



Special and Inclusive Education Research

Special Interest Group #113 (SIER SIG)

Newsletter 2022

American Educational Research Association

Executive Committee

Chair	Amy Accardo	Rowan University
Program Chair	Meghan Cosier	Chapman University
Secretary/ Treasurer	Taucia González	University of Arizona
Autism Research Committee Chair	Kristen Gillespie-Lynch	College of Staten Island-CUNY

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Business Meeting

All are invited to join our
VIRTUAL Business Meeting
Sunday, April 24, 2022
6:00 to 7:30pm PDT (9:00 to 10:30pm EDT),
SIG Virtual Rooms

During the business meeting we will provide an overview of the SIER-SIG year and our award winners will give brief presentations. The meeting is open to all members and those interested in participating in the SIER-SIG. Please invite your colleagues to join us as we celebrate another successful year as researchers in the field of special and inclusive education. We look forward to seeing you!

Distinguished Researcher Award

Dr. Nancy Jordan



Dr. Nancy C. Jordan is Dean Family Endowed Chair and Professor at the University of Delaware. Her research focuses on how children learn math and why so many struggle. Professor Jordan has received numerous grants, including awards from the Eunice Kennedy Shriver National Institute of Child Health and Human Development, the U.S. Department of Education Institute of Education Sciences, the National Science Foundation, and the Spencer Foundation. She is a fellow of the American Educational Research Association and the Association for Psychological Science. Professor Jordan the recipient of the 2020 Kauffman-Hallahan-Pullin Distinguished Researcher Award of the Council for Exceptional Children. She recently was elected to membership of the National Academy of Education.

Professor Jordan is author of many highly cited journal articles and has published her research in *Journal of Educational Psychology*, *Child Development*, the *Journal of Learning Disabilities*, *Developmental Psychology*, and the *Journal of Research on Mathematics Education*, among many others.

Professor Jordan recently served as Chair of the governing board of the international Mathematical Cognition and Learning Society. She also served on the Committee on Early Childhood Mathematics of the National Research Council. She was an expert panel member on the U.S. Dept. of Education Practice Guides on teaching math to young children and on providing interventions for students with math disabilities.

Professor Jordan is dedicated to disseminating her work to a wide audience. She translates her foundational research to improve educational practice, especially for those with learning disabilities and limited educational opportunities in STEM. She has developed successful interventions and screening tools for high-risk children.

Outstanding Dissertation Award

Dr. Courtney Wilt



Dr. Courtney Wilt is an assistant professor of special education at the University of Wisconsin at Whitewater. Courtney's research examines how disabled youth and young adults, and their families, experience and counter interacting oppressions, such as racism and ableism, particularly during the transition to adulthood. She is concerned with building frameworks and practices that disrupt educational inequities during transition planning and lead to desired, sustained outcomes.

Dr. Wilt serves as a member of the Collaborative on Racialized Disability, working to foster greater equity in special education processes through socio-historical understandings of special education advocacy and the development of advocate training that centers Black families and their youth.

Report from the Chair

Submitted by Amy Accardo, Rowan University

This year, the Special and Inclusive Education Research SIG Executive Committee continued a commitment to actively addressing issues of equity and access and to positively impacting student learning during and post COVID-19 through the sharing of research, including topics such as:

- How to support K-12 student learning in special and inclusive virtual, hybrid and in-person education systems,
- How to support students through a strengths-based approach that considers intersectionality, including dis/ability, race, age, gender, ethnicity, culture, language, class, socioeconomic status, etc. and impacts on individual learning and experiences,
- How to navigate special education referrals post COVID-19, and
- How to support the mental health and social emotional needs of students in our schools.



Our Executive Committee hosted a conversation with Dr. Federico Waitoller, [*Excluded by Choice*](#), in the fall of 2021. Thank you to Dr. Waitoller, to [Chapman University's Thompson Policy Institute](#) for hosting the sessions and donating closed captioning services, and to Taucia González for serving as moderator. A [recording of the conversation](#) can be found on Thompson Policy Institute website.



**Thompson Policy Institute
on Disability**

Over the past year we also facilitated events with an emphasis on supporting our early career and graduate student SIG members including a Workshop: SIER SIG Proposal Writing Information Session (Summer 2021) and a Panel Discussion: Academic Job Search process: (Spring 2022).



I am grateful to have been a part of the work we have accomplished this year and to have been part of SIG changes over the past three years including the formation of the Autism Spectrum Research Committee and the name change to Special and Inclusive Education Research SIG. I will miss serving the SIG in a leadership capacity and as I transition off the leadership team I would like to thank the amazing colleagues I have had the pleasure of working with.

It has truly been an honor to work with Meghan Cosier, Program Chair; Taucia González, Secretary/Treasurer; and our Graduate Student Representative, Sarah Salinas. As of April 2022, Meghan takes over as Chair, Taucia moves to Program Chair, and we welcome Katie McCabe as Secretary /Treasurer. It has also been an honor to work alongside Elizabeth Finnegan, Kristen Gillespie-Lynch and Heather Brown through the Autism Spectrum Research Committee work, and alongside Debbie Taub and Julia White in prior years. I have learned so much from my dedicated AERA colleagues.

Report from the Program Chair



The officers and I are looking forward to connecting with you this year (both in person and virtually) at the AERA Annual Meeting. We appreciate your ongoing engagement in SIG work and hope you continue to engage with us in the coming year. Thank you to our SIG members who submitted proposals. This year we received 154 submissions, which is an increase from 132 papers last year. We appreciate all the SIG members who submitted. We are also grateful for those who volunteered to review. Your thoughtful and timely reviews played a critical role in determining the quality of our program. Each submission was anonymously reviewed and scored by a minimum of three reviewers. Out of the 154 paper submissions 93 were accepted, representing a 60% acceptance rate, slightly higher than prior years due to the number of sessions allotted to the SIG.

Submissions for SIER SIG were strong and represent diverse topics, perspectives, and methods. Sessions are grouped around overarching themes including mathematics, autism, policy, assessment, families, advocacy, intersectionality, and social-emotional learning. Sessions and papers represent a variety of approaches including case study, intervention, and mixed methods. Our SIG is growing and the diverse set of topics and methods is an important part of expanding our understanding of teaching and learning.

You can view the SIER SIG sessions in the Annual Meeting program online and at the end of this newsletter. Please support our colleagues and attend as many of these sessions as you can. Thank you for your support of the Special and Inclusive Education Research SIG!

Report from the Secretary/Treasurer

Submitted by Taucia González, University of Arizona



As of April 7, 2022, the SIER SIG has 375 current members, up 25 members from this time last year. The SIER SIG serves to represent the field of special education research within AERA. Our role is important in communicating special and inclusive education research and interests to the broad and diverse AERA community. However, we still have 323 lapsed members. Please continue or renew your individual membership as we have strength in numbers. **FUN FACT: The number of SIG sessions at annual meetings are determined by the SIG's membership.**

Maintaining your membership helps efforts to disseminate knowledge about infants, toddlers, children, youth, and adults with disabilities to the broader educational research community; the more members our SIG has, the more research we can disseminate. If you haven't already renewed your membership, please visit www.aera.net or stop by the registration area at the annual meeting to renew your membership. The current annual membership dues for the SIER SIG is \$10.00. Many thanks to the support of our membership!

Below is the snapshot of our financial status for 2021:

Special and Inclusive Education Research SIG (113) December 2021 Financial Statement

Description	Beginning Balance	Month-to-Date	Year-to-Date	Ending Balance
Membership Dues Income		\$991.00	\$4,209.00	
RCL AwardPlaques 06/21		—	(\$90.00)	
E.Mason SIG813OSRAwd 03/21		—	(\$1,000.00)	
07/21-06/22 SIG Management fee		—	(\$300.00)	
RCL PlaquesShipping 06/21		—	(\$34.93)	
	\$12,734.16	\$991.00	\$2,784.07	\$13,725.16

From the most recent statement available (January, 2022), our SIG had Dues Income of \$848.00, which gives us a balance of \$14,573.00.

Anticipated expenditures (for 2021):

\$1000 Outstanding Graduate Student Award
 \$ 135 Distinguished Researcher, Outstanding Graduate Student Award, and Service plaques
 \$1000 two graduate travel awards of \$500 each
\$ 300 SIG management fee
 \$2435

Anticipated balance after expenditures are paid: \$ 12,138*

* This balance does not include the anticipated approximately \$3000 the SIG will receive from membership dues through 2022.

Report from the Autism Spectrum Research Committee

Welcome to the autism spectrum research committee! We aim to serve as a forum for autism-focused members to share projects, develop new ideas and engage in research collaborations. The goals of the committee are to: (1) collaborate as participatory researchers; (2) promote access to equitable opportunities for individuals with autism; (3) conduct research to inform practice; and (4) work together across research methodologies. We are excited to share that the committee section of the website is now live, and we look forward to building the committee with members collaboratively.

Link: <https://www.aera.net/SIG113/Autism-Spectrum-Research-Committee>

Please feel free to reach out to any of us for more information and to get involved:

Chair: Kristen Gillespie-Lynch, Ph.D., College of Staten Island – CUNY Kristen.Gillespie@csi.cuny.edu

Co-Chair: Heather Brown, Ph.D., University of Alberta heather2@ualberta.ca

Secretary, Elizabeth (Liz) Finnegan, Ph.D., St. Thomas Aquinas College efinnega@stac.edu

Graduate Student Representatives:

Maria Silva, Ph.D. Student, Florida International University msilv185@fiu.edu

Nicholas Denomey, Ph.D. Student, University of Alberta denomey@ualberta.ca

Mark your calendars for our next ASRC Zoom meeting featuring Dr. Patty Douglas (Associate Professor at Brandon University; leads the Re-storying Autism in Education project) on May 11th, 2022 at 7:00PM EST.

If you would like to join our mailing list to receive links to talks, please email Dr. Finnegan: efinnega@stac.edu

✓ Us Out!

We've been working on our [website](#), adding new content, including SER-SIG member publications, conference presentations, grant activities, and research-to-practice initiatives.



Special and Inclusive Education Research SIG Sessions

Please refer to the next pages as you plan your AERA session schedule. Please remember to attend our **SIG Business Meeting on Sunday, April 24, from 6:00-7:30 pm PDT in the AERA Virtual Paper Room**. We look forward to seeing you there!

Wednesday, April 20

Pre-Conference Mentoring Session

9:00 to 10:30am PDT, AERA Virtual Paper Room

Chair–Amy Accardo

Officers–Meghan Cosier, Chapman University; Taucia González, University of Arizona; Sarah Salinas, Arizona State University

Thursday, April 21

Roundtable Session: Advocacy and Community Engagement in Special and Inclusive Education

8:00 to 9:30am PDT, AERA Virtual Paper Room

Chair – Zach Rossetti, Boston University

Discussant – Catherine Kramarczuk Voulgarides

Exploratory Study of Instruction Planning in a Secure Facility to Support Students with Disabilities.
S.M. Salinas & S.R. Mathur.

Making Choices: Parents Perspectives on the Special Needs Scholarship Program in Wisconsin. N.E. Rice.

Moving from Vision to Victory: Developing Community Partnerships to Reduce Autism Disparities. J. Smith.

Multi-Agency Partnership to Improve Education and Work Outcomes After Juvenile Detention Through Systemic Change. L.A. Weinberg & C. Strum.

Understanding Special Education Teachers' Narrated Self-Efficacy During Distance Learning. J.L. Ray, G. Koziarski, & M.E. Koro.

Roundtable Session: Accessible Instruction and Universal Design for Learning - Research and Practice

8:00 to 9:30am PDT, San Diego Convention Center, Exhibit Hall B

Chair – Marcia L. Rock, University of North Carolina – Greensboro

Advancing Inclusive Education in Middle School Science: A Case Study of Expansive Learning. C.A. Roberts, E. Saliba, & E.M. Stewart.

“Empathy Is the Anchor”: Universal Design for Learning as Design Thinking. R. Lambert, K.L. Imm, S. Choi, R. Schuck, & A. McNiff

Engaging Students With Disabilities in Universally Designed Science Education: An Inclusive Conceptual Framework for Educators. L. Sebt, & M.L. Damiani.

The Teaching of Mathematics From the Point of View of Those Who Do Not See. E.M. Shimazaki, L.V. Mamcasz-Viginheski, M.P. Cassandre, & S.D.R. Da Silva.

Understanding Differential Growth During School Years and Summers for Students in Special Education. A. Johnson & E. Barker.

Roundtable Session: Using Longitudinal Data Sets to Answer Pressing Questions in Special Education
9:45 to 11:15am PDT, San Diego Convention Center, Exhibit Hall B

Chair – Veronica Youn Kang, University of Illinois at Chicago

A Comparative Analysis of Special Educators in Elementary Schools Across the United States. C. Gloski & P.L. Morgan.

Examining the Post-School Pathways of Young People With Special Education Needs in Ireland: A Bio-Ecological Approach. E. Carroll & S.M. McCoy.

Language-Minority Students Identified for Special Education: Proportional Representation Across Elementary Years. A. Klinger & R.E. Durham.

Placement Trends of Students With Specific Learning Disabilities and Other Health Impairments in California. A.S. Gomez, M.E. Cosier, & A. McKee.

Roundtable Session: Preparing Special and Inclusive Educators to Promote Equity and Access
9:45 to 11:15am PDT, AERA Virtual Paper Room

Chair – Xiaoxue Du, Columbia University

Fostering Inclusive Attitudes: The Impact of Coursework on Teacher Candidates' Attitudes Toward Inclusive Practices. A.M. Drelick, J. Freedman, & B. Morettini.

How Ready Are Preservice Teachers to Work Toward Equitable and Inclusive Education? M.A. Ricklefs

Implicit Racial Bias and Pre/In-Service Teacher Educational Decision Making. B. Kressler, C.L. Chiu, D.M. Sayman, M.E. Lusk, & D.L. Cote.

Naming, Problematizing, Reimagining: Special Education Preservice Teachers Explore Injustice and Agency Through Critical Inquiry. N. Fair.

Teaching Preservice Teachers to Be Responsive: Are We Teaching Enough Modification Strategies in Mathematics? L. Herner-Patnode & H. Lee.

Roundtable Session: Narrative Perspectives on Experiences in Special and Inclusive Education
11:30 to 1:00pm PDT, AERA San Diego Convention Center, Exhibit Hall B

Chairs – Antonio Latrell Ellis, Radford University & Nicholas Daniel Hartlep, Berea College

Discussant – Lauren I. Katzman, Arizona State University

Advocacy and Resistance: Latina Mothers Reframing the Experience of Disability. J.R. Passi & M. Parker-Katz.

Beyond Exploratory: How Varied Qualitative Methodologies Can Inform and Advance the Field of Special Education. A.A. Lauterbach, E.A. Bettini, H.M. Matthews, Z. Rosetti, & O.E. Hughes.

Constructions of Autistic Identity in High School From the Perspectives of Three Autistic Teenage Girls. M. Kofke & L. Lindstrom.

Emergence and Transformative Narratives on Inclusive Education Through Documentary Cinema. M.T. Rascón-Gómez, I. Calderon-Almendros & F. Cabello.

Supporting Inclusion Using Multimodal Comics: The Power of Comic Experience in Promoting Integrative Inferential Reasoning. A.M. Bloom & J.M. Mason.

Roundtable Session: Focus on Behavior in Special and Inclusive Education

11:30 to 1:00pm PDT, AERA Virtual Paper Room

Chair – Maeghan N. Hennessey, University of Oklahoma

Discussant – Kimberly J. Vannest, University of Vermont

Determinants for Students' Attitudes Toward Peers With Noncompliant Classroom Behavior in Inclusive Primary Schools. M.F. Loeper, M. Lehofer, S. Schwab, & F. Hellmich.

Game(ing) the System: Who Benefits From the Good Behavior Game? R. Roscigno.

Reframing General Education Teachers' Beliefs and Behaviors to Cultivate Equitable Inclusive Education. L.M. Manuel, K.T. Campbell & A.C. Elder.

Using Goal-Setting Theory to Inform Effective Social-Emotional Intervention for Students With Significant Behavior Problems. J. Ma, S.W. Smith, & B.R. Barber.

Self-Regulation and Academic Learning in Preschoolers With Autism Spectrum Disorder. Y. Chen & L. Jahromi.

Paper Session: Advocacy and Agency: Centering Families in Special and Inclusive Education

4:15 to 5:45pm PDT, Marriott Marquis San Diego Marina, Floor: North Tower, Ground Level, Pacific Ballroom 21

Chair – Mbuh G. Payne, Rowan University

Community Power: Preparing Chinese Families of Students With Disabilities for Remote Learning. L. Lo & K. Tsang.

Learning From the Recent Literature on Black Parental Involvement in Special Education. J. Smith.

Parents' Advocacy for Inclusive Education of Children With Autism Spectrum Disorder in China. H. Zhang.

From Compliance to Engagement: Staff Perceptions of Working With Spanish-Speaking Families in the Individualized Education Program Process. R. Larios & B.M. Otis

Navigating Special Education: The Lived Experience of Parents Who Are Economically Disadvantaged.
M.A. Whitlock, B. Tuckwiller & E.K Rice.

Roundtable Session: Placement and Disproportionality in Special Education

4:15 to 5:45pm PDT, San Diego Convention Center, Exhibit Hall B

Chair – Veronique W. Merritt, George Mason University

Predicting Postschool Outcomes for English Learners With Disabilities: Secondary Analysis of Data From the National Longitudinal Transition Study-2. T. Gezer & C.P. Flowers.

Punitive Disciplinary Practices Are Overrepresented in Students With Special Learning Needs: A Multilevel Study With Chilean Students. V. Lopez, C. Allende, S. Ortiz, J.P. Valenzuela, L. Gonzalez & C.A. Bosch.

Voices Beyond the Numbers: A Systematic Review of Qualitative Studies of Disproportionality in Special Education. B.L. Barrio, S. Ferguson, K.A. Hovey, P. Boedeker & B. Klutz-Drye.

What Predicts the Dyslexia Label? Investigating the Sociodemographic Predictors of Dyslexia in England and Wales. C. Knight & T. Crick.

Which Students With Disabilities Are Placed Primarily Outside of U.S. Elementary School General Education Classrooms? P.L. Morgan, A.D. Woods, Y. Wang, G. Farkas, M. Millemeier & C. Mitchell.

Friday, April 22

Paper Session: Special and Inclusive Educators and Teaching During the COVID-19 Pandemic

8:00 to 9:30am PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Seaport Ballroom G

Chair – Xiaoxue Du, Columbia University

Discussant – Virginia Kennedy, California State University – Northridge

Collaboration Between Teachers and Management Teams: Analysis of Change and Inclusive Education During the COVID-19 Pandemic. C. Cuenca, J.P. Queupil, & C. Maldonado.

Designing a Graduate Online Special Education Program as Informed by Special Education Teachers During COVID-19. K. Grimmet, K. Kozan & A. Holtsclaw.

Factors Predicting the Actual Use of Assistive Technology Among Special Educators During the COVID-19 Pandemic. J.H. Watson, A.J. Rockinson-Szapkiw, J. Courduff & H. Lee.

Moving Toward Digital Inclusion: Insights From the COVID-19 Pandemic About Special Educators' Technology Use. A. Starks & S. Reich.

Organizational Trauma: Impact of COVID-19 on the Work of Special Educators. L. Medwetz & L.L. Stansberry-Brusnahan.

Paper Session: Teacher and Community Engagement to Enhance Access for All

8:00 to 9:30am PDT, AERA Virtual Paper Room

Chair – Pam Epler, Youngstown State University

New Friends and Cohesive Classrooms: A Research-Practice Partnership to Promote Inclusion. C. Mamas, P. Bjorklund, S.R. Cohen & C. Holtzman.

Teacher Leadership: Perceptions and Experiences of Special Education Teachers. C. Barcus, A. Passmore, G. Tobon, K. Zarate, B. Moles, K. Posey, C. Dorsey, M. Daniel & M.T. Hughes.

Teacher Voices Detail Ways to Improve Inclusive Practice. A. McKenna.

The Impact of Teacher Preparation on Preservice Teachers' Attitudes. E.E.A. Hassanein.

What Supports or Inhibits Development of Inclusive Practices? Early Career Alternatively Certified Special Educators' Perspectives. N.F. Weisling & A.L.M. Toson.

Paper Session: Autism and Intersectionality: Varying Perspectives in Research

11:30 to 1:00pm PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Seaport Ballroom G

Chair – Hind Alharbi, Rowan University

Discussant – Veronica Youn Kang, University of Illinois at Chicago

Autism and Gender: Examining Special Educators' Perceptions of Female Students With Autism Spectrum Disorder. N. Farrow & E.K. Rice

Ethnic Disproportionality in School-Based Identification of Autistic Spectrum Disorder: A National Longitudinal Study Ages 5-11. S. Strand & A.M. Lindorff.

Online Training to Reduce Stigma and Improve Knowledge About Autism in Hong Kong Preservice Teachers. G. Lam, K. Gellespie-Lynch & J.W.H. MacCormack.

The Developmental Process of Parent Advocacy for Black Mothers of Children on the Autism Spectrum. E.H. Morgan.

How an Autism-Specific College Support Program Addresses Ableism and Acceptance. B.R. Nachman.

Symposium: A Systems Approach: Identifying and Addressing Systemic Barriers for Students With Disabilities

2:30 to 4:00pm PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Seaport Ballroom G

Chair – Deborah Taub, OTL Education Solutions

Inequities Demonstrated for Students With Disabilities by North Carolina Least Restrictive Environment Data. D. Baker & S. Matthews.

Equity Recommendations for Reopening Schools Post-COVID-19 for Students at the Intersection of Race and Disability Differences. S.M. Salinas, A.A. Tefera, B. Gallegos & D. Ko.

Inequities in Educational Opportunities for Students With Disabilities Associated With Placement in Different Educational Settings. L.B. Jackson

Inequities in Educational Opportunities for Students With Disabilities Associated With Placement in Different Educational Settings. L.B. Jackson

Inequities in Opportunities for Students With Disabilities to Learn as Evidenced by Components of Individualized Education Plans. M. Jameson, J. Ryan, K.R. Lansey & E.L. Turner.

Development and Pilot Study of Self-Reflection Tools for Sustainable Systemic Change for Inclusive Education. D. Taub & D.M. Ryndak.

Saturday, April 23

Paper Session: Examining the Body of Research in Inclusive and Special Education

8:00 to 9:30am PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Seaport Ballroom G

Academic Achievement of Co-Taught Students With Disabilities: A Meta-Analysis. P. King-Sears, A. Stefanidis, S. Berkeley & V. Strogilos.

Exploration of Educators' Utilization of High-Leverage Practices Aimed to Support Students With Disabilities. A. Passmore, C. Marcus, M. Daniel & M.T. Hughes

Project-Based Learning Instruction for Students With Disabilities: A Review of the Literature. R.C. Shauger.

School Victimization of Students With Disabilities: A Synthesis of Risk and Protective Buffers and Interventions. Y. Kim & N. Cooc.

Equitable Parent Engagement in Special Education: An Analysis of Research Participant Trends. H. Mason, M.L. Rock & L. Alberque.

Poster Session: Perspectives on Research and Practice in Special and Inclusive Education

9:45 to 11:15am PDT, AERA Virtual Poster Room 1

Confirmatory Factory Analysis on the Behavior Rating Inventory of Executive Function 2 Teacher Form for Middle School Students With Emotional and Behavior Disorders (Poster 14). J.W. Graham, J. Ma, M. Worth, S.W. Smith, & A.P. Daunic.

Perspective of Parents of Children With Disabilities During COVID-19 School Closures: A Social Ecological Lens (Poster 15). N.A. Bartlett & R. Heringer.

Preschool Teachers' Perceived Organizational Support and Attitude Toward Inclusive Education 9IE): Mediating Effects of Competency and Efficacy Toward IE (Poster 16). M. Lu, IC. Liu & W. Xin.

Supporting Writing Development During COVID-19: A Survey of Parents of Children With Autism Spectrum Disorder (Poster 17). M. Zajic & N. McIntyre.

The Effects of a Telehealth Training Program for Parents Having Children With Autism Spectrum Disorder in China (Poster 18). Q. Liu, W. Hsieh & G. Chen.

The EPOCH Indirect Questionnaire for Students With Disabilities (Poster 19). J. Kim, S. Jang & S.S. Nam.

When Teaching Experience Matters: Teacher Ratings of Student Defiance (Poster 20). E.N. Newey, J. Hernandez & D.M. Simpson.

Symposium: Teacher Education for All: Intersectionality and Preparing All Teachers

2:30 to 4:00pm PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Seaport Ballroom G

Chair – Meghan E. Cosier, Chapman University

Discussant – Audri Sandoval Gomez, Chapman University

Leveraging a State Alliance to Build Inclusive Practices in Teacher Preparation Programs. A.S. Gomez, D.N. Cardinal & M. Grenot-Scheyer

Centering Diversity, Equity, and Inclusion in Teacher Education. M. Grenot-Scheyer & B. Evans-Santiago.

Models for Inclusive Educator Preparation: Establishing Effective Practices. C. Achieng-Evensen, M.E. Cosier & J. Perez.

Highlights of Results From the Collaboration for Effective Educator Development, Accountability, and Reform Center Work Across the United States. P.T. Sindelar, L.P. Blanton, C.A. Flores & R.J. Jez.

Sunday, April 24

Roundtable Session: Perspectives on COVID-19 and Special and Inclusive Education

8:00 to 9:30am PDT, San Diego Convention Center, Exhibit Hall B

Chair – Gabriela Walker, National University

Experiences of Students With Intellectual and Developmental Disabilities Before and During COVID-19: A National Survey. A.S. Gomez, D.N. Cardinal & M. Grenot-Scheyer

Special Education During the COVID-19 Pandemic. S. Hurwitz, B. Garman-McClaine & K. Carlock.

Special Educators' Experiences Pivoting From Face-to-Face to Virtual During COVID-19: A Phenomenological Study. J. Courduff, P.A. Hessling & J. Kiekel

"We Missed Teaching Inclusion": The Perceived Impact of COVID-19 on Inclusive Extracurricular Activities. M. Mackin, S. Ballard, H. Jacobs, A. Rohani & K. Duckworth.

What Have We Learned? Assistive Technology/Augmentative and Alternative Communication Implementation During COVID-19. J. Courduff, A.J. Rockinson-Szapkiw, H. Lee and J.H. Watson.

Symposium: "Your Joy Is Making Me Excited": Diverse Perceptions of Inclusion and the Individualized Education Program Process

2:30 to 4:00pm PDT, Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Solana Beach AB

Chair – Jan W. Valle, City College of New York – CUNY

Discussant – Audrey A. Trainor, New York University

"In This World, There Are Many Differences": Middle School Teachers' Perceptions About Inclusion. K. Browne

"You Are the Parent, With Your Heart In Your Hand": Parents Explore the Individualized Education Program Process for Their Children. E. Golini

"Kids Have to Know": Supporting Middle School Students to Participate in Their Individualized Education Program Process. M. Severns

Symposium: Using Social Network Analysis to Examine the Social and Organizational Networks of Children With Disabilities and Their Educators

4:15 to 5:45pm PDT, AERA Virtual Paper Room

Chair – Shana R. Cohen, University of California – San Diego

Discussant – Alan J. Daly, University of California – San Diego

Friendship Networks of Middle School Students With and Without Disabilities: Enhancing Inclusion Through a Research-Practice Partnership. C. Mamas, S.R. Cohen & C. Holtzman.

Cooperative Learning Intervention Decreases Influence of Deviant Peer Homophily on Likelihood of Friendship. C. Loan.

Individual, Dyadic, Contextual, and Network Effects of School-Wide Friendships Among youth With and Without Disabilities. K. Bromley, R. Light, C.J. Murray, J.R. Seeley & K. McIntosh.

Examining the Transition Networks of Secondary Special Education: A Mixed-Methods Approach. J. Bumble.

Symposium: Strategies for Effective Early Childhood Education and Special Education

4:15 to 5:45pm PDT, AERA Virtual Poster Room 1

Equity in Design: Mixed Methods and Assistive Technology for Children With Disabilities, Teachers, and Families (Poster 42). L.L. Ocasio-Stoutenburg, M. Schladant & A.E. Garilli

Higher Education Policy Influence on the Special Educational Needs Competence of Early Childhood Teachers in Norway (Poster 43). K. Olsen & N.B. Hanssen.

Increasing the Quality of the Language and Early Literacy Instructional Environment in Inclusive Preschool Classrooms (Poster 44). M.J. Wilcox, J.M. Griffio & S. Gray.

Supporting Children With Developmental Disabilities in Play-Based Learning: Teacher Perspectives and Approaches (Poster 45). E.P. Danniels & A. Pyle.

Business Meeting: Special and Inclusive Education Research SIG Business Meeting

6:00 to 7:30pm PDT, AERA Virtual Paper Room

Chair – Amy Accardo, Rowan University

Officers – Meghan E. Cosier, Chapman University, Taucia Gonzalez, University of Arizona, Kristen Gillespie-Lynch, College of Staten Island, Heather M. Brown, University of Alberta, Elizabeth Finnegan, Saint Thomas Aquinas College, Sarah Marie Salinas, Arizona State University, & Estyr M. Bomgardner, Rowan University.

Monday, April 25

Symposium: Toward Inclusive and Equitable Education: Disrupting Deficit-Based Positioning of Families and Students Labeled With Dis/Abilities

8:00 to 9:30am PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom G

Chair – Elizabeth B. Kozleski, Stanford University

Discussant – Shanee Adrienne Washington, University of Washington – Seattle

Caregiver Experiences and Desires Related to Distance Learning for Their Children With Extensive Support Needs. S.G. Toews.

Addressing the Scarcity of Holistic Support for Black Families of Youth With Extensive Support Needs. C.L. Wilt.

“It’s Hard to Take School Seriously When It’s Not Taken Seriously at Home”: Dismantling Pathologizing Stories About Families. I. Stepaniuk.

Black Boys’ With and Without Disability Labels Perceptions of Successful Black Parenting Practices. W.A. Proffitt.

Parent Participation in Special Education: Has It Worked? S. Rath.

Anti-Blackness and Spirit Murdering: Perspectives of Kenyan Immigrant Students Labeled With Dis/Abilities and Their Families. S.N. Nyegenye.

Roundtable Session: Interventions and Instructional Practices in Special and Inclusive Education

9:45 to 11:15am PDT, AERA Virtual Roundtable Session Room

Chair – Pam Epler, Youngstown State University

Association Between Phonological and Morphological Awareness and Reading Comprehension Among Special Education Children. S. Bishara.

Teaching Emergent Literacy to Preschoolers with Autism Spectrum Disorder: A Mixed-Method Exploration of Teachers’ Expertise. X. Wang.

Word Problem Problems? Five Strategies for Improving Problem-Solving Skills of Tier 2 Students. K.A. Berryman S. R. Powell, T. Arsenault & S. Perkins.

The Narrow Empirical Lens of Early Autism Research and Its Impact on Special Education Practices. G.G. Lewis, I.C. Brown & M.V. Porche.

Which U.S. Schools Use Response-to-Intervention Approaches to Determine Disability Eligibility? A.D. Woods, P.L. Morgan, Y. Wang, C. Gloski & E.H. Hu.

Paper Session: Special and Inclusive Education Teacher Leadership and Preparation

11:30 to 1:00pm PDT, Manchester Grand Hyatt, Floor: 2nd Level, Harbor Tower, Harbor Ballroom I

Chair – Kerry Cormier, Rowan University

Discussants – Antonio Latrell Ellis, Radford University & Nicholas Daniel Hartlep, Berea College

Mentoring for Inclusive Reform: Understanding the Situated Agency of Special Education. E.M. Stewart & C.A. Roberts.

Reframing Old Questions: An Exploration of the Persistence of Teachers of Students With Emotional and Behavioral Disabilities. S.R. Jaffe & E.K. Rice.

Special Education Community's Discussions on Twitter: Sentiment Analysis and Topic Modeling Approach. C. Baek & S.J. Aguilar

Special Education Student Teachers' Reflections on Skills and Observed Practices. G. Conderman, S. DeSpain & D.A. Walker

Special Education Teacher Career Trajectories: Predicting Persistence in the Profession. A. Auletto, S. Nair, B.Li, Y. Ni & A.K. Rorrer..

Paper Session: Teacher Preparation in Special and Inclusive Education

2:30 to 4:00pm PDT, Manchester Grand Hyatt, Floor: 3rd Level, Seaport Tower, Solana Beach AB

Growing Your Own: Special Education Teacher Agency in a Residency Model. I. Ivins, T.L. Ellis & C. Gumora.

Measuring the Effects of Translanguaging Information on Preservice Teachers' Linguistically Equitable Decision Making: An Analog Study. S. Lim & G. Cheatham.

Using SAFMEDS to Teach Evidence-Based Practices to Preservice Teachers: An Action Research Study. R. Lastrapes.

What Does a Useful Practitioner Journal Article Look Like? Perceptions From Teachers. R. Lastrapes, K.V. Pettrey, A.J. Boquet & P. Mooney.

Designing Effective Professional Development for Emergency-Licensed Special Education Teachers in Rural Settings. R. Chamberlain, K.L. Wilkerson, M. Leko & A. Rupp

Roundtable Session: Transition and Postsecondary Access for All

2:30 to 4:00pm PDT, San Diego Convention Center, Exhibit Hall B

Chair – Veronique W. Merritt, George Mason University

Culturally Responsive Transition to Empower Culturally, Ethnically, and Linguistically Diverse Students in Self-Determination and Social Emotional Learning Skills Using Equity-Based Approaches. R.J. Jez & K. R. Sanchez.

Developing a Formal Assessment of Transition Skills for Students with Significant Cognitive Disabilities. M.N. Hennessey, K.L. Williams-Diehm, T. Sinclair, C.B. Sanford & R. Cameto.

Motivational Profiles of Postsecondary Students With Disabilities and their Relations With Educational Outcomes. Y. Xu, E. Konorova, Y. Li, L. Zhang & Y. Jiang.

An Analysis of Factors Related to Receipt of Supports by Postsecondary English Learners With Disabilities. L.A. Newman.

Self-Determination of Secondary Students With Intellectual and Developmental Disabilities. S.K. Shinde, R. Tichá & B. Arbery.

**Roundtable Session: Friendships and Social Emotional Learning in Special and Inclusive Education
4:15 to 5:45pm PDT, Virtual Roundtable Session Room**

Chair – Gregor Maxwell, UIT The Arctic, University of Norway

Applying Exponential Random Graph Models (ERGM's) and Separable Temporal ERGMs to Examine the Social Networks of Students With Disabilities. C. Mamas & P. Bjorklund.

Be Kind to Yourself: The Relationship Between Self-Processes and Self-Regulated Learning in University Students With and Without High-Incidence Exceptionalities. S. Tejpar.

Enhancing Supportive Relationships Among Students With Disabilities During Lockdown Through Dialogic Literary Gatherings. R. Garcia-Carrion, G.A. Guerrero & E. Allotey.

Students With Disabilities and Their Friendship Networks. C. Mamas

Unified Sports, Social Inclusion, and Athlete-Reported Experiences: A Systemic Mixed-Studies Review. H. Alharbi, M.K. Kalliny, A. Accardo, S. Ferguson, C. Woodfield & L.J. Vernon-Dotson.

Tuesday, April 26

**Paper Session: Bilingual and English Language Learners With Disabilities: Research and Practice
9:45 to 11:15am PDT, AERA Virtual Paper Room**

Chair – Audri Sandoval Gomez, Chapman University

Discussants – Deborah Tub, OTL Education Solutions

Investigating the Intersectional Gap for Bilingual Children in Special Education. B. Cooper & B. Wang.

Investigating the Writing Achievement of Deaf Learners in Inclusive Settings. C.C. Mayer & B.J. Trezek.

Language Acquisition and Specific Learning Disabilities Among English Learners: Can They Be Separated? L. Swanson & S. Petchu.

When Special Education and Dual-Language Education Intersect: Stories of Chinese Language Immersion Program Teachers. L. Li.

Paper Session: Access to Mathematics Curriculum and Instruction for All

4:15 to 5:45pm PDT, AERA Virtual Paper Room

Chairs – Antonio Latrell Ellis, Radford University & Nicholas Daniel Hartlep, Berea College

Discussants – PeiYing Lin, University of Saskatchewan

Beyond Talk: Noticing Neurodiverse Students' Nonverbal Participation in Mathematics Through Video Analysis. A. McNiff & R. Lambert.

Early Predictors of Math Disabilities in Students Who Are English Learners. J. Kong, L. Swanson, S. Petchu & C. Yan.

Examining Virtual Manipulatives for Teaching Computations With Fractions to Children at Risk for Learning Disabilities. R. Satsangi.

Special Educators' Feelings, Thoughts, and Actions When Teaching Mathematics. C. Barcus & M.T. Hughes.

Sustainability Effects of Schema-Based Instruction and Teacher Professional Development on Proportional Reasoning of Students With Mathematics Learning Disabilities. S. Im & A.K. Jitendra.

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April 13-16

