

# EMBRACING INCLUSIVE APPROACHES

*for Children and Youth with  
Special Education Needs*

**PRELIMINARY  
PROGRAM**

[www.cec.sped.org/riga](http://www.cec.sped.org/riga)

**RIGA**  
2010  
EMBRACING  
INCLUSIVE  
APPROACHES



Council for  
Exceptional  
Children

The voice and vision of special education

Division of  
International  
Special Education  
and Services



INTERNATIONAL  
STEP by STEP  
ASSOCIATION

## SUPPORTING ORGANIZATIONS

Latvian Ministry of Education and Science ■ Latvian National Commission for UNESCO  
Open Society Institute ■ UNICEF (United Nations Children's Fund)



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Join us for cutting-edge presentations on inclusive approaches for children and youth with special education needs – in the charming city of Riga, Latvia

*Dear Colleague:*

*You are cordially invited to participate in an international conference on inclusive approaches for children and youth with special education needs, sponsored by the Division of International Special Education and Services (DISES), the Council for Exceptional Children (CEC), the Center for Education Initiatives (CEI), and the International Step by Step Association (ISSA). The conference will be held 11-14 July 2010 in Riga, Latvia. **The First Lady of Latvia, Lilita Zatlere**, will serve as the Patroness of the conference.*

*This conference is for practitioners, researchers, policy makers, and NGOs from Europe, Central Asia, and North America and around the globe who will engage in lively and informed discussions about the current state of the expertise in meeting the needs of children and youth with special educational needs. Presenters represent over 50 countries and cover the spectrum of topics, issues, and interventions critical to the field today. This event serves as the 2010 Annual Conference for ISSA.*

*By joining us, you will learn about innovative programs, effective instructional strategies, research and its implications for practice, technological advances, and products and services to help meet the needs of children and youth you serve. Please join us to learn, share, and grow. We look forward to seeing you in Riga,*

*Tom Gumpel, Ph.D.  
Program Chair*

### **This conference is for all those who:**

- Believe that children and youth with special education needs deserve all possible support to develop their potential and become equal members of society.
- Agree that inclusive education is the best way to guarantee the rights of each child.
- Want to learn about interesting innovations and best practices for making the world a more inclusive place for every child, as well as contribute their own experiences.



# Schedule At A Glance

DATE & DAY	TIME	DESCRIPTION
11 JULY   Sunday	13:00 – 17:00 20:00	<b>Registration</b> <b>Closing Concert of the Students’ Song and Dance Festival</b> <i>(optional)</i>
12 JULY   Monday	08:00 – 12:00 09:00 – 10:30 11:00 – 12:00 12:15 – 13:15	<b>Registration</b> <b>Opening Session, Plenary Session 1</b> <b>Parallel Sessions 1</b> <b>Parallel Sessions 2</b>
	15:00 – 16:00 16:30 – 17:30	<b>Parallel Sessions 3</b> <b>Plenary Session 2</b>
13 JULY   Tuesday	09:00 – 10:30 11:00 – 12:00 12:15 – 13:15	<b>Parallel Sessions 4</b> <b>Parallel Sessions 5</b> <b>Parallel Sessions 6</b>
	15:00 – 16:00 16:30 – 17:30 19:30	<b>Parallel Sessions 7</b> <b>Parallel Sessions 8</b> <b>Evening Program, Dinner and/or Concert</b> <i>(optional)</i>
14 JULY   Wednesday	09:00 – 10:30 11:00 – 13:00 14:00 – 17:00	<b>Plenary Session 3</b> <b>Closing Session, Plenary Session 4</b> <b>Sightseeing of Old Riga</b>



### 5 Reasons to Attend:

- Enjoy three days of cutting-edge presentations by practitioners, scholars, and policymakers on best practices in inclusive education.
- Participate in the lively sharing of experiences and creative, comprehensive approaches from around the world.
- Explore a holistic approach to meeting the diverse educational needs of children and youth.
- Network with leading experts from the field, as well as representatives from other relevant organizations from around the world.
- Explore the charm of Riga and summertime in the Baltics.

## Keynote Speakers for Plenary Sessions



**Gunta Anca**

Chair, Latvian Umbrella  
Body for Disability  
Organizations SUSTENTO,  
Riga, Latvia

### **The Role of NGOs**

**Focusing on Disability: Promoting  
Inclusive Education**



**Dr. Elena  
Kozhevnikova**

Director, Early  
Intervention Institute,  
St. Petersburg, Russian  
Federation

**Educating Children with Special  
Needs: Moving Toward Inclusion**



**Dr. Phyllis Magrab**

Director, Georgetown  
University Center for  
Child and Human  
Development,  
Washington, D.C., USA

**Why Early Intervention? From  
Research to Practice to Policy**



**Dr. Deborah  
A. Ziegler**

Associate  
Executive Director,  
Policy and Advocacy  
Services, Council for

Exceptional Children, Arlington, VA, USA

**Inclusion for ALL: The UN  
Convention on the Rights of  
Persons with Disabilities**



## Program Chair Invited Sessions

**As these sessions unfold, please log onto the Web  
for more information: [www.cec.sped.org/riga](http://www.cec.sped.org/riga)**



## The Early Years Strand

**Hosted by the International Step by Step Association (ISSA)**

In defining inclusion, ISSA and its partners embrace UNESCO's approach, in which inclusion is "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion within and from education." (*Overcoming Exclusion through Inclusive Approaches in Education: A Challenge and a Vision*. Conceptual Paper, UNESCO 2003)

Bringing together different stakeholders, this strand aims to explore approaches for supporting the development of children at risk and to contribute to increasing awareness of the benefits for the entire society of integrating children with special education needs in every aspect of political, social, economic, and cultural life.

Recognizing that some children may be more vulnerable to exclusionary practices than others, ISSA is hosting this strand to highlight ways in which settings and services can become more responsive to the diversity of children in their communities and provide them with more advantages. Participants in this strand will:

- Explore special educational needs as an outcome of complex interactions between health conditions and the physical and social environment.
- Stress the importance of early intervention and support development.
- Offer practical solutions to deal with complex issues which may prevent young children from learning and from developing to their full potential.
- Learn how to raise the awareness and ability of families to advocate for and protect the interests of their children, as well as to make intelligent choices regarding the best options for their children's education.
- Become familiar with best practices, both at policy and implementation level.
- Participate in discussions on measures for scaling up such initiatives, strengthening partnerships and cooperation among sectors and stakeholders.

**Parallel Sessions** *Concurrent educational sessions occurring at multiple times during the conference.*

**101 Practical Adaptations for Students with Special Needs**

**Beverly Johns**  
MacMurray College, USA

**A New Observation of Adolescent Word Study: Literacy Development from Song Lyrics**

**Kristina DeWitt**  
Liberty University, USA

**A Paradigm Shift in Teacher Training ... Paradigm shift in Teacher Training**

**Silvia Szyglic**  
David Yellin Academic College of Education, Israel

**A Research-Based Inclusion Model for a Catholic School**

**Jacqueline Vrdoljak**  
Walden University, USA

**A School-Wide Peer Tutoring Implementation in an Elementary School In Turkey**

**Elif Tekin-Iftar**  
Anadolu Universitesi, Turkey

**A Special Program for Citizenship Education for Students with Learning Differences**

**Roger Fazzino**  
Maplebrook School, USA

**Access and Success for Students of Color with Learning Disabilities in Postsecondary Institutions**

**Adrienne Foster**  
West Los Angeles College, USA

**Access to the General Education Curriculum: New Interpretations and New Challenges**

**Margaret McLaughlin**  
University of Maryland, USA

**Active Inclusion for Young People with Disabilities**

**Anna Ludwinek**  
Eurofound, Dublin, Ireland

**Allocation of Educational Care on Basis of Educational Needs of Pupils**

**Alfons Timmerhuis**  
Sardes Utrecht B.V.,  
The Netherlands

**Are Universities Preparing Principal to be Leaders in Special Education?**

**Sophia Jones-Redmond**  
Chicago State University, USA

**The Arts in Special Education: A "Must Have" Partnership**

**Robin Wright-Fromherz**  
Willamette University, USA

**Asian Americans & Special Education: What Do the Statistics and Literature Reveal?**

**Kim Doan**  
West Chester University, USA

**Asperities of Aspergers**

**Margaret Hein Fernandez**  
Liberty University, USA

**Assessing English Language Learners within Culturally/Linguistically Responsive Contexts: An Alternative Approach**

**Yaoying Xu**  
Virginia Commonwealth University, USA

**Assisting Students with Disabilities in Higher Education Utilizing the Wraparound Planning Process**

**DeAnn Lechtenberger**  
Texas Tech University, USA

**Attainable-Standards Based Instruction-Really!**

**Ann Meyer**  
Ablenet, USA

**Benefits of Speech Communication Technology for Students with Autism**

**William Bauer**  
The Day School at The Children's Institute, USA

**Boys Writing: Attitudes, Behaviour and the Role of Technology**

**Elizabeth Stone**  
University of the West of England,  
United Kingdom

**Building Blocks for Including and Teaching Young Children with Disabilities**

**Susan Sandall**  
University of Washington, USA

**Building Blocks for Inclusion: ABCs and 123s by Children with Down Syndrome**

**Kathy Cologon**  
Macquarie University, Australia

**Building Partnerships for Inclusion - Parents, CSOs and Educators in Joint Action**

**Milena Mihajlovic**  
CIP-Center for Interactive Pedagogy,  
Serbia

**CADIn: An Innovative Centre to Support Child Development**

**Carla Cohen**  
CADIn, Portugal

**Can They Read Fluently? Music Intervention for Elementary Learning Disabled Students**

**Heyam ElZein**  
Lebanese American University,  
Lebanon

**Career/Technical Education and Work Based Learning for Students with Disabilities**

**John Volonts**  
Eastern Suffolk Board of Cooperative Education Services, USA

**Changing Perception of a Child With Disabilities in General Schools and Preschools**

**Yuliya Karimova**  
Center for Innovations in Education,  
Azerbaijan

**Character, Communication, and the Inclusive Classroom**

**Audra Cerruto**  
Molloy College, USA

**Child-Centered Approach: Key for Successful Inclusion (Estonian Hea Algus Program)**

**Liivi Türbsal**  
Hea Algus NGO, Estonia

**Cognitive-Linguistic Processing Markers in European Portuguese Speaking School-Age Children with Specific Language Impairment**

**Anabela Santos**  
University of Minho, Portugal



### **Combatting Child Sexual Abuse Among Deaf Mute Children**

**Ghida Anani**

*KAFA (Enough) Violence & Exploitation, Lebanon*

### **Communication as Effective Educational Treatment to Diversity: The Case of Interuniversity Master Studies**

**Irina Maslo**

*University of Latvia, Latvia*

### **Community-Based Rehabilitation Services, Situation and Development in Quetta, Pakistan**

**Hameed ul Mehdi**

*HOPES, Pakistan*

### **Competence Requirements of Staff in Early Childhood Education and Care: A European Study**

**Mathias Urban**

*University of East London, United Kingdom*

### **Connecting Academic and Vocational Instruction for Students with Emotional and Behavioral Disorders**

**Mary Noll**

*St. Cloud State University, USA*

### **Connections: Transition Programming for Individuals with Autism Spectrum Disorders**

**Rosemary Barbella**

*Elwyn Education Division, USA*

### **Co-Teaching Services: A Model of Excellence**

**Steven Satterfield**

*New York City, USA*

### **The Continuous Feedback System Applied to an Inclusion Classroom**

**Scott Bezylko**

*The Winston Preparatory Schools, USA*

### **Creating Inclusive Education in Lithuania**

**Divya Lata**

*Open Society Institute, United Kingdom*

### **The Creation and Development of a Comprehensive Rural Community Support Model for the Republic of Georgia**

**Cathy McLain**

*Stepping Stones Foundation, MAC NGO, Republic of Georgia and USA*

### **Cross-Cultural Analysis of Teachers' Perspectives on Inclusive Education**

**Sumita Chakraborti-Ghosh**

*Tennessee State University, USA*

### **The Curriculum of Modern Education - in Favor of School Without Violence**

**Siniša Opic**

*University of Zagreb, Croatia*

### **Deafness Through the Eyes of Hearing Parents**

**Sigrid Bosteels**

*University College West Flanders, Belgium*

### **Defining an Inclusive Curriculum: Using Concepts and Generalizations to Develop Essential Questions**

**Norma Blecker**

*Richard Stockton College of New Jersey, USA*

### **Depression and Violence: School Shooters — Monsters or Victims**

**Marcel Lebrun**

*Plymouth State University, USA*

### **Designing Interventions for Students with ASD Using the Ziggurat Model**

**Brenda Myles**

*Autism Society, USA*

### **Detecting Childrens' Special Needs in Pre-school Institutions**

**Anne Kyttim**

*Kindergarten Pääsupesa, Estonia*

### **Developing College Going Skills**

**Sharon Moore**

*University of Louisville, USA*

### **Developing Inclusive International Schools: This is How We Do It!**

**Jacqueline Phillips**

*The Legal Center for People with Disabilities, UNC and Lehigh University, USA*

### **Developing National Standards for Teaching and Assessment of Writing**

**Ragnar Thygesen**

*University of Agder, Norway*

**Thanks to the following organizations for their generous support:**

- Latvian Ministry of Education and Science
- Latvian National Commission for UNESCO
- Open Society Institute
- Riga City Council
- UNICEF (United Nations Children's Fund)

## Parallel Sessions *Continued*

### **Developing Self-Advocacy Through Student-Led Individual Learning Plan Meetings in High School**

**Stephanie Hepner**  
International School of Brussels,  
Belgium

### **Development and Validation of a Handwriting Assessment Test: A Study in the Municipality of Cascais (Portugal)**

**Leonor Ribeiro**  
CADIn, Portugal

### **Development of Inclusive Education in the Republic Of Uzbekistan**

**Huri Diurayevna Kalbayeva**  
Center of Education, Uzbekistan

### **Development of Teachers' Intercultural Competence in the Teaching Process in Elementary School**

**Leva Margevica**  
University of Latvia, Latvia

### **Developmentally Appropriate Practices in Estonian Pre-school Education**

**Tiina Peterson**  
Ministry of Education and Research, Estonia

### **Digital Multimedia Content and Internet as a Support in Special and General Education**

**Liene Jackevica**  
NGO Ideju Forums  
(Forum of Ideas), Latvia

### **Dilemmas and Solutions Regarding Attention Deficit Hyperactivity Disorder (ADHD)**

**A.J. (Aletta) Greyling**  
Nelson Mandela Metropolitan University, South Africa

### **Dimensions of Individualisation and Globalisation in Changing Paradigm of Education**

**Meeli Pandis**  
SOS Kinderdorf International CEE/  
CIS/Baltics, Estonia

### **Early Intervention: Establishing the Foundations for Inclusive Approaches**

**Paula Santos**  
University of Aveiro, Portugal

### **Early Intervention: Inclusion in Preschool — Karin Dom Centre Good Practice**

**Mariana Nikolova**  
Karin Dom Centre, Bulgaria

### **Educating and Developing Careers for the Workplace**

**Flavio Oliveira**  
Government of State of Minas Gerais - Brazil

### **Education for All!**

**Tahmina Rajabova**  
Open Society Institute, Tajikistan

### **Education Impacts Changes in Attitudes Towards Inclusion**

**Renata Kubelka**  
Open Academy Step by Step, Croatia

### **Education Policy of Ukraine in Regard of Creating an Inclusive Model of Education**

**Oleg Victorovych Yeresko**  
Ministry of Education and Science of Ukraine

### **Effect of Drama on the Self-Esteem of Mildly Mentally Retarded Young People**

**Ieva Muktupavela**  
Riga 1st Special Education School,  
Latvia

### **The Effect of School-Wide Positive Behavioral Supports on Children in Rural Schools**

**Donna McCrary**  
Texas A & M-Commerce, USA

### **Effective Leadership: Promoting Inclusive Practices to Ensure Success for ALL Students**

**Mary Kealy**  
Loudoun County Public Schools,  
USA



### **Effective Professional Learning for Teachers of Students with ASD in Inclusive Classrooms**

**Rebecca Gehrke**  
Arizona State University, USA

### **The Effects of Applied Behaviour Analysis/ Verbal Behaviour Approach ABA/ VB in Teaching Children with Autistic Spectrum Disorders in an Inclusive Setting in Lebanon**

**Shafica Gharbieh**  
Lebanese American University, USA

### **The Elements of Co-Teaching: From Obstacles to Opportunities**

**James Chapple**  
Ashland University, USA

### **Embracing Children's Understanding of Inclusive Early Childhood Settings**

**Zsuzsa Millei**  
University of Newcastle, Australia

### **Emergent Literacy for ALL Young Children**

**Patsy Pierce**  
Center for Literacy and Disability Studies, USA

### **Enhancing Process Quality in Inclusive Preschool: Sharing Illustrations with an E-Portfolio Model**

**Carol Rasowsky**  
The College of Saint Rose, USA

### **European Representations of Physical and Mental Disability in Children's Books**

**Margarida Morgado**  
Instituto Politecnico de Castelo Branco, Portugal

### **The Evolving Role of Special Educators as Leaders: How to Keep Up**

**Kiera Chase**  
Oakland, Calif., USA

### **The Expanding Circle of Love: Inclusive Approach in Neo Humanist Education**

**Didi Devapriya**  
Asociatia de Ajutor AMURTEL, Romania

### **Experience of Interdisciplinary Early Treatment Program for Infants**

**Aija Kaulina**  
NGO Kurzemes Akcija Saules Stars, Latvia

## Parallel Sessions *Continued*

### **Experience with Education System Advocacy in Latvia**

**Thomas Schmit**  
Pro Futuro, Latvia

### **Exploring Inclusive Education at a Secondary Level: An In-Depth Look at a Life Skills Program**

**Angi Panko**  
Prairie South School Division,  
Canada

### **Facilitating Sensory Integration in the Classroom: Practical Points for Educators**

**Robbie Ludy**  
Buena Vista University, USA

### **Foreign Families with Children with Disabilities in Manila, Philippines: Experiences and Challenges**

**Oliver Belarga**  
Osaka University, Japan

### **The Framing Routine: Framing the Big Picture with Essential Details**

**Kara Krohn**  
Iowa Department of Education,  
USA

### **The Game – An Endorser of the Communication for Children Suffering from Moderate Mental Disorders**

**Vineta Cibina**  
Ministry of Education and Science,  
Riga, Latvia

### **Global Inclusive Education Agenda: Local Flavour of Concepts and Practices Labelled as ‘Inclusive’**

**Olli-Pekka Malinen**  
University of Eastern Finland,  
Finland

### **Grassroot Initiatives for Inclusive Education in the Netherlands**

**Elly Singer**  
University of Amsterdam,  
Netherlands

### **Habilitation and Inclusive Support of Profoundly Deaf Children in Preschool**

**Jelena Mora**  
Department of Education, Youth  
and Sports, Riga, Latvia

### **HOCUS FOCUS - Educational Techniques Using Magic Tricks**

**Kevin Spencer**  
Hocus Focus Education, USA

### **Ieva's Journey: Inclusion for ALL**

**Anne Eason**  
Law Offices of Anne I. Eason, LLC,  
USA

### **The Impact of Pre-Service Teacher Training on Attitudes Toward Inclusion**

**Carolyn Sinkfield**  
Texas A&M University-San Antonio,  
USA

### **Implementation of Effective Inclusive Classrooms**

**Susan Anderson**  
Emporia State University, USA

### **Implementation of Inclusive Approaches in the Model of Differentiated Learning in Primary School**

**Vija Guseva**  
Pedagogy and Psychology  
Department, Latvia

### **Implementation of Inclusive Education Model: Ukraine's Way**

**Olena Zaplotynska**  
International "Renaissance"  
Foundation, Ukraine

### **Implementing Inclusive Education Policies: Lessons from the Italian Experience**

**Mario Dutto**  
Ministry of Education, University  
and Research, Italy

### **Implementing Tiered Model Interventions: What are "Evidence-Based Interventions?"**

**Donna Campbell**  
Webster University, USA

### **Improve Access To Basic Education For Deaf Children Through Family Communication**

**Jacob Ireri**  
Non-Governmental Organization  
for Deaf People, Kenya

### **Improving Student Outcomes in a College Preparatory Program With Limited Resources**

**Lisa Couch**  
YES PREP Public Schools, USA

### **Improving Transition Outcomes for Students in Special Education**

**David Ellis**  
University of South Alabama, USA

### **Including Children with Disabilities: Focus Groups Discuss Practices, Hopes, and Needs**

**Hillary Harper**  
Center for Literacy and  
Disability Studies, USA

### **Inclusion of Children with Special Education Needs in Cyprus: Policy and Legislation**

**Nataly Loizidou**  
Frederick University, Cyprus

### **Inclusion, Participation and Learning in Special Education**

**Ann Elise Rønbeck**  
Finnmark University College,  
Norway



***Inclusion, Philosophy, Practice and Problems: A Global View***

**Bradley Walkenhorst**  
Special School District of St. Louis County, USA

***Inclusive Education in Latvia: Myths and Reality***

**Inese Karklina**  
Vaivari Primary School, Latvia

***Inclusive Education in Romania: Theoretical Perspectives and Practical Relevance***

**Ghergut Alois**  
University Alexandru Ioan Cuza Iasi, Romania

***Inclusive Education: The Portuguese Experience***

**Maria Pereira**  
Ministry of Education, Portugal

***Inclusive Educators: In Transition or Just Mimicking Expectations?***

**Christa Beyers**  
University of the Free State, South Africa

***Inclusive Framework for Teaching Literacy Skills in the Geography Classroom***

**Debra Phillips**  
St Joseph's College, Australia

***Inclusive Mathematics Instruction in Fractions: What do Special Educators Need to Know?***

**Jessica Hunt**  
University of Central Florida, USA

***Inclusive Practice: Breaking the Cycle of Exclusion***

**Eleanor Mearns**  
Early Years-- The Organisation for Young Children, Northern Ireland

***Increasing Cultural Responsiveness with The Checklist for Effective Teacher/Family Collaboration***

**Marjorie Lynes**  
University of Utah, USA

***Individualised Classroom Use of Digital Technologies for Students with ASD***

**Roselyn Dixon**  
University of Wollongong, Australia

***Initial Education of Speech Therapists in Latvia: the Context of Inclusive Approach***

**Baiba Trinite**  
Liepaja University, Latvia

***Instructional Strategies for Supporting Content Literacy***

**Susan Anderson**  
Emporia State University, USA

***Intellectual Disabilities in Qatar: Transition from School to Community Services for Adults***

**Eddie Denning**  
Shafallah Center for Children with Special Needs, Qatar

***Interest Education's Importance in Social Care Institutions for People with Mental Disabilities***

**Ieva Altrofa**  
Association "Rigas pilsetas "Rupju berns". Day care centre "Ceribu tilts", Latvia

***International Differences in Educational Provision for Exceptional Learners: A Typological Approach***

**Dinitris Anastasiou**  
University of Western Macedonia, Greece

***International Friendships for Adolescents with Severe Disabilities: Innovative Technologies for Global Understanding***

**Susan O'Rourke**  
Carlow University, USA

***International Student Teaching for Special Education Majors: A Model for Success***

**Kathryn Johnson**  
St. Cloud State University, USA



***Is This an Ethical Decision? Ethics and Ethical Decision Making in Early Childhood Education***

**Safak Ozturk Aynal**  
Ondokuz Mayis University, Turkey

***Israeli Teachers' Ideas for Optimal Organizational Models for Inclusion***

**Sarah Shimoni**  
Levinsky School of Education, Israel

***The Issue of Content Preparation in Mathematics for Special Educators***

**Jessica Hunt**  
University of Central Florida, USA

***Issues Roundtable: An Interactive International Forum on Inclusion***

**Rich Wilson**  
Bowling Green State University, USA

***IT-Based Approaches for Social Inclusion of Disabled Children in Bangladesh***

**Mahjabeen Khaled**  
Institute of Hazrat Mohammad SAW, Bangladesh

***It's All Greek to Me!! Improving the Reading Fluency of At Risk Students***

**Lefki Kourea**  
Lefkosia, Cyprus

***Job Options for Middle School***

**Deborah Coltun**  
Walter Reed Middle School, USA

***Keep Your Eye on the Prize: Incentives & Motivators***

**Kathleen Gabriel**  
California State University, USA

***Language, Behavior, Resources and Poverty: Fostering Resilience in Young People***

**Robert Bayuk**  
Washakie County School District #1, USA

***The Law Says Inclusion, The People Say Exclusion: Policy in Jerusalem, an Exclusionary City***

**Thomas P. Gumpel**  
The Hebrew University of Jerusalem, Israel

## Parallel Sessions *Continued*

**Leading with Heart in Times of Cardiac Arrest**  
**Christy Chambers**  
CASE, USA

**Learning Strategies for Diverse Students in Inclusive Settings**  
**Fran Butler**  
Weber State University, USA

**Legal Rights of Children with Disabilities in Regular Classrooms in China**  
**Fengming Cui**  
Harvard Law School Project on Disabilities, USA

**Let's Talk About It: Sex, Sexuality, and Sexual Safety**  
**Anita Kliewer**  
University of North Texas, USA

**Like a Bull in a Bone China Shop - Behavioral Literacy**  
**Manfred Wittrock**  
University of Oldenburg, Germany

**Longitudinal Effects of Early Intervention on Reading Skills of Culturally/Linguistically Diverse Students**  
**Gwendolyn Cartledge**  
The Ohio State University, USA

**Maarja Village Experience**  
**Huko Laanoja**  
Foundation Maarja Village, Estonia

**Mapping the Gifted Children's Needs in Republic of Srpska**  
**Tamara Pribisev Beleslin**  
University of Banja Luka, Bosnia

**Model-Drawing Strategy to Solve Word Problems for Students with LD**  
**Olga Jerman**  
Frostig Center, USA

**Mongolian Teachers' and Stakeholders' Perceptions of Disability in the Classroom**  
**Anne Riordan**  
The Association of University Centers on Disabilities, USA

**Mothers with Learning Disabled Children as 'Professional Parents': Where is the Partnership?**  
**Chrissie Rogers**  
Anglia Ruskin University, United Kingdom

**Multi-Disciplinary Collaboration for Children with Severe Disabilities in Norwegian Pre-schools**  
**David Cameron**  
University of Agder, Norway

**Multiple Approaches to Including Individuals with Disabilities in the General Community**  
**Idajean Windell**  
Aspire of Western New York State, USA

**Music Therapy Education in Latvia**  
**Mirdza Paipare**  
Liepaja University, Latvia

**Narrative Assessment: Supporting Curriculum Access for All**  
**Missy Morton**  
University of Canterbury, New Zealand

**New Approach to Music Therapy for Children with Developmental Disorders**  
**Anna Bitova**  
Center for Curative Pedagogics, Russia

**The Patterns and Challenges of General and Special Education Programming in the Republic of Georgia**  
**Theodore Mauro**  
Drexel University, USA



**Pedagogy of the Migrant Child: A Paradigm Shift to Inclusion**  
**Cilel Smith**  
Northampton University, United Kingdom

**Policy and Practice for Children with Special Education Needs in Central Asia**  
**Katherine Lapham**  
Open Society Institute, USA

**The Practical Aspects of Integration of Blind and Low Vision Children**  
**Ligita Geida**  
Strazdumuiza Residential Sec. Sch.- Train. Center for Visually Imp. and Blind Children, Latvia

**Preparing Pre-Service Teachers for Diverse Classrooms**  
**Delayne Connor**  
Bridgewater State College, USA

**Preparing Teachers for Inclusion: Culture, Community and International Collaboration**  
**Andrea Spencer**  
Bank Street College of Education, USA

**Pre-School Children with Autism: The Keyhole Autism Project**  
**Fiona Scullion**  
Early Years - The Organisation for Young Children, United Kingdom

**Professional Development Supports for Inclusion: Collaboration and Classroom Strategies**  
**Joanne Knapp-Philo**  
Sonoma State University, USA

**Project DATA Camp – a Summer Program for Young Children with Autism**  
**Alexandra Oleynikova**  
University of Washington, USA

**Promoting Inclusion Through the Systemic Remediation of School-Place Bullying**  
**June Slee**  
Northern Territory, Australia

**Promoting Inclusive Education in the Land of Diversity – The United Arab Emirates**  
**Lilly Tennant**  
Emirates College for Advanced Education, United Arab Emirates

**Promoting Special Education Teacher Training Through Mentoring**  
**Joseph Davis**  
Lehigh Carbon Community College, USA

**Psycho Education for Teachers: Dutch Design**  
**Willem De Jong**  
Regionaal Expertise Centrum Noord Holland, Netherlands

*Please note: Sessions and presenters may change. Please visit the web for more up-to-date information.*

**Ready, Set, Read! Strategies for Teaching Reading to Struggling Students: Practical Classroom Applications**

**Harriet Sandberg**  
Arizona State University, USA

**Regular Primary School Teachers' Perceptions of Inclusive Education in Kenya**

**Lilyann Oyugi**  
University of California, USA

**Relationships Between Inclusion Teachers and Their Students: Perspectives from a Middle School**

**Elin Hoffman**  
Appalachian State University, USA

**Respect for Equity and Diversity: Services Open to Each Child and Family**

**Camus Pascale**  
Office for Birth and Childhood, Belgium

**Reviving Reading in Liberia: A National Intervention Study to Improve Reading Achievement**

**Marcia Davidson**  
University of Utah, USA

**The Role of Non-Governmental Organizations in Inclusive Education in Bosnia and Herzegovina**

**Haris Memisevic**  
Center for Education and Rehabilitation, Bosnia

**Role of the Family in the Process of Inclusive Education**

**Inga Skestere**  
Latvian Movement for Independent Living, Latvia

**The School of Equal Rights and Capability**

**Gunta Lapsa**  
Kalsnava Secondary School, Latvia

**Situation on Inclusion Implementation in the Educational Process in the Republic of Uzbekistan**

**Ella Nazarov**  
Tashkent, Uzbekistan

**Slovak Teachers, Romani Students: Constructions of Whiteness and Ability in Slovak Primary Schools**

**Julia White**  
Inclusive Education Program, USA

**Social Communication Strategies for Young Children With and Without Disabilities**

**Dwight Irvin**  
University of North Carolina at Chapel Hill, USA

**Solution-Focused Educational Assessment: Rethinking Labels to Support Inclusive Schools**

**Kathleen Brown**  
Northeastern Illinois University, USA

**Special Education Individuals with Disabilities: Policies and Procedures**

**Asma Al Attiyah**  
Qatar University, Doha

**Special Education Teacher Candidate's Perceptions of a Cultural Immersion Program**

**Vicki McGinley**  
West Chester University, USA

**The Special Educator in Inclusive Schools: Leader, Communicator & Collaborator**

**Ritu Chopra**  
University of Colorado Denver, USA

**Specific Learning Disabilities (SLD). Population and Outcome Before and After Intervention at CADIn**

**Carla Cohen**  
CADIn, Cascais, Portugal

**SRSD Instruction for Content Classroom Quick Writing for Students with Disabilities**

**Linda Mason**  
The Pennsylvania State University, USA

**Strategies for Teaching Students with Dyscalculia in Inclusive Classrooms**

**Raymond Tennant**  
Al Hosn University, United Arab Emirates

**Student and Teacher in the Rural Environment: Some Aspects of Teacher's Competence**

**Zenta Anspoka**  
Riga Teacher Training and Educational Management Academy, Latvia

**Students Learning from Each Other: Peer Tutoring in Reading and Mathematics**

**Sarah Powell**  
Vanderbilt University, USA

**Students with Autism Spectrum Disorder Engagement with Interactive Instructional Technology**

**Carol Todd**  
Saint Leo University, USA

**Students with Specific Learning Disabilities in Portugal: Are They Adequately Included?**

**Ana Martins**  
University of Minho, Portugal

**Students with Visual Impairments Access to Curriculum Through Haptic Glove Technology**

**Mary Bargerhuff**  
Wright State University, USA

**Successful Programming for Students with Emotional/Behavioral Disorders in an Inclusive Setting**

**Susan Kroungold**  
Elwyn Education Division, USA

**Support for Students with Special Educational Needs in Latvia's Primary School**

**Dita Nimante**  
University of Latvia, Latvia

**Support System Model for Inclusion of Children with Special Needs into General Education Establishment**

**Marite Rozenfelde**  
Rezekne, Latvia

**Supporting Early Intervention for Developmentally Challenged Children: A Model of Partnership of Parents and Experts**

**Lisa Fiala**  
The Global Fund for Children, USA

**Supporting Self-Determination for Individuals with Autism and Problem Behavior**

**Fredda Brown**  
Queens College, USA



## Parallel Sessions *Continued*

### **Teacher Supervision of Untrained Assistants in the Classroom**

**Claudia Reinfelds**  
University of Kansas, USA

### **Teacher Training and Professional Development: Key Indicators for Success**

**Rebecca Seah**  
Griffith University, Australia

### **Teacher Training for Inclusive Schools: Ukrainian and Swiss Approaches**

**Tetiana Piatakova**  
Institute of Pedagogical Sciences and Adults Education at Academy of Pedagogical Sciences, Ukraine

### **Teacher's Attitudes Towards Inclusion of Special Students in Regular Classrooms**

**Rouba Sayed Hasan**  
Universite Saint Joseph, Latvia

### **Teachers as Mentors for Effective School-Based Professional Development of Inclusive School Teachers**

**Zenija Berzina**  
Daugavpils University, Latvia

### **Teaching Pre-Service Millennials Around the World**

**Kim Doan**  
West Chester University, USA

### **Teaching the Child by Going Beyond the Label**

**Kurt Marder**  
CER University of Western Sydney, Australia

### **Tips for Teachers in Students' Scientific Papers in Special Needs Education**

**Sarmite Tubele**  
University of Latvia, Latvia

### **Toward Special and Inclusive Educational Programs in Palestinian Universities: Unique Community-Based Approach Experience**

**Sami Basha**  
Birziet University/Bethlehem University/Hebron University, Palestine

### **Universal Design for Learning Counts in Mathematics Instruction**

**Deborah Metcalf**  
East Carolina University, USA

### **Universal Design for Learning; A Blueprint for Effective Inclusion**

**Susan Steinhauer**  
University of St. Francis, USA

### **The Use of Communicative Approach for Including Children with Special Needs**

**Sandra Kraukle**  
Center for Education Initiatives, Latvia

### **Using Assistive Technology (AT) at School for Students with ADHD**

**Betty Shrieber**  
Kibbutzim College of Education, Israel

### **Using Data-Folios to Support School-Wide Interventions for Students with Special Needs**

**Samuel Zimmerman**  
New York City Department of Education, USA

### **Using ICT to Motivate Children with Special Needs**

**Kenny Spence**  
Men in Childcare, United Kingdom

### **The Very Special Unique Situation of Deaf Children**

**Marc Watkins**  
Mongolian Education Alliance, USA

### **Where Does Education for Social Justice Best Fit for Early Years' Educators?**

**Dawn Tankersley**  
International Step by Step Association, Hungary

### **Working with Aggressive Behaviors: A Multi-Disciplinary Approach to Inclusive Education**

**Debra Lord**  
Augmentative Learning & Movement Center/Vermont Developmental Behavioral Medicine, USA

### **Young People With and Without Intellectual Disability in School-Based Sports Teams**

**Sabine Brecklinghaus**  
Special Olympics Europe/Eurasia, Germany



*Start packing!*  
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## Poster Sessions

***A Collaborative Mode of Professional Development for Teachers of Students with Learning Disabilities***

**Fuk Chuen Ho**

Hong Kong Institute of Education,  
Hong Kong

***A Comparative Study of Parent Perceptions and Roles in Children's Learning of Mathematics***

**Jessica Hunt**

University of Central Florida, USA

***A Methodological Discourse on the Issues of Sex Education of Students with Mild Learning Difficulties***

**Neringa Povilaitiene**

Siauliai University, Lithuania

***AbleNet Equals Mathematics***

**Ann Meyer**

Ablenet, USA

***Activities of Aluksne Regional Centre, "Sunbeams" for Disabled Children and Youth***

**Mara Podkalne**

Saulstarini, Latvia

***The Adjustment of Brothers and Sisters of Children with Disabilities in Korea***

**Misuk Lee**

Uiduk University, Korea

***Child Development and Education Center in the Field of Inclusive Education in Riga Secondary School No. 84***

**Laila Stalge**

Child Development and Education Center, Latvia

***Collaboration in Inclusive Education: Identifying Success Criteria***

**Lina Milteniene**

Siauliai University, Lithuania



***Cooperation as a Base of Qualitative Inclusive Education for Children with Disabilities***

**Kristine Liepina**

Centre for Education Initiatives,  
Latvia

***Developing a National System of Inclusion for Children with SEN in Lesotho***

**Stella Long**

Mary Immaculate College/  
University of Limerick, Ireland

***Development and Implementation of an Innovative, Efficient Math Probe for RTI***

**Steve McCallum**

University of Tennessee, USA

***Development of Inclusive Education in Kosovo***

**Lulavere Behluli**

Ministry of Education, Science and Technology, Kosovo

***The Efficiency of Evidence-Based Activity of Teachers, Teaching Students with Emotional and Behavioural Difficulties***

**Renata Geleziniene**

Siauliai University, Lithuania

***Equine-Assisted Psychotherapy (EAP) for Students with Behavioral Disorders: Empirical Evidence***

**Meagan Sumbera**

University of Texas at Austin, USA

***Estonian Kindergarten Teachers Preparedness to Teach Children with Special Education Needs***

**Kadri Pill**

Tartu University, Estonia

***He is Different From Me: Multiple Readings of Children's Play***

**Zsuzsa Millei**

University of Newcastle, Australia

***The Importance of Using Technology in the Support of Students with SLD: BIG IDEAS with Great Results***

**Leonor Ribeiro**

Cadin, Portugal

***Improving Reading Vocabulary of At-risk Students Using Classwide Peer-mediated Intervention***

**Lefki Kourea**

Lefkosia, Cyprus

***Inclusion of Children with Learning Difficulties – A Model Towards Inclusion Practice***

**Marija Kavkler**

Faculty of Education, Slovenia

***Instruction to Promote Cultural Sensitivity, Research-Based Decision Making and Collaborative School Models in the Republic of Georgia***

**Theodore Mauro**

Drexel University, USA

## **Initiative and Activity of Parents as Important Part of the Early Intervention Service for Children with Disabilities**

**Anna Kukuruza**

*Early Intervention Institute, Ukraine*

## **Keyword Mnemonic Strategy: A Study of Vocabulary in High School English**

**Kristina DeWitt**

*Liberty University, USA*

## **Learning From Success:**

### **Practice-Based Evidence in Early Childhood Research and Professional Practice**

**Mathias Urban**

*University of East London, United Kingdom*

## **Lessons From the Field: Inclusive Early Childhood Education in the Caribbean**

**Lenisa Joseph**

*University of Maryland, USA*

## **Model of Inclusive Education for Including Roma Children in Latvia**

**Daiga Zake**

*Center for Education Initiatives (NGO), Latvia*

## **Navigating Academic Transitions with Students Diagnosed with Autism Spectrum Disorder**

**Julie Malewska**

*Dallas Independent School District, USA*

## **An Objective Answer Survey to Assess Teacher Knowledge of Dyslexia in Latvia**

**Thomas Schmit**

*Pro Futuro, Latvia*

## **Perceived Social Support and Hopelessness Level of the Mothers Who Have a Child with Autism**

**Yildiz Güven**

*Marmara University, Turkey*

## **Perspectives of Early Intervention Service Providers About Serving Diverse Families**

**Minkyung Suh**

*University of Washington, USA*

## **Predicting Writing Quality for Struggling Writers Across Four Genres**

**Michael Hebert**

*Vanderbilt University, USA*

## **Preparing Culturally Responsive Classrooms for Culturally and Linguistically Diverse Learners**

**Lefki Kourea**

*Lefkosia, Cyprus*

## **Pre-School Children with Autism: Developing a Visually-Structured Approach**

**Fiona Scullion**

*Early Years - The Organisation for Young Children, United Kingdom*

## **Principal Desirability for Professional Development**

**Deanna Keith**

*Liberty University, USA*

## **Regional Experience of the Augmentative and Alternative Communication Teaching in Belarus**

**Tatiana Gorudko**

*Belarusian State Pedagogical University, Belarus*

## **Role of Critical Thinking in the Preparation of Special Educators**

**Robert Williams**

*University of Tennessee, USA*

## **Scaffolding for Teaching Children with Disabilities: Cases from Azerbaijan**

**Yuliya Karimova**

*Center for Innovations in Education, Azerbaijan*

## **Second-Language Learning, Attitudes, Anxiety, Attributions for Students with Giftedness and Learning Disabilities**

**Steve McCallum**

*University of Tennessee, USA*

## **Social Networking Sites: Including Peers with Disabilities in Your Circle of Friends**

**Susan O'Rourke**

*Carlow University, USA*

## **Spanning the Globe: Inclusive Education Around the World**

**Mary Barnes**

*University of Georgia, USA*

## **Survey of International Organizations That Utilize Dance as a Therapeutic Tool**

**Meagan Sumbera**

*University of Texas at Austin, USA*

## **Teaching Strategies for Story and Persuasive Writing**

**Hilda Koen**

*Spring Hill ES, FCPS, USA*

## **Transition from Special to Regular School in Bosnia and Herzegovina: A Case Study**

**Irma Dzambo**

*The Public Institution Medical Centre of the Sarajevo Canton, Bosnia and Herzegovina*

## **Understanding Jamaican Educators' Perceptions of Inclusion and Special Education**

**Jaymie Hodara**

*University of California, USA*

## **Ways to Promote Education of Disabled Children and Youth**

**Veronika Mankova**

*Nadacia Skola dokoran, Slovakia*

## **Work Experience in Art Therapy with Mentally Retarded Children**

**Ilze Krukle**

*Latvian Association of Art Therapy, Latvia*

## **Yes They Can! Students with Developmental Delays Access the General Education Curriculum**

**Julie Malewska**

*Dallas Independent School District, USA*

### **SPONSOR A TEACHER**

Given the current economic climate, finances are tight all over the world. It is proving to be difficult – if not impossible – for educators who want to change their current inclusion practices, and believe in the right of all children to an education, to cover the costs of attending this critical conference.

That's why we need your help. We are asking for your support to help send some teachers working with children and youth with special education needs to the Riga 2010 conference so that they may begin to act as agents of change in their societies, including some where children and youth with disabilities are not receiving **any** form of education. Thank you for whatever you can do to help your colleagues in their efforts to improve the lives of children and youth with special educational needs.

For more information, please visit our Web site:

[www.cec.sped.org/riga](http://www.cec.sped.org/riga)

# Special Events & Excursions

## THE SONG AND DANCE CELEBRATION

Latvia is a land that sings. For more than 130 years, the Song and Dance Celebration is one of the most popular and unique celebrations that brings the country great pride. The uniqueness of this celebration is based not only on the fact that it unites approximately 45,000 musician and dancers, but it has an incomparable atmosphere that permeates the streets and squares of Riga. Ever since 1948, children and youth participation has taken a significant place in the program of the General Song Celebration. In 1960, the first School Youth Song Festival was held and for the last 50 years, the celebration has been a treasured event. **This celebration occurs on 11 July, at the start of the conference.**

## EXCURSIONS

Kaleva Events & Conferences will offer different tours before, during and after the conference. Tours include these wonderful options:



- **Riga City Tour**
- **Tour to Jurmala**
- **Tour to Rundale Palace**
- **Tour to Sigulda and Gauja National Park**
- **The Baltic Capitals: Tallinn and Riga**
- **Tour to Vilnius**

Visit the Web site for detailed information.

## EXHIBITS

The conference will feature an excellent additional benefit: Exhibiting Companies. They will be on site to discuss their products and services to assist participants with their own professional development and to learn about the newest evidenced-based methodologies for educating children and youth with special education needs.



# Conference Venue, Accommodations, and Travel

## Conference Venue

A landmark in Riga's business district, the Hotel Latvija is the largest business and convention hotel in the Baltic region. Located just three blocks from Old Town and 15 km from the airport, the Hotel Latvija is a striking modern building with classic charm and many amenities under one roof. Air-conditioned guestrooms are equipped with free Wi-Fi. Find out more by [clicking here](#).

## Accommodations

The conference organizers have arranged for accommodations at six different hotels; the five listed below are within easy walking distance of the conference venue. Please note that once the space is reserved, it is customary to charge your credit card in advance for the full fees. Please visit our [Web site](#) for more information about all the hotels and to book a room along with your conference registration.

## Travel

Riga, Latvia, is easy to reach by air, sea, bus, or railway system. The airport itself is quite convenient – only 15 km from the centre of Riga. Specific travel information may be found on our [Web site](#).

Visa requirements vary by country and many countries' citizens can enter Latvia for a 90-day period without visas. For more visa information by country (including those participating in the Schengen Agreement), please visit our Web site.

- Reval Hotel Lavija** ★★★★★ [www.revalhotels.com](http://www.revalhotels.com)
- Reval Hotel Elizabete** ★★★★★ [www.revalhotels.com](http://www.revalhotels.com)
- Hotel Valdemars** ★★★ [www.alberthotel.lv](http://www.alberthotel.lv)
- Jaundubulti** ★★★ [www.hotel-sic.lv](http://www.hotel-sic.lv)
- Hotel TIA** ★★★ [www.hoteltia.lv](http://www.hoteltia.lv)

# Rates & Policies

The registration fee entitles the participant to the following:

- **an official badge for the conference**
- **a meeting bag containing official program material**
- **one copy of the program and abstract book**
- **admission to all plenary sessions, parallel sessions, poster sessions and exhibits**
- **coffee breaks**
- **welcome reception**

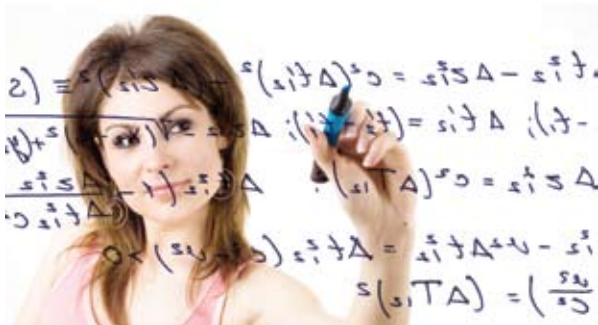
Any person attending any function of the conference will be required to register and wear an appropriate badge while in attendance.

Lunches are not included in registration rate.

Participants will be able to purchase luncheon vouchers online or at venue.  
 Buffet lunch price - 15 EUR /person (soup and salads, hot meal buffet, dessert buffet, water, tea, coffee).

Category	Advance <i>April 01 - June 18</i>	On Site
Members (DISES, CEC, CEI, ISSA)	375 EUR	425 EUR
Non-Members	375 EUR	425 EUR
Participants from Latvia Students	100 EUR 375 EUR	100 EUR 425 EUR

**Register Now**



## Cancellation and Refund Policies

Notification of cancellation and refund requests must be submitted in writing by May 01, 2010 to the Kaleva Events & Conferences by e-mail RIGA2010@kalevatravel.lv.

An administrative fee of 20% will be deducted from the total amount originally due/charged.

No refunds will be given for cancellations received after May 01, 2010.

All refunds will be made after the conference.

## Forms of Payment

Credit Cards: VISA, MASTERCARD, AMERICAN EXPRESS.

Bank Transfer: You will receive an invoice to your e-mail address.

## Registration Fee Definitions

### Members

all members of DISES, CEC, CEI, ISSA.

### Non-Members

all other international participants.

### Participants from Latvia

all local participants.



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