

Presentations from IES Funded Research Grants and about IES Funding Opportunities

Council for Exceptional Children Convention and Expo 2015

April 8 – 11, 2015

Updates from the National Center for Special Education Research (NCSEER)

Thu, 4/9: 1:00 PM - 2:00 PM

212 Panel

Thursday, April 9, 2015

San Diego Convention Center, Room: 024BC

Abstract

This presentation will: (1) provide information on funding and training opportunities at the Institute of Education Sciences (IES) that are of particular interest to practitioners as well as researchers; (2) a summary of the recent call for public comment on the National Center for Special Education Research (NCSEER) research priorities as well as results from technical working groups of practitioners and researchers; and (3) an overview of recent highlights from research funded through NCSEER.

Session Leader

Deborah Ziegler, Council for Exceptional Children, Arlington, VA

Co-Presenter

Joan McLaughlin, NCSEER, U.S. Department of Education, Washington, D.C.

Strand F: Results from Rigorous Research Focused on Improving Transitions in Early and Secondary Education: Highlights from projects funded by the National Center for Special Education Research

Friday, April 10, 8 a.m.-2 p.m.

Leaders: **Joan McLaughlin** and **Kim Sprague**, *National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education, Washington, DC*

Strand Overview – This strand will present research results and implications for educational practice from four rigorous studies: a measurement study and three studies of the effect of intervention practices, one of which measures longitudinal impacts. Studies to be presented focus on improving the transition and academic outcomes of young children in preschool as they move on to elementary school as well as students moving on to middle or high school, all with or at risk for disabilities. The presenters are researchers funded by the U.S. Department of Education’s National Center for Special Education Research in the Institute of Education Sciences. The study participants are diverse and represent a range of ages, disability categories, and need for intensive intervention. Recommendations for practice include the use of appropriate measurement in the development of IEP goals and post-secondary planning as

well as practices and programs specifically targeted to improve transition and academic outcomes for students with or at risk for disability.

At the end of this strand, participants will be able to:

1. Identify interventions/practices that have evidence of efficacy in promoting transition and academic outcomes for young children (preschoolers) with or at-risk for disabilities.
2. Identify interventions/practices that have evidence of efficacy in promoting transition and academic outcomes for secondary students with or at-risk for disabilities.
3. Describe a valid measure of transition for secondary students with or at risk for disabilities.

Strand F, Session 1: A New Online Transition Assessment: Transition Assessment and Goal Generator

Fri, 4/10: 8:00 AM - 9:00 AM

396 Panel

Friday, April 10, 2015

San Diego Convention Center

Room: 033A

Abstract

Learn about a new online tool that provides IEP teams a way to meet the IDEA requirement that assessments be used to identify annual transition goals and identify behaviors that students need to learn for postschool success. Researchers will discuss results from studies examining the tool's ability to predict postschool outcomes.

Session Leader

James Martin, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

Co-Presenter

Amber McConnell, Zarrow Center for Learning Enrichment, University of Oklahoma, Norman

Strand F, Session 2: Efficacy of Peer Support and Peer Network Interventions for Adolescents With Severe Disabilities

Fri, 4/10: 9:15 AM - 10:15 AM

460 Panel

Friday, April 10, 2015

San Diego Convention Center

Room: 033A

Abstract

Researchers discuss results from an NCSEF-funded, multistate, randomized study evaluating the efficacy and social validity of peer-support strategies and peer networks on the social and learning outcomes of 150 adolescents with severe disabilities. Learn practical strategies and resources for implementing these alternatives to individually assigned paraprofessional support models.

Session Leader

Erik Carter, Vanderbilt University, Nashville, TN

Co-Presenter(s)

Elizabeth Biggs, Vanderbilt University, Nashville, TN

Matthew Brock, The Ohio State University, Columbus

Strand F, Session 3: Intensive Interventions in Mathematics and Attention for Low-Performing Preschool Children

Fri, 4/10: 10:30 AM - 11:30 AM

512 Panel

Friday, April 10, 2015

San Diego Convention Center

Room: 033A

Abstract

Some preschoolers have difficulties in mathematics, placing them at high risk for later academic problems. We will discuss interventions that were tested in mathematics and attention with a high-risk group of prekindergarten children to address the multidimensional nature of their learning difficulties. Findings from this RCT are presented with implications for research and practice.

Session Leader

Marcia Barnes, University of Texas, Austin

Co-Presenter

Alice Klein, WestEd, Oakland, CA

Strand F, Session 4: Longitudinal Outcomes Associated With LEAP Preschool for Children With Autism

Fri, 4/10: 1:00 PM - 2:00 PM

572 Panel

Friday, April 10, 2015

San Diego Convention Center

Room: 033A

Abstract

We share the results from a longitudinal study assessing the long-term impact of Learning Experiences – An Alternative Program for Preschoolers and Parents (LEAP) participation for children with ASD as they move into elementary school. This study follows a rigorous experimental study demonstrating the effectiveness of LEAP participation for these children.

Session Leader

Phillip Strain, University of Colorado, Denver

IES Funding Opportunities and Application Tips for Early Career Investigators

Fri, 4/10: 2:15 PM - 3:15 PM

644 Panel

Friday, April 10, 2015

San Diego Convention Center, Room: 029B

Abstract

This session is for early career researchers interested in applying for funding from the Institute of Education Sciences (IES), specifically the National Center for Special Education Research. Information will be provided on the structure of IES Requests for Applications, types of studies funded, and tips for writing a successful application.

Session Leader(s)

Jacquelyn Buckley, Institute of Education Sciences/NCSE, Washington, DC

Kathleen Lynne Lane, University of Kansas, Lawrence