



special education
convention & expo

portland, oregon • feb. 5-8

ALL EDUCATORS. EVERY CHILD. NO LIMITS.

SECTION 1

CEC 2020 CONVENTION CALL FOR PROPOSALS

Portland, Oregon

February 5-8, 2020

Deadline for Submission – March 31, 2019

On behalf of the Program Chairpersons, you are cordially invited to submit presentation proposals for the CEC 2020 Convention and Expo. Session presentations occur Wednesday through Saturday of convention week and are selected from this Call.

Submit your proposal online at www.cec.sped.org – all proposals are stored in a secure database.

***2020 Workshops:** Interested in submitting a workshop? Please use this [link](#) that will take you to the 2020 CEC Workshop Call for Proposals. Workshops provide practical, evidence-based information and are full- or half-day workshops.

***Bio:** All proposal submissions now require a Bio. Once you log into the system, your account will have a tab for you to upload your Bio. Bios cannot exceed a maximum of 150 words or 1,200 maximum characters including spaces.

IMPORTANT INSTRUCTIONS:

Please be sure to review all the information and instructions regarding proposal submission prior to completing the online proposal form. It is helpful to develop your proposal description and review it carefully prior to beginning the online form.

- Read all instructions
- Develop your proposal description and review it carefully before beginning the online form.
- Follow prompts and complete all fields.
- Submit your proposal by **March 31, 2019.**
- Once you have submitted your proposal, the system will send you an automatic response acknowledging receipt. If you have difficulty submitting a proposal online, or do not receive an automatic acknowledgement, please contact Renee Glasby at convproposals@cec.sped.org, or 1-888-232-7733, ext. 422 immediately.

Accepted presenters are required to register by September 1, 2019

SECTION 2

Proposals must include all the information requested in this section as delineated below:

1. Title of Presentation, Type of Session, and Evidence

- a. Title of Presentation: Limit to 12 words (max 200 characters)
If your proposal is accepted, the title may be edited for the convention program.

- b. Type of Session Requested:
Four presentation formats are available. Select the format that best fits the content and learner outcomes of your proposal from those listed below.
(Research in progress will not be accepted as a Presentation or Panel session.)

Due to limited program slots, the Program Chairs and Program Advisory Committee may determine it necessary to assign your session a format or length of time different from the one you select.

PRESENTATION WITH Q&A: 1 hour sessions in which individuals present material about a specific topic. Interaction in this format is typically limited to questions and answers. It is mandatory to allow at least 10 minutes for question and answers.

DEMONSTRATION: 1 hour sessions in which presenters demonstrate and involve participants in learning activities (e.g., developing and using curriculum materials or assessment tools; developing instructional plans; using software programs or technologies). Demonstration sessions are intended to be interactive.

PANEL: 1 hour sessions that are moderated and designed to present multiple perspectives on a topic.

POSTER: 45-minute sessions which visually present a research study, program, or project. This format is particularly appropriate for works in progress. **(Research in progress will not be accepted as a Presentation or Panel session.)** Poster sessions are designed to foster maximum interaction with the audience. Typically, there are about 20 poster sessions assigned to each 45-minute time slot. Attendees move through the room from poster to poster. Poster session presenters must: (1) prepare a poster exhibit of high quality that can stand alone in conveying information; and (2) attend the entire poster session and address questions from attendees. **Special Note:** *No audiovisual equipment is provided for poster sessions and CEC cannot provide power for laptops and other equipment in the poster session room.*

- c. **Evidence** – (see question #4 – Item E)

2. Presenters

To encourage broad program participation, as a session leader you may submit TWO presentations. You may also be listed as a co-presenter on TWO presentations (a total of four listings). Individuals who are invited to present by the Program Chairs or members of the Program Advisory Committee are exempt from the participation limits described above. If a presenter is involved in multiple presentations, the individual is required to present at all sessions.

a. Number of Presenters Including Proposer

Presentations are limited to no more than 6 presenters. Please provide the information for co-presenters at the time of your submission. You will have the opportunity to revise the information at a later date.

b. Contact Information

The following information is required for the proposer and co-presenter(s).

- Name
- Position and Title
- School/Organization
- Permanent Mailing Address
- Telephone and FAX numbers
- E-mail address

It is the responsibility of the presenters to notify CEC of address changes. CEC members are encouraged to use the CEC web site, www.cec.sped.org to update their personal information.

c. CEC Membership ID Number (if applicable)

d. Proposer Demographic Information (Provision of demographic information will not affect accept or reject decisions. You will have the OPTION of declining.)

The following information is requested to assist CEC in monitoring the extent to which submissions to the convention program reflect the diversity of the general population, and the individuals and families we serve. Although not required and not a factor in the review of your proposal, your willingness to share this information is appreciated.

- Race/Ethnicity/National Origin
- Disability
- Gender
- Other: (e.g., religion, sexual orientation, etc.)

ALL ACCEPTED PRESENTERS ARE REQUIRED TO REGISTER FOR THE CONVENTION BY SEPTEMBER 1, 2019. FAILURE TO REGISTER WILL RESULT IN CANCELLATION OF YOUR SESSION!

3. Abstract: Limit to 50 words (max 700 characters)

Provide a brief summary that clearly relates to the primary and secondary topic areas and to the learner outcomes.

4. Description of Proposal

Maximum of 5,000 characters which is approximately 500 words. (References count against your character count, so limit your list of references.)

Provide a detailed description of your proposal, organized in terms of the five selection criteria (see below for more information regarding each of the selection criteria).

- (A) Rationale for the presentation (10 points)
- (B) Usefulness to Practitioners (10 points)
- (C) Relevance to Learners, Families, and/or Educators of Diverse Groups (5 points)
- (D) Participant Outcomes (10 points)
- (E) Evidence of the Effectiveness of the Practice or Content (to be presented) (15 points)

SPECIAL NOTE: Each proposal is reviewed without proposer identification. Your proposal abstract and description should not contain any identifying information. Proposals containing any identifying information will be removed from consideration. Do not use abbreviations or acronyms.

SELECTION CRITERIA

The Program Chairpersons, in conjunction with the Program Advisory Committee, will select proposals based on the following criteria:

- A. Rationale for presentation (10 points)
 - Why is this topic important to the field?
 - What is the conceptual orientation for the presentation?
- B. Usefulness to Practitioners (10 points)
 - How does the information presented in the session translate to improved practice?
 - What practices are being targeted and how can recommendations improve student performance?
- C. Relevance to Learners, Families, and/or Educators of Diverse Groups (i.e., culture, gender, language, race/ethnicity, religion, sexual orientation, socioeconomic status, families and/or educators with disabilities, other) (5 points)

Explain:

- How does this proposal improve the knowledge and educational outcomes of diverse populations?
- How does this proposal benefit historically marginalized groups?

D. Participant Outcomes (10 points) – (See question #5)

Provide 2 to 3 participant outcomes that are appropriate for the intended audience and focus of your proposal.

- Describe the skills, knowledge, and/or behaviors participants will know or be able to demonstrate after the session.
- Are considerate of medium, time, and number of presenters

E. **Evidence of the Effectiveness from the Practice, Research, or Policy to be Presented** (15 points) (click [here](#) print out the criterion).

Evidence of the Effectiveness from the Practice, Research, or Policy to be Presented (15 points) (use the following guidelines to address this criterion).

Category of Evidence (choose one): Practitioner Evidence; or Research from quantitative, qualitative, or mixed methods; or Policy

Membership of CEC are keenly aware that evidence-based practices are required to be used in special education with students with disabilities. While term *evidence-based* typically refers to results from experimental and single-subject studies with quantitative results demonstrating the effectiveness of an intervention, CEC 2019 is pursuing a broader conceptualization of the term *evidence of effectiveness* to include policy practices and practitioner sources of evidence. The submission should indicate the category of evidence within which the intervention/practice falls: (1) practitioner evidence; or (2) Research from Quantitative, Qualitative, or Mixed Methods studies; or (3) policy. Please explain how your submission meets the guidelines specified below.

(1) Practitioner Evidence: Describe each of the following types of practitioner evidence.

- A brief summary of the theory or published research that provides a basis for the principles upon which the intervention/practice was used in practice.
- Individual, classroom, or school data on student learning that suggests the effectiveness of the intervention/practice. Examples of practitioner evidence on student learning include, but are not limited to, curriculum-based measurement, rubric scores, course grades, criterion-referenced measures, and behavioral observations. Data are stronger if they include pre-/post-testing or baseline/intervention data than if information is collected only on a post-intervention basis. Data on multiple participants/students strengthens the evidence, but reports that include data on only one participant will be considered.
- Information on consumer feedback or data from other social validity measures on an intervention can include student ratings, parent/family evaluations, and employer surveys.

OR

(2) Research: Describe the design used to assess the efficacy of the intervention from Quantitative (randomized control trial, quasi-experimental study, single-subject design); Qualitative, or Mixed Methods approaches and describe the study using these sections:

- A brief summary of the research literature that served as a foundation for the study.
- Research questions.
- Research design consistent with quality indicators for this methodology, including description of participants, measures, intervention duration, etc.
- Results (If the study is incomplete, indicate when it will be completed.)
- Discussion points.

OR

(3) Policy: Describe the policy or legal basis for the issue:

- Policy papers that provide expert consensus on the nature of the issue.
- Research studies on the nature or extent of the problem (e.g., studies on disproportionality in special education, multicultural preparation of personnel).
- Persuasive argument that the issue has not received sufficient attention from researchers or practitioners and noting types of questions to be asked in future.

- Theoretical foundation for the session to stimulate new thinking about a topic (cite theory if currently described in the literature or rationale for considering modifications to existing theory).

Please Note: Proposals that promote commercially available products, services, or programs will not be accepted. The venue for commercially available products is an Exhibitor Showcase Session. Please visit CEC at www.ceconvention.org after March 31, 2019, for information on exhibitor showcase sessions.

5. Participant Outcomes (10 points):

Provide 2 to 3 participant outcomes that are appropriate for the intended audience and focus of your proposal.

- Describe the skills, knowledge, and/or behaviors participants will know or be able to demonstrate after the session.
- Are considerate of medium, time, and number of presenters.

6. Topic Areas (see list on page 8)

A broad range of topics will be included in the convention program. Selection of the primary and secondary topic areas is extremely important to ensure that your proposal is directed to reviewers qualified to make the most appropriate evaluation of its merits. Topic areas will also be considered by the Program Chairs and Program Advisory Committee in developing a balanced convention program. Select **one** primary and **one** secondary topic area.

7. Other

a. Alternate Format

- Acceptance of another Session Type:** Are you willing to accept a poster session format as the alternate format? ***(Please note that the reviewers will not be able to consider proposals for a poster session format unless you check yes.)***
- Are you willing to be considered part of a multiple presentation session?** Multiple presentation sessions are 1 hour sessions in which 2 or 3 proposals are given approximately 15-25 minutes each to present their papers on a common topic, followed by 10-15 minutes of dialogue led by a moderator. The Program Chairs and Program Advisory Committee will group and assign proposals to these sessions. (Because CEC receives many more proposals than can be presented during convention time slots, we urge applicants to be flexible in considering options such as multiple presentationsessions.)

b. Target Audience (see list on page 10)

- Please choose **one** primary and **one** secondary target audience for your presentation.

8. Preview (you can print/save a copy of your submission)

9. Finalize Submission

Use this screen to finalize your proposal. All required steps must be completed before you can finalize the submission. You will be able to edit your submitted proposal(s) until the deadline of March 31, 2019.

Commitment to Register and Verification

Signature of Proposer and Date Proposal Submitted

➤ **Your electronic signature confirms:**

- **If your proposal is based on your dissertation, you have read and understand the expectations about presentations based on dissertation research (see Q and A section, item 3).**
- **Your commitment to register by September 1, 2019, if your proposal is accepted or you are a co-presenter on another proposal.**
- **Your proposal does not promote commercially available products, services, or programs.**

TOPIC AREAS AND TARGET AUDIENCES

A broad range of topics will be included in the convention program. Selection of the primary and secondary topic areas is important to ensure that your proposal is directed to reviewers qualified to make the most appropriate evaluation of its merits. Areas will also be considered by the Program Chairs and Program Advisory Committee in developing a balanced convention program.

Topic areas are listed below; please select one primary and one secondary topic area (Please note that new topics are presented in italics.)

Instructional Strategy proposals:

If you are describing or discussing an instructional strategy, please submit either:

a) under the appropriate category of disability (e.g. Intellectual Disabilities, Gifted and Talented, Autism Spectrum Disorders)

or

b) the specific topic (e.g. STEM, Career Development/Transition)

Strategies for preventative interventions in a multi-tier system of supports should go to MTSS, whereas those geared to teaching students with learning disabilities would go to the LD Topic area.

1. Accountability Systems (IDEA/ESSA) for Children and Youth with Disabilities
2. Administration/Supervision (including recruitment and retention of special education and early childhood professionals)
3. Arts in Special Education
4. Assessment (including assessments for accountability (IDEA/ESSA), diagnosis, eligibility, and program planning)
5. Autism Spectrum Disorder/Intellectual Disability
6. Career Development/Transition
7. Collaboration and Inclusive Practices (*including models for co-teaching and other methods for providing access to the general education curriculum and classroom*)
8. Communicative Disabilities and Deafness
9. Cultural and/or Linguistic Diversity (*including culture, language, race/ethnicity, religion, sexual orientation, socioeconomic status, disability, families and/or educators with disabilities*)
10. Early Childhood and Early Intervention
11. Emotional and Behavioral Disorders
12. Gifted and Talented
13. International Programs/Services
14. Learning Disabilities (*including instructional strategies for students "at risk" or with learning disabilities.*)
15. Maltreatment
16. Measuring Special Education Teacher Effectiveness (including High-Leverage Practices)
17. Multi-Tiered System of Support (MTSS)
18. Parent/Family/School Partnerships
19. Personnel Preparation (*including High-Leverage Practices*)
20. Physical/Health/Multiple Disabilities
21. Pioneers/Historical Perspectives
22. Public Policy
23. Research

24. Starting the Teaching Career
 25. STEM (*instructional strategies for learning in science, math, and technical subjects*)
 26. Technology in Special Education and Early Intervention (including Adaptive and Assistive Technology)
 27. Visual Impairments and Deafblindness
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Target Audience—Please choose the primary and secondary target audience of your presentation.

Classroom Personnel, Teachers

- Special Educators—All Levels
- Special Educators, Early Childhood
- Special Educators, Elementary
- Special Educators, Middle
- Special Educators, Secondary
- Special Educators, Paraeducator
- General Educators—All Levels
- General Educators, Early Childhood
- General Educators, Elementary
- General Educators, Middle
- General Educators, Secondary
- General Educators, Paraeducator

Administrators/Supervisors

Administrators/Supervisors, All (or specify below)

- Administrators/Supervisors, Special Education
- Administrators/Supervisors, General Education

Mental Health Professionals

- **School Counselors**
- **School Psychologists**

Parents/Families

Related Service Professionals: please specify

Researchers

Students/First-Year Professionals

Teacher Educators

Other: please specify

IMPORTANT NOTES

SESSION RECORDING

Your session may be recorded for use in the publishing of materials from the CEC 2020 Convention & Expo in any media format on behalf of CEC. If your proposal is accepted and subsequently selected to be recorded, CEC will contact you for permission to record the session.

AUDIOVISUAL EQUIPMENT

CEC provides presenters with information regarding AV equipment rental.

COMPUTER EQUIPMENT

Please note: CEC does not provide computer equipment for any convention presentation.

THE CONVENTION PROGRAM. The program will contain your session title and abstract as edited by CEC staff.

FREQUENTLY ASKED QUESTIONS

1. How do I decide which topic area(s) to select?

The topic areas selected must reflect the primary and secondary focus of your proposal. For example, a proposal focusing on literacy instruction for students who are deaf or hard of hearing would indicate the primary topic area as *Communicative Disabilities and Deafness* and the secondary topic area as *Instructional Design & Strategies*. Each topic area is assigned to a member of the Program Advisory Committee (PAC). In the example above, the proposal would be assigned to the PAC Representative for *Communicative Disabilities and Deafness*. Selection of the primary and secondary topic areas is extremely important to ensure that your proposal is directed to reviewers qualified to make the most appropriate evaluation of its merits. The PAC Representative will then assign 2 to 3 reviewers to review your proposal.

2. What will happen to my proposal once it is received by CEC?

Your proposal will be assigned to a review team who have been identified by the Program Chairs and the Program Advisory Committee (PAC) and who have knowledge and expertise in the specific topic areas and/or area of high interest you indicated. *Each proposal is reviewed without proposer identification.* Your proposal abstract and description should not contain any identifying information. Proposals containing any identifying information may be removed from consideration. Reviewers are guided in their review by the selection criteria stated previously. Your proposal will receive a score for each criterion and a recommendation from each individual reviewer to "Accept," "Wait List," or "Not Accept." Scores, recommendations, and any comments are sent to a Review Team Leader who is a member of the PAC. Each Team Leader will review the scores and recommendations for his/her topic area and make a final recommendation to accept, wait list, or not accept each proposal. The PAC members as a whole will then meet to discuss all accepted proposals and to consider program balance and ensure that important topical areas are represented on the convention program.

3. If my proposal is accepted, can I report results of my dissertation during my presentation?

Although you may wish to present the results of your dissertation, please keep in mind that most attendees are looking for how your research can help them in teaching students with disabilities/gifts and talents, in improving their programs and services, and in other applications for their professional roles and responsibilities. Limiting your presentation to the dissertation itself is not appropriate.

4. When will I hear about the status of my proposal?

Each proposer will be notified of the status of their proposal in June 2019. If your proposal is accepted, you will also receive information regarding convention registration, housing, and audiovisual requirements and be asked to complete a few more forms regarding session leader(s) and presenters. Please note: If you have not received notification by June 30, 2019, please contact Renee Glasby at CEC, reneeg@cec.sped.org, 1-888-232-7733, ext. 422, regarding the status of your proposal.

5. Can I request that my session be scheduled for a particular day and time?

Individual requests for particular times cannot be granted; therefore, submission of a proposal indicates your willingness to present at the time you are scheduled.