree Jimenez, USA</i></p> <p>Instructional methods used to teach students with ID/ASD in Germany and the US differ significantly. While explicit and systematic instruction is central in the US teacher preparation programs and classrooms, open educational practices are primarily implemented in Germany. We explore where these differences come from, how they may impact students with low-incidence disabilities, and how an orientation towards findings of the Learning Sciences could improve both systems.</p>	<p><b>Effects of Digital Token Economies on Students' Problem Behavior and Academic Engagement</b> <i>Anna Lind Pétursdóttir, Iceland</i></p> <p>Individualized digital token reinforcement systems were implemented with the Bean free software in collaboration of teachers, parents, and students to reduce persistent behavior problems in inclusive elementary classrooms. A multiple baseline design across participants showed clear reductions in problem behavior (90% on average) and increases in academic engagement (349% on average).</p>
<p>Rio Retreat</p>	<p><b>General Education, Special Education, and School Counselors: Transition Service Delivery</b> <i>Tim Riesen &amp; Aubrey Snyder, USA</i></p> <p>In this session, we will share results of codesign research with general and special education teachers and school counselors to better understand their unique and overlapping roles in transition service delivery. Participants will learn results of our novel research, with practical application suggestions for their respective settings.</p>	<p><b>Capacity Building of Non-academic Staff to Support Students with Disabilities in Higher Institutions</b> <i>Gloria Ledwaba, South Africa</i></p> <p>This study explores how confident non-academic staff in open-distance institutions felt about supporting students with disabilities. A survey was used to collect data. The majority of the participants accepted that they are not able to provide effective support to affected students. Continuous workshops are required to ensure education access for all students.</p>
<p>Berlin Banquet</p>	<p><b>A Multi-Tiered Framework for Family-School-Community Partnering</b> <i>Rashida Banerjee, USA &amp; Gloria Miller, USA.</i></p> <p>Using a unique multi-tiered, home, school, and community-based service delivery framework, we discuss an ecological evidence-based family engagement, education, and intervention processes and practices that contribute to positive family-school partnering relationships with families from diverse cultural and social backgrounds.</p>	

Prague Plaza	<p><b>Critical Components of College and Career Readiness</b> Lee Kern &amp; Samantha Shera, USA</p> <p>We conducted a systematic review to determine the effectiveness of College and Career Readiness for students with emotional and behavioral problems. Although limited, all studies resulted in favorable outcomes in some areas, but were not universally positive. We will discuss intervention components that seem to be particularly effective.</p>	<p><b>Making Connections between Developmentally Appropriate Practices and Activity-Based Interventions</b>   Cyndy Anang, USA</p> <p>Using the National Association for the Education of Young Children's guidelines for developmentally appropriate practices, this session will evaluate the use of activity-based interventions to meet the needs of children with disabilities in inclusive preschool settings globally. Research that has been conducted using ABI to address a math skill for children with developmental delay will be discussed.</p>
Toronto Terrace	<p><b>Supporting Parents of Children with Developmental Language Disorder</b> Kateřina Habrdořová, Czech Republic</p> <p>Parents of children with Developmental Language Disorder (DLD) are pivotal in influencing their children's progress. In order to cope with the consequences of this disability, they need a support network consisting of different specialists. The lecture presents findings and conclusions of doctoral research on parenting children with DLD using qualitative methods.</p>	<p><b>Early Childhood Safe and Inclusive Education in Tanzania</b> Novatus Marandu, Tanzania &amp; Haika Mtei (ROUNDTABLE)</p> <p>Students with developmental disabilities face limitations imposed by the education system and larger society. This presentation will focus on how a safe and inclusive platform in schools in Tanzania that works with children and their families utilizing the asset of local women lifts these barriers as well as on its successes and challenges.</p>

Singapore Salon Inclusive Community Program for Individuals with IDD

**12:10-1:30p Lunch in the Canteen MENZA (lunch voucher required)**

**Room 1:30p - 2:30p | CONCURRENT SESSIONS 3**

**Parents' Choice of Lifelong-Education Model for Children with Developmental Disabilities**  
Nu Tam An Nguyen, Dao Thi Thu Thuy, Nguyen Thi Cam Huong, Vietnam

The lifelong-education model for children with developmental disabilities in Vietnam needs to have a connection between preschool education, general education, and vocational education. Educational institutions at each stage are operated according to different trends and perspectives. Parents' choices play an important role in creating an effective pathway for their children.

**Dramatic Drumming Intervention for Individuals with Intellectual Disabilities** | Marilyn Kaff, USA & Kirsten Ajax

This mixed methods study aims to investigate the effectiveness of a 12-week dramatic drumming intervention for individuals with intellectual disabilities (ID). The intervention focuses on improving social interaction, self-confidence, and creativity. Experienced therapists conduct the intervention, tailored to participants' needs.

New York Nexus	<p><b>Jobs Supporting People with Disabilities to Live Inclusively</b> Thi Minh Ha Le &amp; Nga T. Hoang, Vietnam</p> <p>The presentation will discuss the current situation of teachers and parents supporting people with disabilities to live inclusively in Ho Chi Minh city based on data analysis of the impact of jobs supporting people with disabilities on the personal lives of teachers and families. We will also mention policies and services for teachers and parents who support people with disabilities living inclusively.</p>	<p><b>The Situation in Families of Children with Intellectual Disabilities in the Context of the Circular Model</b> Małgorzata Sekułowicz, Poland &amp; Teresa Siegert, Poland</p> <p>The work is focused on recognizing the factors affecting the functioning of a family in the context of a child's disability. The research is innovative as the problem of cohesion and flexibility of families of a child with an intellectual disability in relation to both parents is rarely considered. The results showed that the way families deal with a difficult situation depends on the resources at their disposal.</p>
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**Lived Experience and Valued Relationships at the Heart of Early Childhood Assessment**  
Martha Howard & Amy Callender, USA

This presentation shares the lived experience of a team of evaluators serving families in both rural and urban areas of Tennessee in the United States. Evaluators build relationships with families in order to gain vital developmental information to complete a norm-referenced, play-based assessment tool used to determine eligibility for early intervention services.

**Co-Teaching: Lessons Learned Internationally**  
Wendy Murawski, USA; Cristina Gulløv, Denmark & Bea Zumwald, Switzerland

Co-teaching involves multiple educators collaborating in the same classroom to ensure the needs of all learners are met. While the benefits are many, so are the barriers. This engaging session will compare co-teaching in different countries while presenting practical strategies and solutions for inclusion. **16** learned internationally through research and practice.



Dubai Dome	<p><b>Every Voice Counts, Every Voice Matters-Work of Sankalp Society in India</b>   Anupriya Chadha, India</p> <p>Many underprivileged children in India are denied the opportunity to receive equitable education, mainly due to poor quality of education in the public school system. This results in children either being never enrolled or dropping out of school. Sankalp Society, a non-profit organization, is imparting free education and skills training to 500 children and young girls living in urban slums to lead a productive life. Novel initiatives leading to holistic development will be shared.</p>	<p><b>Teaching Independent Communication and Vocational Skills</b> Jennifer McComas, USA</p>
Rio Retreat	<p><b>From School To Adulthood: Successful Transitions For Students With Disabilities</b>   Amanda Wood, Jo Wood &amp; Nikki Murdick, USA (ROUNDTABLE)</p> <p>Transition from school to life can be challenging for students with disabilities. Without planning and support, students face significant transition barriers. This presentation will provide information on ways parents, teachers, and professionals can support students; skills and knowledge students need to be successful in life; and on the importance of transition.</p>	<p><b>Increasing Inclusion Across the Lifespan through Community Transportation Solutions</b>   Kelly Kearney, USA &amp; Gwendolyn Curey (ROUNDTABLE)</p> <p>Transportation is identified as a barrier for individuals with IDD to live independently. Limited access to community and employment sites is a direct result of challenges with transportation. Although transportation needs are region-specific, transportation is a barrier faced by all individuals with IDD regardless of race, ethnicity, or socioeconomic status.</p>
Berlin Banquet	<p><b>Using Generative AI to Promote Success of Students with Disabilities</b>   Melina Alexander &amp; Shernavaz Vakil, &amp; Noel Alton, USA (ROUNDTABLE)</p> <p>There are many articles exploring the efficacy of incorporating generative AI across a variety of subjects. However, there is a lack of resources for using generative AI with students with disabilities. This roundtable will present strategies and methods for using generative AI to promote academic success for students with disabilities.</p>	<p><b>An Inclusion Model for Vietnam</b>   Huyen Vu, Vietnam</p> <p>We will present an Inclusion Model designed to promote and assist with coordination of supports for students with special needs for them to better interact and learn with their peers in the general education classroom in Vietnam.</p>
Prague Plaza	<p><b>Our Vietnam Study Abroad Experience in Sharing Evidence-Based Practices</b> Julie Sears &amp; Pamela J. Mims, USA (ROUNDTABLE)</p> <p>Study abroad experiences can be a win-win experience for college students and the hosting education organization. Based on our study abroad experience in Vietnam, we will provide insights as to how we built a relationship with the school, how we integrated best practices during our visit, and our reflective thoughts.</p>	

<p>Toronto Terrace</p>	<p><b>Reintegration of War Victims into Society in Ukraine: Role of Special Educators</b> Olha Telna, Ukraine</p> <p>The Russian invasion of Ukraine in February 2022 has changed lives of Ukrainians rapidly and forever. The war brought with it not only lack of safety and forced displacement but also wounds and heavy injuries, both physical and psychological, among civil population, including children and elderly people. All those persons will need to be reintegrated in the community. Therefore, the issue of high standard professional training of special education teachers is very important.</p>	<p><b>Teaching and Learning of Students with Disabilities in War Time</b>   Nadia Datso, Ukraine</p> <p>In a war-torn Ukraine, the challenge of teaching and learning students with disabilities is profound. We explore the complexities faced by educators amid conflict, addressing adaptive strategies, psychological support, and inclusive practices. Navigating both educational and humanitarian aspects, we will shed light on fostering resilient and equitable learning environments in wartime circumstances.</p>
<p>Singapore Salon</p>	<p>Inclusive Community Program for Individuals with IDD</p>	

**Room 2:40p - 3:40p | CONCURRENT SESSIONS 4**

<p>Tokyo Tower</p>	<p><b>General Education, Special Education, and School Counselors: Transition Service Delivery</b> Stephen Kwiatek, Tim Riesen, Aubrey Snyder, USA &amp; Lu Lawrence,</p> <p>In this session, we will share results of codesign research with general and special education teachers and school counselors to better understand their unique and overlapping roles in transition service delivery. Participants will learn results of our novel research, with practical application suggestions for their respective settings.</p>	
<p>New York Nexus</p>	<p><b>Leaving the Nest: How Parents are Advocating for Community-Based Services for Their Children (film presentation &amp; facilitated discussion)</b> Šárka Káňová &amp; Jan Šiška, Czech Republic</p> <p>In this session, we will share results of codesign research with general and special education teachers and school counselors to better understand their unique and overlapping roles in transition service delivery. In addition we will share a film presentation on the topic.</p>	
<p>London Lounge</p>	<p><b>Strategies and Expectations to Improve Coping Skills of Parents of Children with Autism</b> Dung Doan &amp; Khuyen Le, Vietnam</p> <p>The study examined challenges and other factors affecting coping strategies used by parents of children with autism. We will discuss strategies that are being used and have been shown to be effective for parental acceptance and for supporting their children in intervention.</p>	<p><b>Effects of Explicit Peer-Assisted Instruction on Early Reading Skills</b> Auður Björgvinsdóttir, Anna Lind Pétursdóttir, Iceland &amp; Amelia Larimer,</p> <p>This study assessed the effects of two-year reading instruction, including Peer-Assisted Learning Strategies (PALS), on 62 at-risk children's oral reading fluency and reading comprehension skills in Iceland with a randomized group design. Results indicated that at-risk children receiving PALS performed significantly higher on all measures than the control group.</p>
<p>Sydney Summit</p>	<p><b>Community Perspectives on Adults with Cerebral Palsy in Zambia</b>   Daniel Lupiya Mpolomoka &amp; Bright Bwalya, Zambia</p> <p>This study documents life-like bio-ethnographies of adults with cerebral palsy in community settings. Findings revealed that adults with cerebral palsy engage in work-related and community practices that contribute to sustainable development at individual, community, and nation levels. This study impacts policy and practice.</p>	

Dubai Dome	<p><b>The Impact of Hearing Impairment and a Preferred Communication System on Daily Fatigue</b>                  Kateřina Hádková, Miroslava Kotvová,                  Czech Republic</p> <p>Our qualitatively oriented research aimed at analysing the impact of hearing impairment on everyday fatigue and related well-being of people with hearing impairment communicating in spoken and sign language. The findings indicated increased levels of fatigue as result of greater concentration of attention when communicating.</p>	<p><b>Individualization of the Curriculum for Gifted and Exceptionally Gifted Students</b>                  Monika Kadrnožková, Czech Republic</p> <p>The aim of the research is to highlight strategic approaches to curriculum individualization for gifted students. Gifted students exhibit exceptional intellectual abilities and high cognitive function, often surpassing the scope of common educational programs. This contribution introduces possibilities for curriculum individualization, distinct educational methods, and organizational forms of education.</p>
Rio Retreat	<p><b>The New Effectiveness of Panel Theater in Special Education</b>                  Nguyen Thi-Cam-Huong, Vietnam - Yoshiko Fujita, Makiko Matsuka &amp; Masako Koga, Japan</p> <p>Panel Theater created in Japan is a new expressive method that can help increase children's concentration, interest, ability to respond and to make their own story. In Vietnam, children with autism can respond and use their own words to make a story while using the materials of Panel Theater.</p>	
Berlin Banquet	<p><b>Improving Rigor in Writing Individualized Family Service Plan Outcomes</b>                  Stephanie Baker &amp; Laura Hedin, USA</p> <p>Early interventionists and families share responsibility for collecting present level of development data and writing outcomes for individualized family service plans (IFSP). However, these statements are written in ways that are difficult to interpret and measure. We suggest use of three key questions to guide professionals in writing rigorous IFSP outcomes.</p>	
Prague Plaza	<p><b>The Values of Empowering Families Affected by Disabilities</b>   Moses Walusimbi, Uganda</p> <p>Children with disabilities are a vital and valuable part of society, yet most marginalized and disowned by their own in developing countries like Uganda. They are abused, exploited and excluded by the societies they live in, denying them of their rights. Most families lack sustainable income due to a number of reasons, mothers suffer more since in Africa fathers are the breadwinners.</p>	<p><b>Using Differentiated Instruction, Cooperative Learning, and Structured Instructional Observation in the Classroom</b>   Amanda Wood, Jo Wood &amp; Nikki Murdick, USA</p> <p>Teachers who use Differentiated Instruction (DI), Cooperative Learning (Coop), and Structured Instructional Observation Protocol (SIOP) provide both support and inclusion of persons with disabilities as well as prepare students to be able to collaborate, cooperate, and find success across their lifespan. This session will provide strategies teachers can use with students in their classes to enhance classroom inclusion.</p>
Toronto Terrace	<p><b>A Tale to Tell: Post-secondary Opportunities for Exceptional Young Adults</b>                  Lori Navarrete, Roberta Kaufman, USA</p> <p>Presenters share a variety of post-secondary community programs that provide innovative and meaningful opportunities for young adults with disabilities that can be replicated globally. Programs include social groups, life skills training, recreation, and relationship building. Learn about Dig-It Coffee Shop, Yards 4 You, Skills for Life Camp, and more.</p>	<p><b>Branching Case Studies: An Engaging Strategy to Promote Teachers' Decision-Making</b>   Cyndy Anang, Lori Navarrete &amp; Kinsey Wright</p> <p>Teachers of students with disabilities are faced with making decisions everyday about instructional practices, assessments, supporting learning and behavior goals, and more. Using scenario-based e-learning, aka Branching Case Studies, in teacher education is a fun, engaging, and effective way to support decision-making skills while scaffolding students' thinking, choice-making, and critical thinking.</p>
Singapore Salon	<p>Inclusive Community Program for Individuals with IDD</p>	

3:40p-4:00p

Coffee Break

**POSTER SESSIONS (concurrent sessions 5)**

4:00p - 5:00p | Poster sessions are located in the Faculty of Mechanical Engineering

**Uncovering Community Living Landscape for Individuals with IDD** | Šárka Káňová, Julie Beadle-Brown & Anna Králová, Czech Republic

Czechia has embarked on deinstitutionalisation process, supported by EU funding. Our study as part of a broader research (20-03832ZY) explores the availability and nature of community-based services for people with intellectual disabilities using the official registers, interviews with managers and onsite research visits. The findings reveal gaps, necessitating inventive solutions, and only a minority with complex needs lived in the community.

<p><b>Intervention Approaches in Education for Aging Adults with Disabilities in the Czech Republic</b>   Martina Karkošová Czech Republic</p> <p>The presented research investigation focuses on analyzing the current possibilities of support for individuals with disabilities in their senior years, who are interested in studying at the University of the Third Age (U3V). The main goal was to map out whether the current offering of academic counseling centers includes support aimed at students with disabilities.</p>	<p><b>Educator Ratings of Inclusion-based Supports Implemented for Students with Disabilities</b> Stephanie Baker, USA</p> <p>Little is known about educators' perceptions of the importance of different types of supports implemented on behalf of students with disabilities in inclusive settings. Therefore, the priority educators' ascribed to different types of supports through a social-ecological conceptualization of disability will be discussed.</p>
<p><b>University Students' Perspectives on a Transition Peer Program for Young Adults with Intellectual Disabilities</b> Kristýna Soukupová, Šárka Káňová &amp; Jan Šiška, Czech Republic</p> <p>The research study focuses on university students' involvement in a peer program supporting young adults with intellectual disabilities in their transition to adulthood. Results indicate that participating in peer guided activities not only fosters personal and professional growth but also broadens their understanding of inclusion related matters.</p>	<p><b>Program of Compensatory Exercises for Individuals with Autism</b>   Věra Knappová &amp; Kavalířová Gabriela, Czech Republic</p> <p>Most children with autism show differences and deficits in the area of motor skills compared to typically developing children. It is therefore important to analyze and develop their basic motor competencies, in a non-competitive and non-limiting form, such as using compensatory exercises and health-oriented activities. We use health physical education, relaxation and breathing exercises, psychomotricity, and physiotherapy.</p>
<p><b>Exploring Lived Experiences of People with Intellectual Disabilities Living in Community Services</b>   Anna Králová &amp; Šárka Káňová, Czech Republic</p> <p>The paper focuses on the Quality of Life from perspective of people with intellectual disabilities and presents the findings from a study in selected community service in the Czech Republic using the Life Course perspective. Our findings based on their lived experiences provide guidance for more informed and effective supports.</p>	<p><b>Special Educator Preparation: University Training and Student Teaching Realities</b>   Stephanie Baker, USA</p> <p>Student teaching provides an opportunity for candidates to reflect upon their strengths and experiences in their student teaching sites. Presenters will share survey results and implications from student teachers who identified outcomes and noted differences between their preparation and the realities of their placements.</p>
<p><b>The Use of Personality Typology in Speech Therapy Intervention</b>   Blanka Gruberová, Czech Republic</p> <p>This article addresses a pervasive challenge among clinical speech therapists: effectively motivating and maintaining patient enthusiasm throughout therapy. It employs personality typology as a framework to examine strategies for motivating parents of pediatric patients. The article provides valuable insights and actionable recommendations, bridging theoretical concepts with practical applications.</p>	<p><b>Mixed Reality Simulation Training and Inclusion Attitudes in Secondary Education Candidates</b>   Kimberly Viel-Ruma &amp; Erin Hamel, USA</p> <p>Two groups of secondary general education candidates were required to implement a lesson to increase opportunities to respond in adolescents with disabilities. One group implemented the project by role playing with peers, while the second group implemented the lesson in a mixed reality simulation environment. Attitudes toward inclusion were measured.</p>
<p><b>Differentiating Instruction through Multiple Pathways for Student Success</b>   Amanda Wood, Jody Wood &amp; Nikki Murdick, USA</p> <p>At the core of differentiated instruction (DI) is the creation of multiple paths to learning for students to enhance access to the curriculum for future success. This presentation will provide: a description of classroom use of DI and a description of ways to develop multiple paths to DI in the classroom.</p>	<p><b>Supporting a Preschool Child with Developmental Dysphasia</b>   Nicole Kubartová &amp; Blanka Gruberová, Czech Republic</p> <p>This paper explores the involvement of parents in speech therapy for preschool children with developmental dysphasia. It aims to analyze the significance of home-based care, the process of home-based preparation, and the development of the child's communication skills. Factors influencing collaboration between parents and speech therapists are identified.</p>
<p><b>The Relationship between Personality Traits and Mental Health of Special Education Teachers</b>   Dandan Feng, Junli Liu, Xiayi Gao &amp; Shudong Zhang, China</p> <p>The study aimed to examine the relationship between personality traits and mental health of Chinese special education teachers. Results are as follows: (a) personality traits were closely associated with mental health of special education teachers; (b) neuroticism strongly predicted each factor of mental health of teachers, while agreeableness did.</p>	<p><b>Multi-Tier Systems of Support for Problem Solving Teams: Addressing Educational Disproportionality</b>   Amanda Wood, Jody Wood &amp; Nikki Murdick, USA</p> <p>One longstanding issue in the field of disability, based on educational segregation and discrimination, is the disproportionate representation of minority students. However, by utilizing Problem-Solving Teams this disproportionality can be minimized. We will describe educational disproportionality and steps in using Multi-Tier Systems of Support for Problem Solving Teams.</p>

<p><b>Outpatient Behavioral Health for Adults with Intellectual and Developmental and Disabilities</b>   Stacy-Ann N Hylton, USA</p> <p>The objective of this presentation is to provide a systematic overview of outpatient practices in providing behavioral health services to adults with I/DD and co-occurring behavioral challenges and/or mental health issues in Massachusetts. We use a combination of direct clinical practice experience and secondary data. Individuals who receive behavioral treatment service(s) benefit from a multi disciplinary approach that encourages continuity of care through ongoing therapy, behavior intervention, and psychiatry to manage symptoms and enhance quality of life.</p>	<p><b>The Effects of Professional Development for Special Education Interns from Diverse Backgrounds</b>   John Mouanoutoua, USA</p> <p>This study investigates the effect of a professional development on assessment, IEP, and co-teaching for education specialist interns from different cultural backgrounds. Results of this study and implications for future practice will be discussed.</p>
<p><b>The Process of Legal Violation of Individuals with Autistic Spectrum Disorder</b>   Li-Ju Chen, Taiwan</p>	<p><b>Implementation of Support Measures for Pupils with Visual Impairment</b>   Pavlína Šumníková &amp; Kateřina Kavalírová Czech Republic</p> <p>In the Czech Republic, pupils with visual impairments are educated in mainstream schools with the support of teaching assistants. However, their qualifications often do not include the specific skills that are required when working with these children. The Faculty of Education of the University West Bohemia in Pilsen in cooperation with Charles University in Prague is preparing a course for staff who work with children with visual impairments.</p>

**Tokyo Tower** | **General Membership Meeting from 5:15-6:10**



**18th IASE Biennial Conference**

Supporting inclusion of persons with disabilities across the lifespan

## Day 3 Schedule | Sunday, June 30, 2024

<b>8:30-9:00</b>	Registration, Exhibits, Marketplace
<b>9:00-9:45</b> New York Nexus	Welcome by Dr. Renáta Tichá and Dr. Šárka Káňová Keynote Dr. Tobias Buchner, <i>Exploring the Ability-Space Regimes of 'Inclusive Education' in Mainstream Schools</i>
<b>9:45-10:00</b>	Coffee Break

Room	10:00 - 11:00   CONCURRENT SESSIONS 6	
	<b>Key Events and Educational Moments in Early Childhood that Shape a Child's Future Development</b> Kamila Kopsová, Czech Republic & Petr Kops, USA	
London Lounge	This presentation focuses on important milestones, patterns of interactions within a family, and on the influence of communication types that have a significant impact on the formation of a child's personality and behavior. These are influences that affect all children regardless of their background, including children with disabilities.	
	<b>Lessons learned: Supporting Culturally Complex Students in Inclusive Settings</b> Robert Williamson, Susan Barber & Niayesh Pazoki Moakhar, Canada	
Sydney Summit	Forced displacement is at crisis levels worldwide resulting in increased cultural complexity within Canadian classrooms. This session explores the experiences of researchers engaged in universally designed activities to understand and support culturally, physically, emotionally, and cognitively complex students inclusively. Specific strategies and experiences will be discussed.	
	<b>Stories and Highlights from Volunteer Service Projects Around the World</b> Iris Drower, USA; Mary Gale Budzisz, USA; Brenda Lazarus, USA; Tejal Kothari, USA; Anu Chadha, India; Moses Walusimbi, Uganda; Novatus Marandu, Tanzania, Nga T. Hoang, Vietnam & Viviana Contreras, Guatemala(ROUNDTABLE)	
Dubai Dome	This session will examine issues, programs, insights and adventures experienced by our Volunteer Service Project personnel, IASE members and volunteers that contributes to endogenous capacity development processes within each site. Above all, each VSP site representative will reflect on how learning and making time for learning, relational skills and co-creating knowledge are widely recognized as playing a pivotal role within their programs as well as IASE's mission.	
	<b>Supporting Parents of Children with Developmental Language Disorder</b>   Kateřina Habrdová, Czech Republic	
Rio Retreat	Parents of children with a Developmental Language Disorder (DLD) are pivotal in influencing their children's progress. In order to cope with the consequences of this disability, they need a support network consisting of different specialists. The lecture presents findings and conclusions of doctoral research on parenting children with DLD using qualitative methods.	
	<b>Carrier Guidance and Life Skills Training for Youth with Disabilities</b>   Elia Dyitege, Tanzania & Rachel Gonzales	
Berlin Banquet	In this presentation, we will discuss the importance of involving young adults with disabilities in different skills activities to help them gain independence, to avoid stigma in society, and to help them earn their own income.	
	<b>Supporting Students with Epilepsy in School Settings, Sports, and Other Leisure Activities</b>   Šárka Káňová, Věra Knappová, Jana Zárubová, Vladimír Komárek, Květa Janoušková, Kateřina Kolářová, Přemysl Jiruška, Czech Republic	<b>Barriers to the Implementation of Inclusion in Primary Schools in Rural Kenya</b>   Josephine Oranga, Kenya
Prague Plaza	This paper explores strategies for supporting students with epilepsy in diverse activities. It presents and evaluates an educational module for teachers, assistants, and coaches, while emphasizing the significance of prompt first aid and collaboration between schools, medical experts, and parents to effectively support both teachers and students with epilepsy.	Evidence from previous studies shows that success in implementation of inclusive teaching practices in schools is dependent on teachers' positive attitudes and perceptions, availability of learning resources, and physical facilities. We will report on a study that seeks to examine the barriers to the implementation of inclusion in public schools in Kisii County, Kenya, using a phenomenological approach.
	<b>Implementing a Social Emotional Curriculum in an Early Childhood Setting</b>   Rashida Banerjee, USA & Kelly Elliot	
Toronto Terrace	This session will discuss the important role social and emotional learning curricula play in early child development. We will discuss the RULER approach and present a case study of implementing this intervention in a community-based inclusive early childhood setting in Colorado. This session will discuss RULER implementation successes and lessons learned through a community-based preschool case study.	

## Day 3 Schedule (continued CONCURRENT SESSIONS 7) | Sunday, June 30, 2024

Room	11:10 to 12:10   CONCURRENT SESSIONS 7	
New York Nexus	<b>Inclusion thru Lobbying &amp; Advocacy with Community Stakeholders' Engagement  </b> Viviana Contreras, Guatemala	
	Advocacy and lobbying come together around a common issue and lead changes in government, public policy, society, and law. Advocacy and lobbying can improve access to education, health and mental care, and social care services for people with disabilities and their families. It also has the power to get practical support to be included in their communities.	
London Lounge	<b>Inclusion Is More Than Just A Word   Eric Weier, USA</b>	
	Leading change can be challenging for a school district, especially in Special Education. Learn how you can leverage change using Federal Identifications and a continuous systems improvement process to shift special education equity mindsets and plan for the future to ensuring full access for all.	
Sydney Summit	<b>Robotics and Employment of People with Disabilities in Japan   Satomi K. Shinde, Brian Abery &amp; Renáta Tichá, USA</b>  The project aimed to understand users' experience with communication robots by interviewing them through the robot developed by a Japanese partner, OryLab. The interviewees' responses were thematically analyzed as related to social connectedness, expectations, motivation, communication, challenges, inclusiveness, program involvement, socio-ecological, needs, and active citizenship.	<b>AI-Based Digital Voice Assistants in Homes of Elderly People with Intellectual Disabilities</b> Peter Zentel & Torsten Hammann, Germany  We will present results of the „KI-Alter“ project, which investigated the benefits of digital assistants for older people with intellectual disabilities. In a mixed methods design, we explored the questions of how people use those assistants, how they experience their use emotionally, and how they affect their well-being.
Dubai Dome	<b>Pre-Service Teacher Preparedness for Inclusive Education: International Perspectives</b> David Evans & Cathy Little, Australia	
	Preparedness of pre-service teachers to address the educational and personal needs of learners with disabilities is key to achieving the intent of Sustainable Development Goal 4. This paper reports on the perspectives of key stakeholders (i.e., pre-service teachers, early career teachers, principals) on pre-service teacher preparedness across countries (e.g., Australia, Scotland, Pakistan).	
Rio Retreat	<b>Addressing Preschoolers' Mental Health to Support Inclusion   Samantha Riggleman, USA</b>	
	Challenging behaviors, internalizing and externalizing, can be a sign of pediatric mental health needs. This session will share initiatives and resources within the United States that can support challenging behaviors and mental health of young children in inclusive settings. Strategies will be provided to overcome common barriers to service delivery.	
Berlin Banquet	<b>Fighting Educational injustice for Neuro-diverse Individuals through Equitable Transition Programming   Beatrice Adera &amp; Zandile Nkabinde, USA</b>	
	Educational injustice for college bound neurodiverse students brings attention to an urgent and pressing question: What does equity in transition programming look like? We will take a critical look at the regressive transition programming for neurodiverse students and chart a clear pathway towards equity for all transition age students with disabilities.	
Prague Plaza	<b>Teacher's Competency in Working with Students with Diverse Needs at Pre-Primary Schools in India</b> Vanitha C, India	
	The study aimed to explore teachers' competency in working with students with diverse needs at the pre-primary schools in India. It was found out that the teachers were not receiving any training on how to teach differently-abled children. There is a great need for a systematic teacher training to develop the competency of the teachers to work with students with diverse needs.	
Toronto Terrace	<b>Fostering Inclusive Transition in a Selected School in the Czech Republic   Lenka Pejřová - Mouleová, Jana Ševčíková &amp; Tereza Paidarová, Czech Republic</b>  In a society often overlooking the needs of young individuals with disabilities, our school applies a holistic approach to their transition within a compulsory setting. Our mission prioritizes accessible education, preventive measures, and the long-term wellbeing of our students. This presenter will discuss transition planning, independent living, social integration, and career prospects when collaborating with different stakeholders toward legislative change.	<b>An Evolution Preparing Preservice Teachers for an Inclusive Online Instruction   Samantha Mrstik &amp; Rebecca Cooper, USA</b>  Prior to COVID-19, in 2017, researchers at Georgia Gwinnett College (GGC) in the United States began instructing preservice teachers to teach online. Because preservice teachers learn to construct an online course and teach online, the special education program at GGC has been able to infuse assistive technology into inclusive, online instruction for students with disabilities; thereby providing more services for students with disabilities.
12:10-1:30p	Lunch in the Canteen MENZA (lunch voucher required)	

Room	1:30p - 2:30p   CONCURRENT SESSIONS 8	
Tokyo Tower	<p><b>Multi-Tiered Interventions for Creating Trauma-Informed, Safe, and Supportive Schools   <a href="#">Beatrice Adera, USA</a></b></p> <p>Traumatic experiences leave students with feelings that negatively impact their ability to learn. In this presentation, we will examine: the developmental effects of trauma and ramifications - school-wide and within the classroom and proactive and preventative strategies for building social, emotional, and behavioral wellness to support students and school personnel.</p>	
New York Nexus	<p><b>Empowering Persons with Disabilities for Societal Inclusion through Literacy Education</b> <a href="#">John Oyundoyin, Nigeria</a></p> <p>This paper examined the significance of literacy education in empowering individuals with disabilities for societal inclusion. We will present on the challenges and solutions for the empowerment to live independently.</p>	<p><b>Teacher Competency in Phonemic Awareness Instruction</b> <a href="#">Mary Sima Nkatiah, Ghana</a></p> <p>The study examined teacher competency in teaching phonemic awareness for the development of early reading skills among early grade pupils in the Effutu Municipality in Ghana. A cross sectional survey was used in which 116 teachers responded. The study found that respondents generally had limited competency in phonemic awareness instruction.</p>
London Lounge	<p><b>Early Diagnosis and Intervention Services for Children with Autism in Vietnam   <a href="#">Nguyen Thi Thu, Vietnam</a></b></p> <p>In Vietnam, parents often have difficulties finding early diagnosis and intervention services for children with autism for different reasons. This study aims to find sources of information that parents can use to learn about autism, factors that help parents take their children for early diagnosis and early intervention, and barriers that prevent early diagnosis and early intervention.</p>	
Sydney Summit	<p><b>Understanding the War Refugee Experience</b> <a href="#">Kateřina Kubíková, Marie Fritzová &amp; Michaela Pešková, Czech Republic</a></p> <p>This article presents a research study on the current wave of war refugee emigration and identifies the impacts that emigration brings to their lifespans. In particular, we focus on the immediate post-emigration experience, the process of adaptation and the change in quality of life that occurred after emigration.</p>	<p><b>An Undocumented Refugee's Lived Experiences: Transforming Identities for Experiential Learning in Education   <a href="#">Niayesh Pazoki Moakhar, Canada</a></b> (ROUNDTABLE)</p> <p>This study explores an Afghan refugee's lived experiences, identifying pivotal moments shaping identity. Using phenomenology, the study identifies nine themes. Implications for teachers: integrating these insights into teaching fosters experiential learning for refugee students, creating a more inclusive environment.</p>
Rio Retreat	<p><b>Using Design Thinking to Develop Transition Goals   <a href="#">William Butler, USA</a></b></p> <p>Transitioning to post-secondary life entails so much more than living, career and community engagement. It is taking a deep look at what the individual wants and needs to be successful. The use of design thinking - from empathy, to ideation to getting feedback - helps to create goals that help the student, as an individual, find a path to success.</p>	
Berlin Banquet	<p><b>Effective Support for Transition from School to Adulthood for Youth with Disabilities</b> <a href="#">Šárka Káňová, Jan Šiška, Tereza Havráňková &amp; Masha Černíková, Czech Republic</a></p> <p>In this paper we share research findings from the Czech Republic, focusing on the transition from school to adulthood for youth with intellectual and developmental disabilities (IDD). Our study, employing qualitative methods with diverse stakeholders reveals the pillars of effective support, facilitating self-determination, developing meaningful life plans and personal growth pathways for young adults with IDD.</p>	<p><b>Teacher Attitudes Toward Inclusion of Students with Disabilities in Kenya   <a href="#">Rudia Kihura, USA</a></b></p> <p>Investigating factors that influence Embu County (Kenya) primary school teachers' attitudes towards including students with disabilities in the general education classroom. The Scale of Teachers' Attitudes Toward Inclusive Classroom (STATIC) and a teacher's demographic document was used to determine factors affecting teachers' attitudes towards inclusion in Embu County schools.</p>
Dubai Dome	<p><b>I have Down Syndrome: My inspiring story of challenges, perseverance, and resilience</b> <a href="#">Shi Wei Koay, Winnie Teng Leong Koay &amp; Seok Min Ow, Malaysia</a></p> <p>I am Winnie Koay. I am a Down Syndrome Athlete Leader. This is my inspiring story of resilience and perseverance. Despite challenges I have achieved significant milestones, from involvement in Special Olympics, delivering public speeches, self-advocacy, employment, and participation in international wushu competitions. I will demonstrate a taiji exercise during my presentation.</p>	



Prague Plaza	<p><b>National Chairs Round Table</b>                  Carolyn Lindstrom, USA; Sherwin Fraser, Guyana; Girma Berhanu, Sweden; Anupriya Chadha, India; Yousaf Masih, Pakistan; María Cristina Cardona Moltó, Spain; Nga T. Hoang, Vietnam; John Oyundoyin, Nigeria &amp; Moses Walusimbi, Uganda</p>	<p><b>Proficiency Standards for Community-Based Instruction</b>                  Tim Riesen &amp; Aubrey Snyder, USA</p> <p>This presentation will provide an overview of proficiency standards that were created for community rehabilitation providers (CRPs) who support individuals with extensive support needs in residential and day program settings. The standards were created to ensure that CRPs are providing a substantive provision of supports designed to increase meaningful community participation of people with disabilities.</p>
Toronto Terrace	<p><b>Reflexivity as a Pedagogy for Inclusivity in Teacher Education</b>   Lim Levan &amp; Thana Thaver, Singapore</p> <p>Our session presents the use of reflexivity for the professional development of teachers to become inclusive educators. We will provide a rationale for its adoption as a pedagogy for teachers, and describe its pedagogical practice within teacher education to prepare teachers and other school personnel to become more inclusive practitioners.</p>	<p><b>Vision Challenges and Intervention in Children with Disabilities in School</b>   Marion Felder, Germany &amp; Gunvor Birkeland Wilhelmsen, Norway</p> <p>Children with intellectual disabilities frequently exhibit problems with their vision. The presenters argue that careful assessment and intervention of visual problems are very important for children's success in learning and should be conducted by trained teachers in collaboration with the eye healthcare system. A case study will be presented.</p>
Singapore Salon	<p><b>"Educate Kakuma" in Swahili, provides pathways to higher education for refugees from Kakuma Refugee Camp, in Kenya.</b>   Elimisha Kakuma, Kenya</p> <p>Refugee-founded and led, since 2021 Elimisha Kakuma 501c3 provides 16-month rigorous academic instruction, exam preparation, tutoring and guidance through the college application process. Once placed, students receive ongoing mentorship, host family placement and support to ensure long-term success.</p>	

Room	<b>2:40p - 3:40p   CONCURRENT SESSIONS 9</b>	
New York Nexus	<p><b>Best Practices for Integrating Social-Emotional Learning throughout the School Day</b>                  Manika Khanna &amp; Varsha Makhija, India</p> <p>Social-emotional skills are the foundation for learning. We will share about proactive structures, such as investing time in building rapport, explicitly teaching expectations and social skills, and supporting learners by reminding, reinforcing and redirecting them to expectations that can be easily incorporated into daily practice, and thus positively impact student learning.</p>	
London Lounge	<p><b>Individuals with Special Needs and the Criminal Justice System: Realities and Implications for Practice</b>   James Patton, USA</p> <p>This session will focus on key issues and realities associated with youth and adults with special needs who encounter the criminal justice system. Discussion will be given to school-related factors as well as a range of issues related those individuals who encounter the criminal justice system. Presenter has worked with both juvenile and adult offenders and, for the past 20 years, numerous cases involving persons with intellectual disability accused of capital crimes.</p>	<p><b>Slow Motion Balls; an Innovative Approach Supporting Inclusion</b>   David Ratsakatika, England</p> <p>The concept of slowing a soccer ball to help students with disabilities with coordination and to easily track the ball was the criterion for developing Slow Motion Soccer balls. The slow motion of the weighted ball allowed the ball to remain in play, creating opportunity for repetitive trials. Because of the nature of how the ball rolls, it also stays within the zone of proximity which affords children a greater opportunity to play.</p>
Sydney Summit	<p><b>Collaborative Dynamics in Greek Co-Teaching Classrooms: Ownership and Agency</b>                  Dimitris Anastasiou, USA &amp; Tryfon Mavropalias, Greece</p> <p>We examined collaboration in co-taught classrooms between 52 dyads of general education teachers (GETs) and special education teachers (SETs); 104 in total. Two separate regression analyses on the collaboration ratings, including stressors as predictors, showed that classroom ownership is an important factor to GETs, whereas agency is an important factor to SETs.</p>	
Dubai Dome	<p><b>Enhancing IEP Goal Quality: Impact of a Preservice Special Educaiton Teacher Training Program</b>                  Salih Rakap &amp; Serife Balikci, USA</p> <p>This study assessed a training program's impact on the quality of IEP goals written by special education preservice teachers for students with intellectual disabilities. Results demonstrated the training's effectiveness in improving goal quality, with maintained performance over 4 and 12 months and skill generalization.</p>	

Rio Retreat	<p><b>College Students' Perceptions: Increasing Equity for Students with Intellectual Disabilities</b> Dawn Patterson &amp; Colleen Commisso, USA</p> <p>In the US, a select number of universities are enrolling students with intellectual disabilities, but the traditional college population may question these students' abilities. This presentation discusses research conducted to examine and advance perceptions of college students to build a community that is equitable and socially just.</p>	<p><b>Inclusive Centres and Community-Based Services for People with Disabilities in India</b> Shabina Bano, India</p> <p>We have designed a series of mobile and a centre-based services focusing on holistic rehabilitation and habilitation. The mobile therapy bus model is a unique initiative of our organisation in India that provides an array of services - therapy, education, counselling, medication, social services, speech therapy as well as community awareness building and dialogue with parents.</p>
Berlin Banquet	<p><b>Supporting Executive Functions and Learning Strategies Using the ROPRATEM Program</b> Zuzana Bílková &amp; Zuzana Štefánková, Czech Republic</p> <p>Deficits in executive functions are connected with academic failure. The paper presents the results of a study examining the effect of the ROPRATEM program designed for teenage students who need stimulation in work organization, work pace, and integrating perceptual channels. The benefit of a three-month training is the development of strategies applicable in school situations.</p>	<p><b>Translanguaging as Inclusive Language Instruction Practice in Special Needs Classrooms</b> Radhika Misquitta, India</p> <p>Translanguaging is a powerful tool for fostering effective communication and promoting cultural inclusivity in multicultural contexts. Translanguaging as a pedagogical practice can be both planned as well as spontaneous. This paper shares the implementation of the translanguaging practice in a special education school in Mumbai city.</p>
Prague Plaza	<p><b>Employing Observation and Creative Expression for Insightful Transition Narratives</b> Tereza Havránková, Masha Černíková, Šárka Káňová, Jan Šiška &amp; Kristýna Soukupová, Czech Republic</p> <p>This presentation shares initial results of a research project investigating transition from school to adulthood for youth with intellectual disabilities. The aim is to uncover their experience through creative arts and observational methods to illuminate the unique experiences faced during this pivotal phase of young adults.</p>	<p><b>Trends in Pragmatic Interventions for Children with Autism in Vietnam</b> Thu Nguyen, Thi Anh Do Thi Thao &amp; Pham Thi Ben, Vietnam</p> <p>Communication and social interaction difficulties are core deficits of children with autism, including deficits in social pragmatic abilities. The presentation focuses on pragmatic interventions for children with autism, thereby providing recommendations for selecting suitable interventions for children with autism in Vietnam.</p>
Toronto Terrace	<p><b>College is for Everyone! Students with Intellectual Disabilities Attend College</b>   Colleen Commisso, Dawn R. Patterson &amp; Chakra Wade, USA</p> <p>The development and implementation of an inclusive post-secondary education program for individuals with Intellectual Disabilities is discussed. Programmatic goals include preparation for career interests by supporting skills needed and celebrating those acquired. The voices of the students with ID, their parents, peer support mentors, and faculty are included.</p>	<p><b>Understanding Quality of Life through the Perspective of Persons with Intellectual Disabilities</b> Šárka Káňová, Králová Anna, Julie Beadle-Brown, Janyšková Kristýna &amp; Řezáč Karel, Czech Republic</p> <p>This paper delves into the Quality of Life perspective of individuals with intellectual disabilities, employing a Personal Outcome Scale. It is a part of broader project conducted within community-based services in Czechia. Our findings underscore the effectiveness of this approach in gaining a comprehensive understanding of the unique elements that contribute to a fulfilling life for each person.</p>
Singapore Salon	<p><b>No presentation</b></p>	

Room	4:00p - 5:00p   CONCURRENT SESSIONS 10	
Tokyo Tower	<p><b>Publishing in the Journal of the International Association of Special Education (JIASE)   Renáta Tichá, USA</b></p> <p>The editor of JIASE will provide an overview of the journal, including guidelines for submission, focus of the journal, types of manuscripts published, criteria for review, and tips for writing quality manuscripts. This is a good opportunity for new authors and authors who have not published in JIASE before.</p>	
New York Nexus	<p><b>Understanding how Adverse Childhood Experiences Impact Child Development, Behavior, and Learning</b> Rachael Gonzales, USA</p> <p>Toxic stress is often caused by Adverse Childhood Experiences (ACEs), which can have profound impacts on the brain and body, in the classroom, and in relationships. Exposure to toxic stress when unaddressed is a key reason why many children are unable to achieve their full potential. The classroom is an ideal setting to enable preventive and toxic stress-responsive practices that can lead to sustained well-being and resilience for all students.</p>	
London Lounge	<p><b>Distance Learning in the Covid Era for Students with a Specific Learning Disability   Marie Kocurová, Czech Republic</b></p> <p>We will report on research dedicated to distance education for a group of pupils with special educational needs. The study mapped the attitudes towards distance learning from the perspective of pupils in more than 200 primary schools in the Czech Republic, including pupils with specific learning disabilities, and typically developing students.</p>	
Sydney Summit	no presentation - no room availability	
Dubai Dome	<p><b>Development and Implementation of a Multilingual Literacy Assessment App in India</b> Radhika Misquitta, India</p> <p>Fluency Assessment for Benchmarking in Literacy education (FABLE) is the first mobile-based curriculum-based measurement (CBM) application being developed for the Indian context. This paper describes the on-going work, our successes and challenges, in the development and implementation of the tool in English, Marathi, and Hindi, to serve as a guide for development in other contexts.</p>	<p><b>Captivating Learning Interest of Children with Down Syndrome through Storytelling</b> Danial Lupiya Mpolomoka, Zambia</p> <p>Families used storytelling to teach children with Down Syndrome at home during CoviD-19 in Zambia and Nigeria. Findings point to mixed views of parents on successes in Zambian and Nigerian familial engagement. While children seemingly grasped various storylines, observations showed minimal exposition, concept retrieval, and demonstration patterns.</p>
Rio Retreat	no presentation - no room availability	
Berlin Banquet	<p><b>Physical Activity and Sport as a Means for Inclusion   Hana Válková, Czech Republic</b></p> <p><i>The paper focuses on different physical activities and sports (school, leisure, top competitive level). In the school context, it draws attention to inclusion and the principles of inclusive politics. We will also discuss sports associations Virtus, SUDSO, and Special Olympics in the Czech Republic.</i></p>	<p><b>Inclusive Education Training: Competence of Pre-Service School Practitioners   Zachary Pietrantoni, Jonathan Chitiyo, Yi-Wen Su &amp; Szu-Yu Chen, USA</b></p> <p>Wray et al. (2022) found attitudes about inclusive education (IE) to be a strong predictor of inclusive teaching. IE requires advanced attitudes, knowledge, and skills. This presentation will share results from a survey about the extent to which pre-services school practitioners are trained in IE.</p>

Prague Plaza	<p style="text-align: center;"><b>Art as Inclusive Practice: Engaging Canadian Refugees with Disabilities</b> Susan Barber &amp; Robert Williamson, Canada</p> <p>In this session, we offer ideas on the value of art to engage new refugee children in classrooms while gently processing trauma and creating inclusivity in their new contexts. Outcomes with our international partners varied, but we argue that art restores wellbeing in children and a strong desire to learn.</p>
Toronto Terrace	<p style="text-align: center;"><b>Online Coaching to Support Pre-service Teachers' Use of Strategies in Remote Schools</b> Susan Main, Australia</p> <p>Teachers in remote schools often have limited access to professional learning and instructional coaching to support their use of evidence-informed high-impact teaching strategies for students with special educational needs. This presentation will report on the affordances of a free online coaching platform to support pre-service teachers' use of these practices.</p>
Singapore Salon	



Supporting inclusion of persons with disabilities across the lifespan

## Day 4 Schedule | Monday, July 1, 2024

8:30-9:00		Final auction bidding, Exhibits, Marketplace	
Room	9:00 - 10:00   CONCURRENT SESSIONS 11		
New York Nexus	<p style="text-align: center;"><b>Inclusion, Honoring Diversity, and Empowering Students</b>   <a href="#">Tejal Kothari, India</a></p> <p>With the goal of promoting inclusion, our school believes in a strong commitment to education, concentrating on the development of each student holistically, through intellectual, spiritual, temporal, social, and emotional channels. The school events (i.e. concerts, sports, exhibition and many others) aim to showcase the talents and abilities of our students.</p>	<p style="text-align: center;"><b>Education Index for Sustainable Development of Equality with a Gender Perspective</b>   <a href="#">María C. Cardona-Moltó, Esther Chiner, &amp; Marcos Gomez-Puerta, Spain</a></p> <p>This paper focuses on the elaboration and validation of a GEI-indicator for measuring gender-sensitive teaching in higher education. Training and supporting teachers for sustainable gender equality practice is critical for the successful implementation of the 2030 Agenda. Therefore, using the GEI will contribute to monitor and evaluate progress towards the commitments made worldwide to achieve gender equality.</p>	
London Lounge	<p style="text-align: center;"><b>The Impact of High Leverage Practices Used by Teachers of Students with Intellectual Disabilities</b> <a href="#">Thanh Hoa Nguyen, Huynh Thi Hoang Oanh &amp; Hoang Truong Thuy An, Vietnam</a></p> <p>High leverage practices (HLPs) are effective instructional methods used to teach different types of learners different content. The use of HLPs has been encouraged in the educational community, but guidance for teachers to use these methods in Vietnam is still limited. This study was conducted with the aim of understanding the impact of professional development on the process of applying some HLPs by Vietnamese teachers of students with intellectual disabilities in a special school.</p>	<p style="text-align: center;"><b>Lessons learned: Supporting Culturally Complex Students in Inclusive Settings</b>   <a href="#">Robert Williamson, Susan Barber &amp; Niayesh Pazoki Moakhar, Canada</a></p> <p>Forced displacement is at crisis levels worldwide resulting in increased cultural complexity within Canadian classrooms. This session explores the experiences of researchers engaged in universally designed activities to understand and support culturally, physically, emotionally, and cognitively complex students inclusively. Specific strategies and experiences will be discussed.</p>	
Dubai Dome	<p><b>48 Years Later: We Can Do Better</b>   <a href="#">Barry Bullis, USA</a></p> <p>It has been 48 years since the passage of the landmark Individuals with Disabilities Act in the United States. Yet, student success, especially for students with disabilities, has remained relatively unchanged in all this time. This presentation will explore critical factors that influence student success and discuss what we are getting right, and what we could be doing better to ensure greater student achievement.</p>		
Rio Retreat	<p><b>Students with Emotional Disabilities: A School Social Work Perspective</b>   <a href="#">Daniel McCarthy, USA</a></p> <p>This workshop will present a school social work perspective derived from 30 years as a clinical SSW assigned to K-12 public school for students with emotional, behavioral and neurodevelopmental disorders. Issues for discussion will be teacher and family support, data collection, classroom assessment and behavioral interventions, transitions, community partnerships and mental health services.</p>		
Berlin Banquet	<p><b>Ability Enhancement Multimedia Program to Develop Artistic and Vocational Skills</b> <a href="#">Parul Mody &amp; Sanghvi Fionika, India</a></p> <p>To increase inclusivity, it is imperative to open new avenues for supportive and open employment. Ability Enhancement Multimedia Program through the hybrid mode educates, empowers and unlocks the creative minds of the differently abled through art, technology, computer designing and the use of complex software's and multimedia tools.</p>		

**Day 4 Schedule (continued 9:00-10:00 CONCURRENT SESSION 11 | Monday, July 1, 2024**

Prague Plaza	<p><b>Teacher Trainees' Perceptions Towards Using Augmentative and Alternative Communication</b> Francis Anku &amp; Alexander Gariba, Ghana</p> <p>The study examines teacher trainees' perspectives on employing Augmentative and Alternative Communication (AAC) in education. Using mixed methods, findings reveal trainees' readiness to integrate AAC as a valuable tool for facilitating communication among children with Autism Spectrum Disorder (ASD). It emphasises the significance of AAC training in teacher education programmes.</p>	<p><b>Implementation of Augmentative and Alternative Communication in South African Rural Schools</b> Gloria Ledwaba, South Africa</p> <p>This paper examined the implementation of Augmentative and Alternative Communication in South African rural schools. Thematic analysis was employed to analyse qualitative data. Findings reveal that although teachers Augmentative and Alternative Communication training, its implementation is a challenge. On-site training and more support from their district officials is required.</p>
Toronto Terrace	<p><b>Dramatic Drumming Intervention for Individuals with Intellectual Disabilities</b>   Marilyn Kaff, USA &amp; Kirsten Ajax</p> <p>This mixed methods study aims to investigate the effectiveness of a 12-week dramatic drumming intervention for individuals with intellectual disabilities (ID). The intervention focuses on improving social interaction, self-confidence, and creativity. Experienced therapists conduct the intervention, tailored to participants' needs.</p>	
Singapore Salon	<p><b>Disparities in Multilingual Learner Representation with Intellectual and Developmental Disabilities</b> Melissa Cuba, United States &amp; Monique Matuta-Chavarria,</p> <p>Despite decades of research showing K-12 multilingual learners have been disproportionately represented in special education in the US, intellectual and developmental disabilities (IDD) disparities are seldom discussed. This systematic review examines representation disparities under IDD categories. Implications for these findings for future practice, policy, and research are discussed.</p>	

Room	<p><b>10:10 - 11:10   CONCURRENT SESSIONS 12</b></p>	
London Lounge	<p><b>Customizing Curriculum For All Students to Succeed</b>   Barry Bullis, USA</p> <p>Some New York City districts have adopted a common curriculum in hopes of ensuring greater student achievement. This presentation will explore how one NYC district has customized this curriculum to maximize success for all students. Student data from the 1st year of implementation will be shared.</p>	
Dubai Dome	<p><b>Identifying and Serving Multilingual Learners with Intellectual and Developmental Disabilities</b> Melissa Cuba &amp; Monique Matute-Chavarria, USA</p> <p>This presentation will share best practices for K-12 school professionals on how to identify and serve multilingual learners with intellectual and developmental disabilities. These practices are derived from the implications of a U.S. study focused on disproportionality and will cover pre-referral, eligibility, and how to effectively serve these students.</p>	
Rio Retreat	<p><b>Administrators' Understanding of Special Education and Inclusion in Schools</b> David Byrd, &amp; Alexander Melina, USA</p> <p>School administrators play a crucial role in creating an inclusive environment where students with disabilities are empowered to reach their full potential. This study examines how building administrators' understanding of special education and inclusion and how they facilitate the interactions of the educators and other stakeholders. Finding inform both pre- and in-service education.</p>	
Berlin Banquet	<p><b>Equitable Access to the General Curriculum for Students with Extensive Support Needs</b> Pamela Mims &amp; Bree Jimenez, Ginevra Courtag &amp; Julie Thompson, USA</p> <p>In the current educational environment in which there is a more purposeful focus on equity and inclusion, we must consider disability, including those with Extensive Support Needs (ESN). As a result, studies have repeatedly yielded data showing students with ESN can make gains in grade aligned content. This presentation will discuss current research and realities regarding equitable access to the general curriculum.</p>	

Toronto Terrace	<p><b>The Relationship between Personality Traits and Mental Health of Special Education Teachers</b> Shudong Zhang, Dandan Feng, Junli Liu, &amp; Xiaoyi Gao, China (ROUNDTABLE)</p> <p>The study aimed to examine the relationship between personality traits and mental health of Chinese special education teachers. Results are as follows: (a) personality traits were closely associated with mental health of special education teachers; (b) neuroticism strongly predicted each factor of mental health of teachers, while agreeableness did.</p>	<p><b>Improving Teachers' Awareness in Preventing Bullying of Students with Disabilities</b>   Zandile Nkabinde, USA (ROUNDTABLE)</p> <p>Students with disabilities are often easy targets for bullying by their peers and sometimes their care givers. Research studies show that students with disabilities are more likely to be bullied than their non-disabled peers. This session will address the impact bullying has on individuals with disabilities. It will also address what teachers can do to prevent bullying.</p>
Singapore Salon	<p><b>Website to Support Third-Grade Students with Visual Impairment in Learning Mathematics</b> Nga T. Hoàng, Vietnam</p> <p>This session presents the process of designing a website to support third-grade students with visual impairment in accessing a common core math curriculum. The pilot experiment will be also described to demonstrate the initial effectiveness of the website.</p>	<p><b>Moving Math Skills from the Concrete to the Abstract</b> Claire Walsh, USA (ROUNDTABLE)</p> <p>Thoughtful integration of manipulatives elevates math lessons; algebraic expressions have real-world shapes! Observation starts the learning curve. Nearly barrier-free interaction with labeled materials leads to discovery, self-correction, lower student frustration, and enhanced content delivery. Participants will deconstruct and reconstruct algebraic models while considering sensory details, visual and verbal cues.</p>

11:10-11:30 Coffee Break

11:30-12:45 Paris Pavilion Keynote Dr. Girma Berhanu, *Education and Support in Sweden for Refugees with Disabilities*  
Awards and Closing Ceremony

Conclusion



## Conference Evaluation Form

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# Gala Dinner July 1, 2024

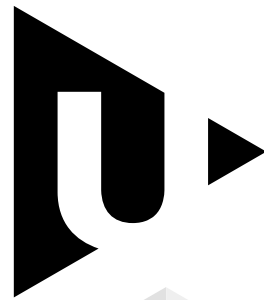
The IASE Conference this year includes a Gala Dinner, hosted in the splendid historical venue of Měšťanská Beseda. Delegates are invited to arrive between 6:00 – 6:30 pm, with the event officially starting at 6:30 pm. During this pre-event period, delegates can explore the magnificent venue, select their seats, and enjoy complimentary non-alcoholic drinks. Alcoholic beverages will be available for purchase. Dinner will be served from approximately 7:00 pm to 9:00 pm, featuring a variety of menu options catering to meat lovers, vegetarians, and those requiring gluten-free choices. Traditionally, the evening will be enhanced by a Live Auction, eagerly anticipated by all participants. A highlight of the evening will be a performance by a Czech folklore music band, featuring musicians and dancers, culminating in an opportunity for attendees to learn the Czech Polka dance. The event is scheduled to conclude at 10:00 pm. We extend a warm invitation to join us for this memorable occasion.

The Civic Assembly Hall, completed in 1901, showcases Neo-Renaissance architecture with prominent Art Nouveau artistic embellishments. This iconic venue in Pilsen houses several social halls, lounges, Beseda Cinema, a small theater, and a renowned Art Nouveau café. Located on the southern side of Kopecký Gardens, the three-story rectangular building has been a cornerstone of the city's socio-cultural life. Originally named after the civic association formed in 1862, the Civic Assembly Hall was constructed to provide a spacious and prestigious setting for civic activities. Opening its doors to the public in 1901, it quickly became a cultural hub. The association retained ownership until its dissolution in 1950. Throughout its history, the Civic Assembly Hall played pivotal roles, hosting events during the declaration of independence in 1918 and serving as a venue for significant meetings of the Pilsen National Committee. During World War II, it witnessed poignant moments, such as the conscription registration of men in January 1945.





# Introduction of University of West Bohemia



**UNIVERSITY  
OF WEST  
BOHEMIA**

University of West Bohemia (UWB) was established in 1991 through the merge of the Institute of Technology and the Faculty of Education. At present the University has nine faculties (Faculty of Applied Sciences, Faculty of Economics, Faculty of Electrical Engineering, Faculty of Education and Faculty of Mechanical Engineering, Faculty of Law, the Faculty of Arts, Faculty of Design and Arts and Faculty of Health Care Studies) with more than 60 departments and three institutes of higher education. Today nearly 16,000 students can choose from a wide range of Bachelor, Master and PhD study programmes. The broad structure provides students with the widest range of study possibilities with the options of full-time or combined study. UWB also provides wide range of life-long learning programmes which corresponds thematically to the fields of study offered by the University of West Bohemia. The University of the Third Age serves senior citizens very successfully. UWB has significant position in the field of high education among the universities in the Czech Republic and in the European space.

**28 June** **Pilsen**  
2024 Czech  
Republic



