Building Bridges 2022

Best Practices for the Inclusive Education of Diverse Students During Challenging Times

JUNE 1-3 2022

Building Bridges V(irtual)

INTERNATIONAL CONFERENCE ON SPECIAL AND INCLUSIVE EDUCATION

UNIVERSITY of NICOSIA   UNLV COLLEGE OF EDUCATION

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JUNE 01 2022

Time	Session
8:00-9:20 PDT 18:00 - 19:20 EEST	Opening Remarks and Keynote Presentations/Discussion Chairs: Lefki Kourea & Joseph Morgan
9:20-9:30 PDT 19:20-19:30 EEST	Break
9:30-11:00 PDT 19:30-21:00 EEST	Culturally Sustaining Practices in Inclusive Schools and Classrooms (A1) *Chair: Maria Evagorou*	Teacher Education, Mentoring, and Professional Development (A2) *Chair: Fatmana Deniz*

JUNE 02 2022

Time	Session
7:00-8:00 PDT 17:00-18:00 EEST	Synchronous Poster Discussion
8:00-9:20 PDT 18:00-19:20 EEST	Evidence-based Practices for **Academic** and Social Skill Instruction through Multi-tiered Systems of Support (B1) *Chair: Gloria Carcoba Falomir*	Integration of Technology in the Education of Students with Disabilities (B2) *Chair: Efi Nisiforou*
9:20-9:30 PDT 19:20-19:30 EEST	Break
9:30-11:00 PDT 19:30-21:00 EEST	Evidence-based Practices for Academic and **Social Skill Instruction** through Multi-tiered Systems of Support (C1) *Chair: Kendra Antill*	Culturally Sustaining Practices in Inclusive Schools and Classrooms (C2) *Chair: Maria Evagorou*
11:00-12:00 PDT 21:00-22:00 EEST	Synchronous Poster Discussion

JUNE 03 2022

Time	Session
7:00-8:00 PDT 17:00-18:00 EEST	Synchronous Poster Discussion
8:00-9:20 PDT 18:00-19:20 EEST	Culturally Sustaining Practices in Inclusive Schools and Classrooms (D1) *Chair: Gloria Carcoba Falomir*	Teacher Education, Mentoring, and Professional Development (D2) *Chair: Kyriakos Demetriou*
9:20-9:30 PDT 19:20-19:30 EEST	Break
9:30-10:20 PDT 19:30-20:20 EEST	Culturally Sustaining Practices in Inclusive Schools and Classrooms *Chair: Evdokia Pittas*
10:20-11:00 PDT 20:20-21:00 EEST	Closing Remarks *Chairs: Lefki Kourea & Joseph Morgan*

DAY 1 June 01 2022

Opening Remarks *8:00-9:20 PDT | 18:00-19:20 EEST*

8:00 - 8:15 PDT
18:00 - 18:15 EEST

Professor Constantinos Phellas, Senior Vice Rector
University of Nicosia
Professor Chris Heavey, Executive Vice President and Provost
University of Nevada Las Vegas

8:15 - 8:40 PDT
18:15 - 18:40 EEST

Positive Behavior Support for Inclusive Education
Professor Hannu Savolainen, *University of Eastern Finland*

8:40 - 9:05 PDT
18:40 - 19:05 EEST

Reframing Policy Research on Inclusive Education
Professor Wendy Cavendish, *University of Miami*

9:05 - 9:20 PDT
19:05 - 19:20 EEST

Discussion
Chairs: Lefki Kourea, *University of Nicosia*
Joseph Morgan, *University of Nevada, Las Vegas*

Break *9:20-9:30 PDT | 19:20-19:30 EEST*

Parallel Session A1 *09:30-11:00 PDT | 19:30-21:00 EEST*

Chair: Maria Evagorou, *University of Nicosia*
Culturally Sustaining Practices in Inclusive Schools and Classrooms

A11	Understanding the Importance of Linguistically and Culturally Responsive Practices in Response to Intervention for Emergent Bilingual and Dual-Language Early Childhood Education Students.

Interventions enable schools to focus their efforts on specific student groups while offering more individualized support. Standard practices and examinations typically misunderstand Emergent Bilinguals as lacking knowledge, intelligence, or learning aptitude. Interventions for EBs and dual-language early learners must be culturally and linguistically responsive.

Francisco Usero Gonzalez, *University of Houston*

A12	Reimagining Educational Equity through Critical Inclusion

Given the different lenses education practitioners and researchers apply to their work and disciplines, theoretical fragmentation creates a systemic barrier to the inclusion of diverse student populations. This presentation replies to calls for cross-pollination of equity frameworks that span the education system. We present and discuss Critical Inclusion (InCrit), as a theoretical framework for reimagining equity in schools.

Matthew Love, *San Jose State University*
Rebecca Cruz, *Johns Hopkins University*
Allison Firsetone, *University of California, Berkeley*

A13	Evidence-Based Inclusive Practices for Emergent Bilinguals with Disabilities

Students who are emergent bilingual and have an identified disability can present with complicated needs in the classroom. Educators must use evidence-based practices to inform instruction so that all students can remain in the inclusive setting. This paper presents the research background and best practices for emergent bilinguals with disabilities.

Cathi Draper Rodriguez, *California State University, Monterey Bay*

Parallel Session A2 *09:30-11:00 PDT | 19:30-21:00 EEST*

Chair: Fatmana Deniz, *University of Nevada, Las Vegas*
Teacher Education, Mentoring, and Professional Development

A21	**The Role of Video Self-Reflection in Teachers Candidates' Noticing Behaviors Related to Classroom Discourse**

Teachers feel unprepared to support students' oral language and do not provide enough opportunities for student interactions. Preparing teachers to notice their practices is essential. This presentation will present the preliminary findings of a qualitative single-case study exploring special education teacher candidates' noticing behaviors during their video self-reflection experiences in the context of classroom discourse.

Suheyla Sarisahin, *University of Nevada, Las Vegas*

A22	**Elementary School Teachers' Perceived Beliefs and Practices Regarding Mathematical Discourse**

Mathematical discourse is essential for the development of students' mathematical thinking, reasoning, and conceptual understanding. Research on teachers' discursive practices has shown that teacher talk mostly dominates classroom discourse and teacher-student interactions. Preliminary findings of this qualitative study on teachers' mathematical discourse perceived beliefs and practices will be explained and discussed during this presentation.

Gloria Carcoba Falomir, *University of Nevada, Las Vegas*

A23	**Innovations in Alternative Routes to Licensure: Local Solutions to a National Dilemma**

In this session, the presenters will briefly review the teacher shortage internationally, nationally, and in Nevada. The presenters will discuss multiple innovations in teacher licensure pathways designed to increase the number of qualified teachers, as well as the current data regarding their recruitment efforts, enrollment, program completion, and teacher retention.

Heather Baltodano-Van Ness, *University of Nevada, Las Vegas*
Joseph Morgan, *University of Nevada, Las Vegas*

DAY 2 June 02 2022

Parallel Session B1 *08:00-9:20 PDT | 18:00-19:20 EEST*

Chair: Gloria Carcoba Falomir, *University of Nevada, Las Vegas*
Evidence-based Practices for ACADEMIC and Social Skill Instruction through Multi-tiered Systems of Support

B11   Defining Wordless Texts and Explaining their 'Added Value' to Inclusive Classrooms

Wordless texts belong to several genres, such as wordless picturebooks or wordless short films, which offer a richness of signs encouraging multiple exchanges and topics of discussion in inclusive classrooms. More specifically, wordless short films combine music and moving image as opposed to the still image of the picturebooks. Focusing on the short film Papa's Boy by Leevi Lemmetty (2010), we will discuss how wordless short films offer various pedagogical benefits in inclusive settings by cultivating several critical and creative thinking processes, skills and literacies such as: sequential thinking, inferential thinking, understanding of multilevel meanings, elaboration on hypothesis, visual literacy and cultural literacy, concluding to help students improve self-esteem.

Marina Rodosthenous-Balafa, *University of Nicosia*
Maria Chatzianastasi, *University of Nicosia*

B12   Examining the Empirical Base of Wordless Texts for Students with Disabilities

Wordless texts have been used extensively as a part of reading interventions in general education settings for improving student narrative and comprehension skills in preschool and school-age students (Grolig et al., 2020). As schools move to becoming more inclusive, it is important to examine the current research base of the impact of reading interventions, utilizing wordless texts for students with disabilities. This paper aims at: (1) examining research on the effectiveness of incorporating wordless texts in reading interventions for students with disabilities and/or students at risk for reading failure, and (2) discussing the literature review findings for classroom practice and future research agenda.

Lefki Kourea, *University of Nicosia*
Anastasia Sotiriadou, *University of Nicosia*

B13   A Case Study of Exploring Dialogic and Argumentation Through Wordless Texts In a Fourth Grade Inclusive Classroom

Active student participation during classroom dialogue has increasingly shown promising benefits for general education students. 'Dialogue' refers to student-centred interactions, in which students elaborate, expand, justify and negotiate ideas. Good listening skills, as well as respect and acceptance of differing ideas are pre-requisite social skills for such interactions. This paper presents a qualitative case study of high dialogic practices around a wordless text (Papa's Boy by Leevi Lemmetty), implemented in a fourth-grade language-arts lesson. Using stimulated recall, we qualitatively analysed the contributions of the two groups of students in this class: students with disabilities and students without disabilities. Implications for dialogic teaching practices in inclusive classrooms are discussed.

Maria Vrikki, *University of Nicosia*
Anastasia Sotiriadou, *University of Nicosia*

Parallel Session B2 *08:00-9:20 PDT | 18:00-19:20 EEST*

Chair: Efi Nisiforou, *University of Nicosia*
Integration of Technology in the Education of Students with Disabilities

B21	Assistive Technologies in Higher Education

According to research, special needs students face higher academic, psychological and social problems in the higher education. Research shows that EU countries obtain different definitions of disability and the Assistive Technologies that can support those students. The E+ project "SSSD-HE" focuses on developing integrated digital Assistive Technology for higher education.

Eva Papadopoulos, *Center for Social Innovation*

B22	A Virtual Reality Writing Intervention Prototype for English Learners with Learning Disabilities: Development and Testing

Although virtual reality (VR) games are relatively popular among young learners, the science to examine simultaneously immersive environments for intervention/instruction is scarce, particularly for English Learners with learning disabilities (ELwLD). This pilot study will report the design, development, and preliminary testing of a writing intervention prototype in Roblox.

Kathy Ewoldt, *The University of Texas at San Antonio*
Wei Yan, *University of Texas at San Antonio*

B23	Process and Outcome of a Delphi Process: An Example from the SKATE Project

This contribution will present the processes in which involved partners of the SKATE project (an Erasmus+ project aiming to generate knowledge about the use of ICT and Assistive Technology for inclusive early childhood education) and representative stakeholders, developed a set of Guidelines by means of a Delphi Procedure. The Delphi process structured the co-design and consultation for the Guidelines, which will serve as a tool for developing the learning program and training material for early childhood educators, in order to promote Inclusive education in early years with the use of technology.

Xanthia Aristidou, *European University Cyprus*
Katerina Mavrou, *European University Cyprus*
Marianna Efstathiadou, *European University Cyprus*
Jo Daems, *Thomas More University of Applied Sciences*
Tessa Delien, *Thomas More University of Applied Sciences*

Break *9:20-9:30 PDT | 19:20-19:30 EEST*

Parallel Session C1 *09:30-11:00 PDT | 19:30-21:00 EEST*

Chair: Kendra Antill, *University of Nevada, Las Vegas*
Evidence-based Practices for Academic and SOCIAL SKILL INSTRUCTION through Multi-tiered Systems of Support

C11	Inclusion of Students with Autism in School-Wide Positive Behavioral Interventions and Supports

School-wide positive behavior interventions and supports (SWPBIS) is a tiered framework to support the behavioral needs of all students. However, students with ASD are not always included. Researchers present results on the effects of Check-In/Check-Out, a Tier 2 intervention, on the behaviors of students with ASD and extensive support needs.

Megan Carpenter, *Kansas Univerisity Center on Developmental Disabilities*
Ya-yu Lo, *University of North Carolina at Charlotte*
Virginia Walker Walker, *University of North Carolina at Charlotte*

C12	Implementation Efforts to Connect Tiers 1 and 2 to Support At-Risk Students

School-Wide Positive Behavioral Interventions and Supports (SWPBIS) is a multi-tiered systems of support framework that provides social and behavioral supports for all students based on their individual needs. Because students have different needs, tailored levels of support are critical for student success. This presentation describes the implementation steps and empirical findings of the targeted intervention "Check in-Check out" for students with mild chronic behavioral difficulties. Factors that contribute to the high implementation fidelity will be discussed.

Angeliki Liasidou, *University of Cyprus*
Lefki Kourea, *University of Nicosia*
Aggela Economou, *Cyprus Ministry of Education and Culture*

C13	Integration of PBIS within Mental Health MTSS to Support Student Mental Health Outcomes

Sixty-five percent of school districts actively review mental health policies and procedures with school staff (Kauffman & Badar, 2018). Integrating mental health and PBIS MTSS procedures can help schools improve student mental health and behavioral outcomes. This presentation will outline integrated PBIS and mental health MTSS interventions for all students.

Robbie Marsh *Mercer University*

Parallel Session C2 *09:30-11:00 PDT | 19:30-21:00 EEST*

Chair: Maria Evagorou, *University of Nicosia*
Culturally Sustaining Practices in Inclusive Schools and Classrooms

C21	Exploring Pandemic's Impact on Students with Disabilities in Mainstream Schools of Cyprus

School lockdowns due to the COVID-19 pandemic have caused significant challenges for schools worldwide. This paper presents the results of an online survey conducted from March to September 2019 that explored teachers' attitudes towards new online teaching and learning practices, and the challenges educators had to overcome. Additionally, the study examined the impact of online teaching practices on the learning progress of students with disabilities (aged 6-18 years old). Results are presented and discussed within the context of Cyprus' centralized education system.

Panayiota Christodoulidou, *University of Nicosia*

C22	The Contribution of Inclusive Education on Children's Friendships in Early Childhood Education

This study explored how a Friendship Development Program (FDP) based on an inclusive ethos and approach affectedchildren in early childhood education. We used mixed methodology. Analysis of the data revealed that children's friendships were positively affected after the implementation of the FDP. The discussion will focus on the contribution of inclusive education in FDPs.

Marina Vasileiadou, *University of Cyprus*
Simoni Symeonidou, *University of Cyprus*

DAY 3 June 03 2022

Parallel Session D1 *08:00-9:20 PDT | 18:00-19:20 EEST*

Chair: Gloria Carcoba Falomir, *University of Nevada, Las Vegas*

Culturally Sustaining Practices in Inclusive Schools and Classrooms

D11 Integrating Phonological/Morphological Awareness Into Teaching for Making Literacy Classrooms Inclusive for Struggling Readers/Spellers

This cross-sectional study showed that performance in phonological/morphological awareness by Greek speaking struggling readers/spellers (N = 110), aged 6–9 years, significantly predicted performance in reading/spelling even after partialling out verbal intelligence. Thus, in making literacy classrooms inclusive, teachers are encouraged to make the connection between phonemes/morphemes and literacy explicit.

Evdokia Pittas, *University of Nicosia*

D12 Unveiling Word Reading: A Balance Between Cognition and Language

The purpose of this paper is to determine the role and relative contribution of both distal and proximal cognitive skills in reading in consistent orthographies.

Argyro Fella, *University of Nicosia*
Timothy Papadopoulos, *University of Cyprus*

D13 Cultural Parental Perceptions of Student Educational Achievement: A Move Towards Inclusive Classroom Practices

This paper reports the parental perceptions of the resilience characteristics of students of color through two studies. A Delphi study and a Grounded Formal Theory inquiry were employed. Both groups relay the importance of resilience in achieving academic success and the perceptions of parents about their child's success.

Vita Jones, *California State University, Fullerton*
Dawn Person, *California State University Fullerton*

Parallel Session D2 *09:30-11:00 PDT | 19:30-21:00 EEST*

Chair: Kyriakos Demetriou, *University of Nicosia*

Teacher Education, Mentoring, and Professional Development

D21	Understanding the Special and General Education Teachers' Perceptions of Autonomy Supportive Teaching

This presentation aims to discuss findings from a study of the teacher perception of autonomy-supportive teaching related to organizational, procedural, cognitive autonomy support. The relationship between teacher licensure, student demographics, school context, and teacher beliefs on the cognitive autonomy process between general and special education teachers will be shared.

Fatmana Deniz, *University of Nevada, Las Vegas*

D22	Inclusion of Students with Autism in Mainstream Schools: Teachers' Perceptions, Knowledge and Factors Affecting Them

This article presents the results of a quantitative research study investigating the perceptions and knowledge of Greek school teachers on the inclusion of students on the autism spectrum in mainstream school and the factors affecting them, with the effect of training in autism and experience with autism examined.

Nikos Apteslis, *University of Nicosia*
Alexia Voutsina, *University of Nicosia*

D23	Collaboration between General and Special Education Pre Service Student Teachers: A Necessary Component to Enhance the Successful Inclusion of Students with Disabilities in General Education Settings

Research suggest that collaboration between general and special education teachers is a necessary component of the effective teaching for all students, including students with disabilities receiving their educational services within the general education classrooms. This presentation will focus on a program that provided opportunities for collaborations between general-education and special-education pre service student teacher candidates. Session participants will hear from special-education pre service student teacher candidates who participated in the program.

Regina Brandon, *San Diego State University*

Break *9:20-9:30 PDT | 19:20-19:30 EEST*

Parallel Session E1 *08:00-9:20 PDT | 18:00-19:20 EEST*

Chair: Evdokia Pittas, *University of Nicosia*

Culturally Sustaining Practices in Inclusive Schools and Classrooms

E11	Understanding India's Response to School Inclusion from an Intersectional Lens

India represents one of the most pluralistic societies (e.g., languages, religions, indigenous populations) globally and is striving towards a new national identity. Concepts of inclusion, summarized in The 2020 National Education Policy, moves beyond exceptionality and can only be interpreted from an intersectional lens that reflects the paradoxes of local culture.

Sharolyn D. Pollard-Durodola, *University of Nevada, Las Vegas*

E12	Preparing Teachers to Work with Emergent Bilingual Students with Disabilities: A Delphi Study

It is essential for teachers of emergent bilingual students with disabilities (EBwDs) to provide culturally and linguistically responsive instruction that (a) supports EBwDs' native language, (b) assists with their acquisition of English, and (c) provides them access to the general education curriculum. However, programs and policies that guide teacher education often provide conflicting or disjointed information regarding the provision of culturally and linguistically responsive intervention and instruction. This session will highlight the findings from a three-round Delphi survey focused on developing consensus among teacher educators about the critical knowledge, skills, and dispositions teacher candidates need to provide high-quality, responsive instruction to EBwDs.

Joseph Morgan, *University of Nevada, Las Vegas*
Tracy Griffin Spies, *University of Nevada Las Vegas*

POSTERS

Kamilah Bywaters	Special Education Professional Development: Embracing Narratives as a Foundation for Inclusive Practices
University of Nevada, Las Vegas	*Professional development should engage special education teachers in narrative or story telling as a way to examine personal experiences and beliefs. This presentation will explore narrative and transformational learning theory as a foundation for challenging teacher attitudes and assumptions in order to prepare teachers to engage in inclusive practices.* Break.

Joseph Abueg	Culturally Sustaining Practices for Working With Families of Asian American Children with Disabilities
University of Nevada, Las Vegas	*In the United States, disability-related studies often omit the experiences of Asian Americans (Hasnain et al., 2020). To help Asian American children with disabilities achieve positive learning outcomes, professionals need to develop cultural sensitivity and engage in practices that respect the families' cultures (Jegathessan et al., 2010a).*

Joseph Morgan
University of Nevada, Las Vegas

Tara C. Raines
University of Nevada, Las Vegas

Integrating Healing-centered Approaches on School Campuses via Full Service Community Schools Programming

Schools are a critical component of a larger community network; however, educators often fail to integrate the assets available within their community that could be used to support the academic, behavioral, and social-emotional outcomes of the students they serve. Additionally, schools as systems often do not recognize the impact of systemic inequities built into the social fabric of their school community and therefore do not pair instruction and intervention that is responsive to the needs of participants of their school community. To address these inequities, this session will highlight the framework of a full service community schools model that exists in 14 public elementary schools focused on the integration of healing-centered approaches that elevate the assets that diverse students bring with them to school communities. Initial findings and lessons learned will be discussed.

Scotia Hammond
University of Nevada, Las Vegas

Exploring the Complexities of Student Stress among High School Students with Emotional and Behavioral Disorders

Experiencing stress, especially at high levels and during pivotal developmental years, can have a detrimental impact on adolescents' overall development and well-being. Based on findings from a convergent mixed methods study, this session will discuss what high school students with EBD identify as current stressors in their lives.

Glykeria Kalamata
Center for Social Innovation

Prospects of digitalisation in educating young adults with disabilities: the L.E.I.SURE SKILLS project

The project L.E.I.SURE SKILLS (sociaL inclusion for mEntal dIsability and leiSSURE SKILLS) aims at helping young adults with intellectual disabilities develop and improve leisure time management skills, with the help of their teachers, trainers or parents, and promoting their inclusion in education, labour market and society at large.

ORGANIZING COMMITTEE

Lefki Kourea | Conference Co-Coordinator | University of Nicosia
Joseph Morgan | Conference Co-Coordinator | University of Nevada, Las Vegas
Alain Bengochea | University of Nevada, Las Vegas
Fatmana Deniz | University of Nevada, Las Vegas
Elena Papanastasiou | University of Nicosia
Lucia Protopapa | University of Nicosia
Marina Rodosthenous | University of Nicosia

SCIENTIFIC COMMITTEE

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